

PARTICIPATION OF COMMUNITY LEADERS IN COMMUNITY
DEVELOPMENT ACTIVITIES AT THE SAWLA-TUNA-KALBA
DISTRICT OF THE NORTHERN REGION

BY

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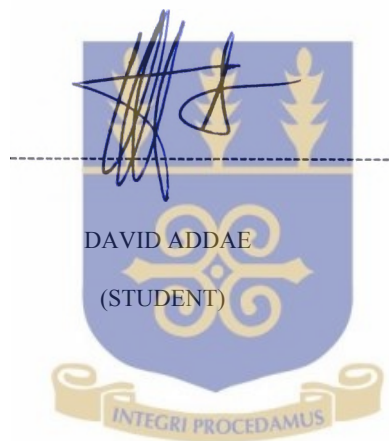
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DECLARATION

I certify that this thesis is my original work which I have produced through research. Where the researcher made quotations or where other peoples views were presented, full acknowledgements have been made.

None of the materials contained herein have been presented, either in whole or in part, for the award of a degree in this or any other university.



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DEDICATION

This work is dedicated to my dear mother, Janet Osei-Asibey who has single handedly seen me through school to this stage. Mum, I love you very much and may God bless you.



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The successful completion of this work was made possible through the help and cooperation I received from different people. First of all my sincerest gratitude goes to Dr. Daniel Oduro-Mensah, Deputy Director of the Institute of Continuing and Distance Education, University of Ghana. Legon for his love, comfort, and encouragement throughout the period of my study. I also thank Dr Oduro -Mensah for his extensive and imaginative comments that were invaluable in fine tuning the final product.

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Finally, to God be the glory for great things He has done.

David Addae

August, 2010.

ABSTRACT

The invaluable role played by community leaders in any development activity cannot be overemphasized. This is because through the participation of community leaders in development activities, community members could also be influenced to participate. The study therefore, identified the extent to which community leaders participate in development activities in the Sawla-Tuna-Kalba district.

Related literature was reviewed on the concept of leadership, leaders and group effectiveness, community development, leaders' participation in community development, among others. The population of the study consisted of all community leaders at Sawla-Tuna-Kalba district of the Northern Region. This included chiefs and elders, unit committee members, opinion leaders, leaders of women groups, and youth leaders. One hundred community leaders formed the sample for the study. The study used a descriptive survey design. Data was gathered from the respondents with the help of an interview schedule. The data was analysed using the SPSS software.

The following were the major results of the study:

- The leaders identified educational, constructional, sanitation, and environmental activities as community development activities that were undertaken in the district from 2007-2009.
- Majority of the community leaders participated in varying levels of planning community development activities in the district. On the contrary, majority of the community leaders did not participate in implementing, and monitoring and evaluation of community development activities in the district.

- Promotion of peace and stability in the district, provision of rewards to leaders, and availability of funds for development activities were some of things indicated by community as ways by which their participation in community development activities could be enhanced.

Some of the major findings of the study were that:

- Constructional, educational, sanitation, and environmental activities were the various categories of community development activities undertaken in the district within the past two years.
- Majority of the community leaders participate in varying levels of the planning of development activities.
- Community leaders were of the view that providing them with rewards, involving community members in development activities, promoting peace and harmony among the various groups in the district, and organizing training programmes for them, were some of the ways of enhancing their participation in development activities in the district.

The study recommended amongst others that avenues should be created for leaders to continuously participate in the planning, implementing, and monitoring and evaluation of community development activities since such the participation of leaders in those stages were crucial to the success of development activities.

TABLE OF CONTENT

	PAGE
Declaration.....	1
Dedication.....	—u
Acknowledgement.....	111
Abstract.....	«v
Table of Content.....	v*
List of Tables.....	*i

CHAPTER ONE**INTRODUCTION**

1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	6
1.3. Purpose of the Study.....	7
1.4. Objectives of the Study.....	7
1.5. Research Questions.....	8
1.6. Significance of the Study.....	9
1.7. Definition of Terms.....	9
1.8. Organisation of the Study.....	11
1.9. Profile of the Study Area.....	11



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction	14
2.2. Theoretical Framework.....	14
2.2.1. Game Theory of Participation.....	15
2.2.2. The Path-Goal Theory of Leadership.....	19
2.3. Concept of Leadership.....	21
2.4. Approaches to Leadership.....	27
2.4.1. Trait Approach to Leadership.....	28
2.4.2. Contingency Theory to Leadership.....	30
2.5. Leaders and Group Effectiveness.....	34
2.6. Community Development.....	38
2.7. The Concept of Participation.....	44
2.8. Leaders Participation in Community Development.....	47
2.9. Ways of Enhancing Community Leaders Participation in Development Activities.....	50

CHAPTER THREE

METHODOLOGY

3.1. Introduction.....	60
3.2. Population of the Study.....	60
3.3. Sample of the Study.....	60

3.4. Research Design.....	
3.5. Sampling Procedure.....	61
3.6. Research Instrument.....	64
3.7. Data Collection Procedure.....	65
3.8. Reliability and Validity of Data Collection Instruments.....	66
3.9. Method of Data Analysis.....	67

CHAPTER FOUR

PRESENTATION OF RESULTS

4.1. Introduction.....	68
4.2. Community Development Activities Undertaken in the District.....	68
4.2.1. Community Development Activities Undertaken in the District from 2007-2009.....	70
4.2.2. Community Development Activities Undertaken by the Community.....	71
4.2.3. Community Development Activities that Leaders were Involved in.....	72
4.3. Level of Participation of Community Leaders in Development Activities.....	72
4.3.1. Level of Participation of Community Leaders in Planning Development Activities.....	74
4.3.2. Level of Participation of Community Leaders in Implementing Development Activities.....	76
4.3.3. Level of Participation of Community Leaders in Monitoring and Evaluation of DevelopmentActivities.....	76
4.4. Ways of Enhancing Community Leaders Participation in Development Activities.....	78

4.4.1. Ways of Enhancing Community Leaders Participation in Development Activities.....	78
4.4.2. Stakeholders ways of Enhancing the Participation of Community Leaders in Development Activities.....	82
4.5. Summary of Results.....	83

CHAPTER FIVE

DISCUSSION OF RESULTS

5.1. Introduction.....	86
5.2. Community Development Activities Undertaken in the Sawla-Tuna-Kalba district from 2007-2009.....	86
5.3. Level of Community Leaders Participation in Development Activities.....	91
5.3.1. Level of Community Leaders Participation in Planning Development Activities.....	91
5.3.2. Level of Community Leaders Participation in Implementing Development Activities	94
5.3.3. Level of Community Leaders Participation in Monitoring and Evaluation Development Activities.....	95
5.4. Ways of Enhancing Community Leaders Participation in Development Activities.....	99
5.4.1. Ways of Enhancing Community Leaders Participation in Development Activities.....	99
5.4.2. Views of Community Leaders on how to Enhance their Participation in Development Activities.....	102
5.4.3. Stakeholders ways of Enhancing the Participation of Community Leaders in Development Activities.....	106

CHAPTER SIX

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

6.1. Introduction.....	111
6.2. Summary.....	111
6.3. Major Findings.....	112
6.4. Implications of the Study for Adult Education Policy and Practice.....	113
6.5. Conclusion.....	115
6.6. Recommendations.....	115
6.7. Suggestions for Further Studies.....	116
Reference.....	117
Appendix.....	123

LIST OF TABLES

Table 1: Social Exclusion Filter.....	
Table 2: Social Exclusion Matrix.....	
Table 3: Proportionally Allocated Sample of Adult Community Leaders Expected to Participate in the study.....	63
Table 4: Proportionally Stratified Sample of Adult Community Leaders Expected to Participate in the study.....	64
Table 5: Community Development Activities Undertaken in the District from 2007-2009	69
Table 6: Development Activities Undertaken by the Community.....	70
Table 7: Development Activities that Leaders were Involved in.....	71
Table 8: Level of Participation of Community Leaders in Planning Development Activities.....	73
Table 9: Level of Participation of Community Leaders in Implementing Development Activities.....	75
Table 10: Level of Participation of Community Leaders in Monitoring and Evaluation of Development Activities.....	77
Table 11: Ways of Enhancing Community Leaders Participation in Development Activities	79
Table 12: Views of Community Leaders on how they could Enhance their Participation in Development activities.....	81
Table 13: Stakeholders (government, NGOs, and corporate entities) ways of Enhancing	

the Participation of Community Leaders in Development Activities

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CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

The ability of a group to accomplish its set goals and to satisfy the needs of its members depends to a large extent on the few individuals who direct and coordinate the activities of the group. Effective leadership is most likely to contribute to the realization of collective group goals, whereas poor leadership has the tendency of impacting negatively on the group's ability to achieve results. In the same manner, the ability of communities to identify and solve problems that affect them depends to a large extent on their local leaders.

The invaluable role played by leaders in any community development endeavor cannot be overemphasized. This is because, by the leaders' active involvement in self-help projects, community members can become inspired to participate. Through their participation, they are able to provide clear directions and motivation that would boost the morale of community members. Sometimes through their involvement they are also able to secure support, both technical and financial, from institutions and agencies that are within their reach. This ultimately brings about success of such projects and since people often want to associate themselves with success, many more community members would be encouraged to participate in subsequent projects led by such leaders. Quite a number of development projects in some rural communities in Ghana have come to a standstill due to the non-participation of local leaders.

The need to achieve an appreciable level of development in rural areas in the country, has called for the introduction of programmes aimed at improving the capacities of local leaders. Leadership capacity building workshops have been held in many rural areas in the country as part of equipping local leaders with the requisite skills to effectively mobilize their members for self-help developmental purposes.

Biney (2003) asserts that Ghana's community development programme which started in the late 1940s sought to develop community leadership and encourage citizens' participation through education and training of the people in rural communities to undertake activities or projects to promote socio-economic advancement based on comprehensive planning. The programme, Biney argues, led to the mass-education of people especially non-literate adults and generated the self-help spirit of rural people in the construction of small-scale water systems for drinking and agriculture, rural roads, schools, health posts, and community centres. The generally acknowledged success of Ghana's community development programme between 1951 and 1957 was perhaps due to government's readiness to sponsor such projects.

Village and Town Committees now called Zonal Committees were established in all villages and towns in Ghana by the government of the first republic in 1963. They were charged with the responsibility of planning and coordinating all development activities in their respective communities (Biney, 2003). Campfens (1997) has observed that human development during this period was viewed primarily within the context of traditional communal forms of societal organization. Community development attempted to integrate the group or clan based

communities into the larger institutional systems of the society. A holistic approach which adopted and promoted mass education, self-help, and awareness programmes aimed at mobilizing individuals and groups. To address their own needs and problems, local communities were encouraged to identify their own needs and to participate in meeting them. Commins (1979) also notes that efforts were made to nurture local leadership and the development of communities' capacity overtime.

A new programme was introduced in the early 1990's as part of Ghana's Programme of Action to Mitigate the Social Cost of Adjustment (PAMSCAD) which was aimed at developing and rehabilitating rural housing. The programme originated within the continuation schools programme, a pilot scheme developed and funded by UNICEF in 1986 (Campfens, 1997). Initially, twelve centres were established across the country which eventually expanded and consolidated and were charged with the teaching of vocational skills to school leavers so as to make them employable. These centres were later renamed the Integrated Community Centre for Employable Skills (ICES) and gained popularity across the nation due to the low-cost housing constructed from local materials.

Programmes such as the Women's Income Generation project and those operated by the Ghana Reconstruction Movement and the 3 P¹ December Women's Movement demonstrate the effectiveness of Non-Governmental Organisations in working with communities to enhance their entrepreneurial skills for their own development. Church organisations have also complemented the efforts of government in many community development activities. One such organisation is

the Brong Ahafo Catholic Cooperative Society for Development (BACCSD) which introduced programmes that help maize farmers analyse their production techniques, provide education for prospective members of the cooperative and extend credit (Campfens, 1997). These efforts demonstrate that people can be adequately empowered to improve their living conditions.

The Ghana government between 2001 and 2008 initiated and implemented many projects that were aimed at enhancing rural development nationwide. One such project is the Rural Enterprises Project which sought to equip rural folk with entrepreneurial skills as well as help them establish their own businesses.

However, in spite of these and many other developmental initiatives by successive governments with the view of bringing about the desired development nationwide, the Northern Region still remains one of the most deprived areas in terms of access to basic and necessary facilities and amenities. Records available indicate that out of every ten people in the Northern Region, seven are considered poor (Abu-Bakar, 2004). This has prompted calls from the Northern Regional House of Chiefs to successive governments to divide the region into two. This they believe will speed up development in the area.

Despite the deprived nature of the region, the regional capital, Tamale has been at the receiving end of much infrastructural development. One of such infrastructural developmental projects is the construction of a huge water reservoir to ensure constant supply of water to residents. This

and many other developmental projects have transformed Tamale into one of fastest growing cities in West Africa to the neglect of other districts in the region.

Sawla-Tuna-Kalba district which is the focus of this study is one of such neglected areas in the region. Yabang (2008) asserts that, Sawla-Tuna-Kalba district is a multi-generational poor area where poverty is passed on from one generation to the next. Carved out of the Bole district in 2004, Sawla-Tuna-Kalba district has seen some development projects. The construction of the district assembly offices and the upgrading of the Sawla health centre to that of a polyclinic are instances of development projects in the area. These projects were solely executed by the district assembly with no support from the community members. It is important to note that the sustainability of development projects in any area depends to a large extent on the active participation of community members and leaders.

During the early 1990's, traditional leaders in some communities which were part of the then Bole district but now part of the Sawla-Tuna-Kalba district were able to mobilize their people to embark on self-help projects that helped in transforming the communities. The Sawla Wura is said to have initiated the construction of a six unit class room block at Sawla which serves the neighbouring communities. Lineage heads as well as heads of the various ethnic groupings in the area were the vehicles for effective mobilization of their members for development purposes. Leaders of the Vagla ethnic group are said to have mobilized their members towards the sinking of a well at Tuna. This was to solve the perennial water problems they faced as a people. The educated elite also played significant roles in the developmental agenda of the area.

Communal labour represented an essential part of the lives of the people which made it possible for communities to realize some of their developmental goals. Community centres, markets, and health posts were constructed through the effort of community members with the active participation of local leaders.

An important question to ask is whether this zeal and dedication exhibited by local leaders in their quest to develop their communities in the past is still reminiscent of the present leadership? Currently, however, it can be said that communal spirit in the area is very low as people do not readily participate in communal labour. Could this be attributed to the inability of the local leadership to mobilize community members to participate in self-help activities in the district?

1.2. Statement of the Problem

The ability of a community to achieve its developmental goals depends in part to a few individuals who occupy leadership positions. This is because community leaders can stimulate and help sustain communal spirit in community members. This makes community leaders a critical contributor to the success of community development in any community. Community leaders in the Sawla-Tuna-Kalba district of the Northern Region have been noted to participate in community development activities which led to the construction of a community centre and a health post at Sawla. However, the participation of community leaders in community development activities has not significantly helped in the development process of the district. In the light of the above supposition, the question therefore is; To what extent do community leaders participate in community development activities at Sawla-Tuna-Kalba district of the Northern Region?

1.3 Purpose of the Study

The purpose of the study is to find out the extent to which community leaders participate in community development activities in the Sawla-Tuna-Kalba district of the Northern region.

1.4 Objectives of the Study

The main objective of this study was to find out the extent to which community leaders' participate in community development activities at Sawla-Tuna-Kalba district of the Northern Region.

The study was designed to achieve the following specific objectives;

1. To identify the community development activities that were undertaken in the district from 2007-2009 with regard to:

- Development activities undertaken by the community
- Development activities that leaders are involved in

2. To find out the level of participation of community leaders in the following stages of community development activities with regard to:

- Planning community development activities.
- Implementing community development activities
- Monitoring and evaluation of community development activities.

3. To identify ways of enhancing community leaders' participation in development activities in the district.

1.5 Research Questions

The research questions asked were:

1. What community development activities are undertaken in the district from 2007-2009?
2. Which of the development activities was undertaken by the community?
3. Which of the development activities was community leaders involved in?
4. Are community leaders involved in the planning of community development activities?
5. At what level do community leaders participate in the planning of community development activities?
6. Do community leaders participate in the implementation of community development activities?
7. What is the level of community leaders' participation in development activities in the district?
8. Do community leaders participate in the monitoring and evaluation of development projects undertaken in their communities?
9. How often do community leaders monitor and evaluate community development activities in the district?
10. What can community leaders do to enhance their participation in community development activities in the district?

11. What can stakeholders (government, NGO's, and community members) do to enhance the participation of community leaders in community development activities?

1.6. Significance of the Study

In view of the fact that, leaders influence and motivate individuals to fully participate towards the accomplishment of community development goals, makes this study imperative to all communities, rural and urban.

The study was also significant for the following reasons:

1. It would enable stakeholders (government, NGO's, and community members) to know the contributions of community leaders to the success of community development in the Sawla-Tuna-Kalba district and in other districts in the country.
2. The findings would help determine the levels of community leaders' participation in community development in the country.
3. The study would also help identify ways of enhancing the participation of community leaders in community development activities.
4. The study would extend considerable knowledge to practitioners and students in the field of community education and development on the role of community leaders in community development.

1.7. Definition of Terms

These terms are used in the study and are defined as follows:

Community participation: The creation of opportunities to enable all members of a community to actively contribute to and influence the development process and to share equitably in the fruits of development (United Nations, 1981).

Community education: Helping community members acquire knowledge, skills, and attitude in order to enable them solve problems affecting them as a community.

Community development: The process whereby community members come together to take collective action and generate solutions to common problems (Flo and Smith, 1999). In the context of the study, it is used to denote self-help development activities in the district since 2004.

Community development activity: Any collective endeavour by community members to find solutions to problems they face as a community.

Communal labour: Community members coming together to embark on developmental projects.

Leadership: The art of influencing others to act in order to accomplish specific objectives (Kinard, 1988)

Leader: An individual who can influence the behaviour of others and is recognized as having **some** authority. In the context of this study, a leader refers the following: traditional leader (chiefs and elders), opinion leaders, and leaders of women's groups, youth leaders, and unit committee members.

1.8. Organisation of the Study

To afford easy reading and comprehension, this research work comprises of six chapters.

Chapter one, which is the introduction to the study, sets forth the background to the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, among others.

The second chapter deals with the theoretical framework and review of literature. The theory under which this study is grounded is spelt out in this chapter. The chapter also discusses topics such as; the concept of leadership, approaches to the study of leadership, motivation, community development and citizen participation among others.

Chapter three looks at the methodology, which includes the population, sample size research design, sampling procedure, data collection instruments, reliability and validity, and method of data analysis.

In chapter four, the results are presented. The discussion of results is found in chapter five. Finally, chapter six contains the summary, major findings and conclusion of the study. It further contains the recommendations based on the findings for policy guidance and future research.

1.9. Profile of the study area

Sawla-Tuna-Kalba district is one of twenty-eight (28) created in 2004 out of the then a hundred and ten (110) metropolitan/municipal/district assemblies. It was carved out of Bole district. Sawla-Tuna-Kalba district with its capital Sawla is located to the west of the Northern Region. To the north of the district are Wa West and East districts. West Gonja to the east. La Cote

d'Ivoire and Burkina Faso to the west and the Bole district to the south. The whole area lies within Longitude 2 degrees 50'W to 2 degrees 10'W and Latitude 8 degrees 10'N to 9degrees 50'N. The district which has a population of 85,000 occupies 6% of the landmass of the Northern Region (4601 km sq) (Ministry of Health Population and Housing census, 2004). The area is populated with several ethnic groups including the Vagla, Dagaaba, and Gonja (who are the overlords), Mewow, and Safalba.

According to Yabang (2008), perhaps the striking historical and political interests lie in the Brifo group who originally migrated from Sankana in the Upper West Region across the Black Volta to settle in the area along the river for an agrarian life. Later due the disturbances of the wars of Samouri Toure in the 19th century they had to escape to farm along the Ghana part of the Black Volta. Yabang further asserts that the Brifo communities have been one of the sources of food supplies for the district and the whole country. The district is home to the 'Kulmasa crocodile sanctuary' and the Kalba market. These are two major tourist centres in the district and attract patronage from tourists within and outside the country. There reports of the discovery of lime deposits in Kong which is in the eastern part.

Agriculture, which is the main preoccupation of majority of people in the district, is grappling to attain modernity. Crops produced in the area are basically roots, tubers and cereals. Shea butter and groundnuts are two other crops also produced in the area mostly by women. Animal rearing is another major occupation in the district with cattle, goat and sheep kept on free range.

Transportation is one major problem facing the agriculture industry in the district. There are inadequate vehicles to transport food crops to the market centre.

The road to the Kalba market for instance, which is 20km from Tuna in a bad state. Most of the roads in the district are in a deplorable state and poor drainage has led to the formation of gullies in the roads making them utterly inaccessible. Again, the use of obsolete tools in farming makes it impossible for farmers to cultivate large pieces of land. In view of these setbacks, farmers are compelled to dispose of the produce at relatively cheap prices. Petty trading is another major economic activity in the district. Trading in all sorts of items is mainly the preoccupation of the youth.

Any society that wants to develop and safeguard its future must promote education at all levels. However, for many communities in the district including Gbelipie, Goyiri, Kojeneyiri, and Seguriyiri, education is like a game of lottery. This seems to imply that basic education is not taken seriously in such communities. The highest level of education one can attain is primary six (Yabang, 2008). Sawla has a number of Junior High Schools which serves children from neighbouring towns. However due to the fact many teachers refuse posting to the district, the quality of education is somewhat compromised.

Even though the district has a polyclinic, quality health care delivery in the area is a mirage. Inadequate personnel coupled with inadequate facilities to serve the growing number of health cases are some of the challenges facing health care delivery in the area.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter examines the theoretical framework and reviews the relevant literature related to the study. The chapter is divided into two sections. The first section covers the theoretical framework under which the study is subsumed. The second section deals with reviewed literature on the following sub-themes:

- The concept of leadership
- Approaches to leadership
- Leaders and group effectiveness
- The concept of Community development.
- The concept of participation
- Leaders participation in community development
- Ways of enhancing community leaders' participation in development activities

2.2. Theoretical Framework

The study is concerned with the participation of leaders in community development activities at the Sawla-Tuna-Kalba district of the Northern region. It is in this vein that theories of leadership and participation are necessitated. The theories underpinning this study are the Game theory of participation and the Path-Goal theory of leadership.

2.2.1. Game Theory of Participation

One theory under which the study is subsumed is the game theory of participation. The game theory* highlights the rational mechanisms underpinning individual decision making in a collective action contributing to the common good (Dorsner, 2004). In this respect the game theory can help in understanding how participation or non-participation in community development activities occur with particular reference to leadership since this study is concerned with local leadership participation in community development activities at Sawla-Tuna-Kalba district. Dorsner asserts that the game theory emerged as an enlightening alternative tool for capturing the rational aspects of participation and non-participation. The theory assumes that individuals have an option to be either included or excluded in development activities due to some pull or push factors.

The theory lists a number of possible factors that can explain patterns of participation or exclusion. The list, which is known as the social exclusion filter, is meant to analyse participation in community projects, so that there will be increased awareness about all potential factors that can influence participation. Some of the variables on the social exclusion filter are economic, educational, institutional as well as social factors, Dorsner (2004). The filter is represented in the table below:

Table 1: Social Exclusion Filter

Variable	Exclusion or integration at the community level	Exclusion or integration at the individual level
1. Economic	Level of economic development, level of inequalities, employment patterns, and distribution of living standards.	Income/consumption, assets, employment, status and time availability.
2. Social	Social roles and network fragmentations, traditional system of decision making.	Position in society, social roles, personal rivalries, isolation.
3. Human	Skills and knowledge of the community, capacity and intellectual resources.	Educational level, management and leadership styles, type of skills available, gender.
4. Organisational	Presence and impact of external bodies, institutional and vulnerability context and inflow.	Relationship with NGO staff, past experience with similar projects, access to information.
5. Political	Level of politicization and risk of political hijacking, political fragmentation, influence and power of interest groups.	Political stance/belief, level of political power, civic engagement.
6. Educational	Form of education being offered, agencies to education	Level of educational attainment, perceived benefits of the educational programme.

Source: Adapted from Upton (in Haan et al, 1998)

One or a combination of the variables in the table above will either to encourage or discourage individuals especially local community leaders to participate in community development activities. Local community leaders will seriously consider their economic status, social roles as well as educational level before they can make a choice to either participate or be excluded from developmental projects.

Rural people will participate only if they feel that the benefits of the project will accrue to them (Holcroft, in Eicher and Staatz, 1998). In the same respect community leaders will only lend their support to community development projects by organising community members, if they perceive that such projects will benefit the community. The game theory incorporates the concept of social exclusion into a systematic and dynamic framework that can easily be used to identify individuals and groups that are likely to either participate or not in community development activities.

The social exclusion variables according to Dorsner, give shape the game theory and ensures a more comprehensive analysis of participation. The theory according to Dorsner. holds that, community members decision to participate in communal activities depend on the rational calculus of benefits to be accrued as against the pursuit of common good. This calculus depends on the many characteristics of the community and its members.

In Tabic 2 below, the actions of the first player form the rows and the actions of the second player the columns of the matrix of social exclusion. The entries in the matrix are two numbers representing the utility or payoff to the first and second player respectively.

Table 2: Social Exclusion Matrix

Group 1	Included		Excluded	
Included	Gain X	Gain Y	Gain Z	Gain 0
Excluded	Gain 0	Gain Z	Gain Y	Gain Y

Source: Adopted from Dorsner (2004) Group 1 = right- hand figures inside each cell.

Group 2 = left- hand figures inside each cell

The two groups in the table above represent the various categories of people in any given community. The first and second players, (group one and two respectively) will participate when it is anticipated that gains (x, x) will be made. Group one will again be included when a greater gain (o) is received or anticipated. However, persons of that same group will at a point be excluded from an activity when it is realized that gain y will be made. Naturally the group will be excluded when it anticipates that it is going to lose or gain nothing (z) from a communal activity. The second player benefits a lot (o) when the first player decides not to participate and will therefore be included. Group two will however be excluded when no gains (z) are made, interestingly it is at this point that the first player decides to fully participate since it will gain a lot (o).

Community leaders will therefore choose to participate in communal activities aimed at bringing about development in the community, if they believe that their effort will result in some gains. The construction of a toilet facility in a community for instance may be judged as a gain and as such may receive the participation of community leaders and as such community members.

2.2.2. The Path-Goal Theory of Leadership

The path-goal theory, also known as the path-goal theory of leader effectiveness or the path-goal model, is a leadership theory in the field of organizational studies developed by Robert House, an Ohio State University graduate, in 1971. The path-goal theory which was however revised in 1996 describes how leaders affect the path-goal perceptions and satisfaction of subordinates (Marfo-Yiadom, 2004). The theory is based on the belief that the individual's motivation is dependent upon expectations that increased effort to achieve an improved level of performance will be successful, and expectations that improved performance will be instrumental in obtaining positive rewards and avoiding negative outcomes (Mullins, 2007).

Path goal theory was developed to explain how leaders motivate subordinates to be productive and satisfied with their work. It is a contingency approach to leadership because effectiveness depends on the fit between a leader's behavior and the characteristics of subordinates and the subordinates' task (House, 1996). The essence of the theory is that it is the leader's job to assist his or her followers in attaining their goals and to provide the necessary direction and or support to ensure that their goals are compatible with the overall objectives of the group or organisation (Robbins, 1989). According to Rue and Byers (2005), a leader's behaviour is acceptable to subordinates to the degree that they view it as a source of satisfaction now or as a step toward future satisfaction. Rue and Byers further add that leader behaviour influences the motivation of subordinates when it makes the satisfaction of their needs contingent on successful performance; and it provides the guidance, support, and rewards needed for effective performance (but that are not already in the environment).

House has identified four leadership behaviours (Robbins, 1989). The directive leader lets subordinates know what is expected of them, schedules work to be done, and gives specific guidance on how to accomplish tasks. The supportive leader is friendly and shows concern for the needs of subordinates. Thirdly, the participative leader consults with subordinates and uses their suggestions before making a decision. Finally, the achievement oriented leader sets challenging goals and expects subordinates to perform at their highest level. The path-goal theory suggests that dependent on the situation, the same leader can play all these behaviours.

Rue and Byers have also identified four types of leadership behaviour: role classification, supportive, participative, and autocratic. Role classification leaders lets subordinates know what is expected of them, gives guidance as to what should be done and how, schedules and coordinates work among the subordinates, and maintains definite standards of performance. Supportive leaders have a friendly, approachable leader who attempts to make the work environment more pleasant for subordinates. Participative leadership involves consulting with subordinates and asking for their suggestions in the decision-making process. Finally, autocratic leadership of comes from a leader who gives orders that are not questioned by subordinates.

The leadership behaviours discussed above indicates that, there is no one best form of leadership behaviour. A leader who wants to be successful must vary his or her leadership behaviour depending on the situation. The behaviour that community leaders exhibit has an effect on community members' willingness to contribute to the efforts of the community to achieve the desired development.

An assumption of path goal theory is the Derived Expectancy Theory, which suggests that subordinates will be motivated if they think they're capable of performing their work, if they believe their efforts will result in a certain outcome, and if they believe the payoffs for accomplishing this work are worthwhile (House, 1996). As a result, community leaders would always find avenues to engage in developmental activities in their communities if they believe that their efforts would bring about desired gains.

2.3. The Concept of Leadership

According to Daft (1997), "there is no topic more important to business today than leadership". Organisations must make every effort to adapt to the many changes in the environment. As a result the need for effective leadership cannot be over emphasized. Leadership is an important human activity, in any problem solving situation, leaders play a key role (Marfo-Yiadom, 2005). Leadership is often misunderstood as being synonymous with management. Marfo-Yiadom in differentiating between the two terms makes the following observation:

"A person can be a leader without being a manager. This is common in sports -where leaders of teams are not managers. As Szilagyi (1984) puts it, they do not plan, organize or control the activities of the team nor do they have this responsibility. On the other hand, a person can be a manager without being a leader. People are managers by virtue of the authority in their positions as given by the organisation. They have the right to

influence because of their positions but they may not choose to exercise this right, or subordinates may choose to be influenced by other individuals or factors ”,

Again Kotter(1988:25) has also made a distinction between the two terms as follows:

"leadership and management are not necessarily the same are not incompatible. Effective leadership in organisations creates a vision of the future that considers the long-term interests of the parties involved in the organisation, develops a strategy for moving towards that vision... Management is a process of planning, organising, staffing, motivating, and controlling through the use of formal authority

There has been extensive research on leadership which has produced many definitions of the term. Leadership refers to the "social influence process in which the leader seeks voluntary participation of subordinates in an effort to reach organizational goals" (Kinicki and Kreitner. 2006). Jago (1982) defines leadership as "both a process and a property. The process of leadership is the use of non-coercive influence to direct and coordinate the activities of the members of an organized group towards the accomplishment of group objectives. As a property, leadership is the set of characteristics attributed to those who are perceived to successfully employ such influence." Leadership has also been defined by Donnelly et al (1999) as that human factor that binds a group together and motivates it towards goals. From the definitions given, it can be deduced that leadership involves the use of non-coercive influence to induce

desired behaviour towards collective goal attainment. Non-coercive force implies that no force or threats are applied.

Katz and Khan (1978) acknowledge that leadership involves influential increment which is over and above mechanical compliance with routine directions of the organization. This is because human beings rather than machines occupy positions of authority. In order to illuminate the concept of leadership, Cole (2004) gives an account of what leadership is all about. According to Cole:

"Leadership is something more than just an aspect of personality, tradition, opportunism, or appointment. It is intimately connected with actual behaviour and attitudes towards oneself and others. Although leadership may involve empowering others, and sharing the leadership burden in many respects, it nevertheless cannot abdicate its final responsibility for a group's results. Any leader, ultimately must accept personal responsibility for success or failure. "

Levine (2000) has suggested that "leaders need to focus on moving people and organizations forward by increasing the competency of staff and cooperation of teams in order to improve the organization." In this sense, local community leaders should concentrate their attention on

creating awareness about the problems their communities face, building their communal spirit and also empowering community members to take action.

Leadership as has been noted is an influence process. This process involves the use of power. Lewis (1983) has observed that "the concept of power is central to human activity; because all group functioning implies a power structure. Dessler (2004) has suggested that a leader without power is really not a leader at all since he or she has a zero chance of influencing anyone or anything". Power has been defined by Raven and French (1960) as the "control a person possesses and can exercise on others." It is the ability of an individual or group of individuals to influence the behaviour of others. Both leadership and management involves the use of power, however they differ in terms of their source. Whereas a manager's power originates from the organization, that of a leader originates from personal sources such as values, goals, and vision.

Aldag and Stearns (1987) have identified four main characteristics of power. Power according to them is perpetual. This presupposes that a subordinate's perception that a superior can reward or punish, he she is likely to behave accordingly despite the situation. Secondly, power is relative. This means that a superior's power may differ from one subordinate to another. Thirdly, power is latent. This refers to the use of rewards, punishment and other bases of power. This is however dynamic. Finally, power relationships evolve over time as persons gain or lose power bases in relation to others.

Raven and French have identified five different power bases for influencing others. These are:

- **Coercive Power:** This power is based upon fear. A subordinate perceives that failure to comply with the wishes of a superior would lead to punishment (for example, an undesirable work assignment, a reprimand). Coercive power is based upon the expectation that punishment is the consequence for not agreeing with the actions, attitudes, or directives of the superior.
- **Reward Power:** This is the opposite of coercive power. A subordinate perceives that compliance with the wishes of a superior will lead to positive rewards. These rewards could be monetary (increases in pay) or nonmonetary (a compliment for a job well done).
- **Legitimate Power:** This type of power comes from the position of a superior in the organisational hierarchy.
- **Expert Power:** An individual with this type of power is one with an expertise, special skill, or knowledge. The possession of one or more of these attributes gains the respect and compliance of peers or subordinates.
- **Referent Power:** This power is based on a follower's identification with a leader. The leader is admired because of one or more personal traits, and the follower can be influenced because of this admiration.

Marfo-Yiadom adds information power, which means the ability of managers to gain access and to transmit information about particular issues or activities concerning an organisation's internal and external environment. This information may or may not relate to the person's position or level in the organisation. Aldag and Stearns (1987) have opined that power can vary in range and

domain. By range of power, Aldag and Steams imply the number of different areas in which one person can influence another. Domain of power however refers to the number of individuals over whom someone can exert influence with respect to a specified range. According to Szilagyi (1984), legitimate, reward, coercive, and informational power originates from the organisation and are based on the characteristics of the individual. Lewis (1983) has noted that of the six sources, referent and expert power are thought to best support a positive work climate.

Various types of leaders have been identified Cole (2004) has identified five types of leaders in any organisational set up. These are explained below:

1. Charismatic leader who gains influence mainly from strength of personality. Charismatic leaders possess exceptional qualities that enable them to transform all around them into willing followers.
2. Traditional leader, whose position is assured by birth example chiefs. By virtue of their membership of a particular family, individuals can assume positions of leadership.
3. Situational leader, whose influence can only be effective by being in the right place at the right time. This kind of leadership is too temporary in nature. Individuals assume a leadership role in a variety of situations over a period of time.
4. Appointed leader, whose influence arises directly out of his position in an organisation. This is the bureaucratic type of leadership, where legitimate power springs from the nature and scope of the position within the hierarchy.

5. Functional leader, who secures his or her leadership position by what he or she does, rather than by what they are. In other words, functional leaders adapt their behaviour to meet the competing needs of the situation.

It can be argued that all the types of leaders suggested by Cole can be found in many rural areas in Ghana. The one type of leaders that wields considerable power in most rural areas is traditional leaders mainly in the form of chieftaincy. Chiefs in the rural communities are the main symbols of authority. Due to the local government system adopted in Ghana, some officials are appointed by government to be its representatives at the district and community level. These officials constitute appointed leadership and work hand in hand with the traditional and other community of leaders to make development in their communities possible.

2.4. Approaches to Leadership

Leaders have to promote a communal spirit in the members of their communities if they are to succeed in developing their communities. This can be achieved by if a leader's styles are considered by community members as desirable. As such a leaders approach to leading his or her followers is a very crucial factor in the quest to achieve the participation of community members in development activities.

Studies on leadership are extensive and have produced many insights into the term. There have been generations of researchers who have sought to develop approaches to the study of

leadership. In their quest to answer the question what makes for an effective and efficient leader, researchers have propounded many approaches to leadership. Some of the approaches to leadership are as follows:

1. Trait approach
2. Behavioural approach
3. Contingency approach
4. Charismatic Leadership approach

Two approaches, trait and contingency, would be discussed because they are more related to study. In other words these two approaches are more relevant to the Ghanaian community leadership styles.

2.4.1. Trait Approach to Leadership

The first known systematic approach to the study of leadership was to identify certain characteristics or traits of successful leaders. Handy (1993) asserts that by 1950 over a hundred studies of this kind had been undertaken. The trait approach differentiates leaders from non-leaders by focusing attention on personal qualities and characteristics (Robbins and Judge, 2009). According to Mullins (2007), leadership consists of certain inherited characteristics, or personality traits which distinguish leaders from their followers: the so-called Great Person theory of leadership.



Proponents of the trait theory argue that for one to be successful as leader, certain leadership qualities should be acquired. These qualities includes self confidence, aggressiveness, a high need for achievement, above-average intelligence, above-average height, a physical appearance that is attractive and excludes authority and proper gender (Campbell et al, 1970). Recent studies are indicating that another trait that may indicate effective leadership is emotional intelligence (EI) which has as its core component, empathy (Robbins and Judge, 2009). Robbins and Judge have opined that empathetic leaders can sense others needs, listen to what followers say and (don't say), and are able to read the reactions of others.

Ghiselli (1971) has identified the following five traits in order of significance for effective leadership. These traits are supervisory ability, intelligence, decisiveness, self assurance, and initiative. McCall and Lombardo (1983) in their study of why certain managers were ineffective identified the some traits that can lead to failure. These include a leadership style that is abrasive, intimidating, cold, aloof, arrogant, and generally insensitive to odiers, betrayal of colleague's trust being overly ambitious, playing politics, and not being able to delegate, build a team or staff effectively.

The trait approach has to some extent advanced the course of leadership theories; however a careful analysis of the trait approach reveals some shortcomings. A major problem with the trait approach to leadership is that it has proved impossible task to identify the particular traits or characteristics that separate leaders from non leaders (Cole, 2004). Mullins (2007) suggests that there is bound to be some subjective judgment in determining a good or successful leader. The trait theory ignores the significant factors in the situation. The type of work environment, the

work itself, as well as the willingness of followers to follow the leader's instructions, can affect a leader's ability to achieve desired results. Again, the mere possession of some personality traits was not guarantee enough for one to be a successful leader. As Conger (1993) puts it, assuming there is agreement on the most important traits of a good leader, it is obvious that no specific set of traits can fit every successful leader that is a leader who achieves results.

2.4.2. Contingency Approach to Leadership

It became increasingly clear to those studying the leadership phenomenon that the predicting of leadership success was more complex than isolating a few traits or preferable behaviours. This was partly due to the fact that there were factors in the situation that could influence the leader's performance. As a result research began to focus on the style of leadership that is most effective in particular situations (Graeff, 1983). The contingency approach to leadership is based on the assumption that successful leadership occurs when the leader's style matches the situation. By inference, it can be said that there is no universally accepted style of leadership; rather leaders can adopt appropriate styles bases on the situation they find themselves in. Three contingencies theories would be considered in this study.

Fred E. Fiedler was one of the foremost theorists to develop a situational approach to leadership known popularly as Fielder's contingency model to leadership. Fiedler's contingency model was based on studies of a wide range of group situations and concentrated on relationship between leadership and organisational performance (Mullins, 2007). Fiedler (1967) proposes that effective group performance depends upon the proper match between the leader's style of

interacting with his or her subordinates and the degree to which the situation gives control and influence to the leader. Fiedler developed the "Least Preferred Co-worker (LPC)" a scale which he used to measure leader's attitude. Fiedler defined two basic leader personality traits, namely; task and relationship motivation (Rue and Byers, 2005). The LPC scale was used to measure whether a leader was task oriented or relationship oriented. From the study, a leader who described a least preferred co-worker in fairly favourable terms was presumed as being motivated primarily to have close interpersonal relations with others. Fiedler classified such a leader as being relationship oriented. On the other hand, a leader who described a least preferred co-worker in unfavourable terms was presumed to be motivated to accomplish the tasks they have been assigned and as were classified as task oriented leaders.

Fiedler then turned to the situation in which the leader was operating. He placed leadership situations along a favourable-unfavourable continuum based on three major dimensions: leader-member relations, task structure, and position power (Rue and Byers, 2005). Leader-member relations refer to the degree to which the leader is trusted and respected by group members and their willingness to follow his/her instructions. Task structure is the degree to which the tasks to be carried out are clearly defined for group members to understand. Position power refers to the power and influence of the leader by virtue of his/her position in the organisation or group. Fiedler assumes that an individual's leadership style is fixed. In this sense, if a situation requires a task-oriented leader and the individual in that leadership position is a relationship-oriented leader, then either the situation has to be modified or the removed and replaced.

Fiedler argues that the better the leader-member relations, the more highly structured the job, and the stronger the position power, the more control or influence the person has. A community leader who, in the course of the construction of a community library establishes close interpersonal relations with and is liked by community members, is able to define the various roles and specific tasks to be carried out by each member, and is able to impose some fines or other forms of punishment on non participating community members, is presumed to be in a favourable situation.

Fiedler's contingency model also reveals some short comings. First of all there are a number of measurement problems associated with the model. For instance, it is possible for low LPC leaders and high LPC leaders to see the same situation differently. Again, the contingency variables are complex and difficult for practitioners to assess. Schien (1980) argues that it is often difficult in practice to determine how good the leader-member relations are, how structured the task is, and how much position power the leader has. According to Yukl (2002), Fiedler's work has been subject to much debate and criticism but it does provide a further dimension to the study of leadership.

One of the most widely practiced leadership models is Paul Hersey and Ken Blanchard's situational leadership theory popularly known as life cycle model. According to Robbins (1989), situational leadership is a contingency theory that focuses on the followers. Robbins adds that, successful leadership is achieved by selecting the right leadership style, which Hersey and Blanchard argue is contingent on the followers' maturity. By maturity. Hersey and Blanchard

(1982) mean the ability and willingness of to take responsibility for directing their own behaviour. There are two components of maturity- job maturity and psychological maturity. Individuals who are high in job maturity possess the knowledge, ability, experience, and skill to perform their job without direction from others. Individuals who are high in psychological maturity have an intrinsic motivation to perform their tasks.

Hersey and Blanchard identified two dimensions of leader behaviour which is similar to that of Fiedler's contingency model namely; task and relationship behaviours. However Hersey and Blanchard go a step farther by considering each behaviour pattern as either being high or low or then combining them into four leadership styles: telling, selling, participating, and delegating (Robbins, 1989). These are discussed as follows:

1. Telling (high task-low relationship). The leader defines the roles and tells follower what, how, when, and where to do specified tasks. The leader is only interested in getting the job done and cares little about establishing interpersonal relationships with followers.
2. Selling (high task-high relationship). The leader directs the behaviour of subordinates and also supports them in their tasks. Even though the leader is interested in getting the job done, he/she recognizes the importance of establishing friendly relations with group members as a means to attaining results.
3. Participating (low task-high relationship). The leader and follower contribute to the making of decisions with the leader acting as a facilitator and communicator. The leader has enough trust in the followers and as such gives them the chance to play an active role in decision making.

4. Delegating (low task-low relationship). The leader provides little direction and support. The leader trusts the judgments of group members and as a result they are given enough room to operate.

The model suggests that as group members' level of maturity changes with time, the style of leadership will have to be adjusted to reflect members' expectations. In explaining leadership behaviour in community setting, Hersey and Blanchard's life cycle theory is simplistic and most appealing. This is due to the fact that as community members participate in self-help developmental projects, their levels of maturity will definitely change. This change is most likely to be upward and leaders must adopt leadership styles to fit the level of maturity. This is because the high task leader behaviour makes up the followers' lack of ability. The high relationship leader behaviour also compensates for the followers' psychological immaturity by making them "buy into" the leaders desires.

2.5. Leaders and Group Effectiveness

It is important to reiterate that "the ability of a group to achieve its goals and to satisfy the needs of group members depends to a large extent on some people who direct and coordinate the activities of the group. The groups reliance on its leadership and vice versa can be seen as an instrumental factor in the realization of the groups' set goals. One cannot lead without followers and in the same way followers lose their sense of focus when they lack effective leadership.

To illustrate the importance of groups to the life of the individual, society and for that matter any organisation, Henslin (2004) has opined that:

*Groups are the essence of life in society. From them,
we receive our orientations to the world. Membership
and participation in social groups also gives us an identity
and feeling of belonging.*

This presupposes that every individual in one way or the other belongs to a group. The term “group” connotes several definitions. One of such definitions is given Schaefer (2005) as:

*...any number of people with similar norms, values,
and expectations who interact with one another on a
regular basis.*

Schlenker (1988) defines a group in psychological terms. According to Schlenker, a group refers to:

*any number of people who interact with one another,
are psychologically aware of one another, and perceives
themselves to be a group.*

The definition given by Drake and Smith (1973) is considered as a workable definition for the study. According to Drake and Smith;

a group consists of a number of people who have a

common objective or task, an awareness or group identity

and "boundary", a minimum set of agreed upon norms

which regulate their relatively exclusive mutual interaction.

The definitions given above suggests that a group must be geographically defined, must have common objectives, norms and values, must be aware of the existence of the group, and there should be a interaction between group members on a regular basis. The study of groups is important to any community and for that matter community leaders for quite a number of reasons. To begin with, a group serves to perpetuate the culture of the community. Community values and practices are passed on from one generation to the next through the group. According to Marfo-Yiadom (2005), groups serve not only as the focal point of social life, but they provide an important source of direction to individuals for understanding social values and norms. Working in groups also serves to facilitate the achievement of collective group goals as well as the goals of individuals' group members. Cane (1996) cannot agree more with this assertion by suggesting that:

...any group of people who do not know they are a team

cannot be one. To become a team, a group of individuals

need to have a strong common purpose and to work towards

that purpose rather than individually. They need also to believe

that they will achieve more by cooperation than working

individually.

Group effectiveness therefore refers to a group's ability to achieve the goals for which it was established. This implies that, goal attainment is central to the effectiveness of a group and as a result the actions of group members must be geared towards the realisation of their goals. However, the group's ability to achieve its set goals depends on group cohesiveness.

To be able to work harmoniously together to attain collective group goals, group members must have an emotional attachment to the group. In other words, the group members must always have a yearning desire to be part of the group's activities. This is referred to as group cohesiveness. Group cohesiveness has been defined by Robbins (1989) as the degree to which group members are attracted to each other and share common goals. Group cohesiveness is key to the groups' ability to perform effectively and leaders play a major role in ensuring group cohesiveness. High cohesiveness is both a cause and outcome for high productivity. Schermerhorn (1996) in support of this assertion has proposed that leaders can achieve and maintain group cohesiveness when they:

remain skilful at influencing group norms and cohesiveness.

This can be done by inducing agreement on group goals; increase

Membership homogeneity; increase interactions among members;

reward group rather than individual results

As has been noted already, a leader plays a pivotal role in the group's ability to achieve the stated goals. In this vein, community leaders must strive to seek the involvement of community members in the identification of community problems and on deciding how best to solve the

identified problems. The collective agreement on the problems they face and the solutions can be a motivator for all community members to actively participate in solving the problems. Community members become satisfied and attracted to the group if they are able to successfully solve their problems.

2.6. Community Development

The term community development is comprised of two separate words- “community” and “development” with different meanings. To better understand the term community development, there is the need to explain the two terms. Indabawa and Mpofu (2006:36) argue that:

a community is defined by its people and the way they live, the environment, the land, its laws and regulations and the way it is organised, led or ruled. In this regard, a group of people living in a particular place such as a neighbourhood or district constitute a community.

According to Warren (1978), a community can be understood from any of these four perspectives:

1. Community as space- this refers to the distribution and clustering of people in space.
2. Community as shared institutions and values- this refers to the common human interests and needs that lay the foundation for a common way of life.

3. Community as interaction- this refers to the social processes that take place in a community, such as conflict, cooperation and competition.
4. Community as social system- this refers to the processes that go on within and outside the community, and within and between the structures of the community.

Community can be defined as a group of people sharing a common boundary and who are subject to the same rules and regulations. Until people identify themselves as a community and share some sense of mutual belonging, there is no real community (UNAIDS, 1997:3). The sharing of a collective identity by community members is crucial for the continuous existence of a community.

Development, like community has many definitions attached to it. One such definition is given by Akinpelu (1990: 19). According to Akinpelu, development is an all encompassing concept that should be seen as the:

generation of more wealth within a nation; more equitable

distribution of such wealth or at least more equitable

distribution of the opportunity for access to that wealth

and the existence of political structures relevant to the

promotion of the above values.

The definition given by Akinpelu places much emphasis on wealth creation and its equitable distribution as being the indicators for development. The definition also fails to identify those

responsible for the wealth generation. An acceptable definition of development is given by Youngman (2000:5). According to Youngman,

development refers to the idea that deliberate action

can be taken to change society in chosen directions

which are considered desirable.

From the above definitions, development can be defined as the sustained improvement in the quality of life of individuals, who have acquired knowledge, skills, and attitudes and hence are able to solve problems that affect them. To be considered as truly developed, individuals must have acquired some knowledge, skill, and attitudes which can be used to bring about some qualitative and quantitative improvements in their quality of life. Moon (1991) has opined that provision of basic needs is necessary for rapid growth in areas where income levels are low and poverty is high. In espousing the view of Moon, Okonje (1986) observed that true development only takes place when there is the satisfaction of the fundamental needs of the population in terms of food, water, shelter, health and education. According to Sarumi et al (2007), literacy is perceived as highly synonymous with development; that is development cannot occur except the mass of the populace know how to read and write. In essence there can be no development without literacy since the ability to read and write is in itself key to all progress.

The term community development is conceived as the planned evolution of all aspects of community wellbeing (economic, social, environmental and cultural). Thus, it is a process whereby community members come together to take collective action and generate solutions to

common problems (Flo and Smith, 1999: 6). Christenson and Robinson (1980) define community development as:

*a group of people in a community reaching a decision
to initiate a social action process (i.e. Planned intervention)
to change their economic, social, cultural or environmental
situation.*

Kumar (1979: 213) offers a relatively shorter definition of community development in this way:

*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.*

The definitions given above indicate that for community development to be successful, it needs the involvement of all community members in taking collective actions to find solutions to the problems they face as a community. The community members must together identify the problems they face and with a collective effort work towards solving the identified problems.

In order to offer enough understanding on community development, Sanders (1958) developed a fourfold typology of community development. The typology is presented as follows:

- Community development as a process involves progression from one condition or state to the next. It lays emphasis on the improvement of the people, both socially and psychologically.

- Community development as a method is essentially community development as a "process" which is managed in a certain way to bring about a specific result.
- Community development as a programme is a combination of method and content where method refers to a stated set of procedures, and content means a list of activities.
- Community development as a movement is a programme plus emotional dynamics. In this regard, community development is a crusade and a cause to which people become emotionally attached.

In this respect, community development is an all-encompassing, multi-faceted concept that seeks to bring about positive change in the quality of life of individuals and hence the community.

According to Kumar, any community development has the following elements: self-help, felt needs, and the involvement of the whole community. Flo and Smith (1999) opine that, "failure to involve a cross-section of community members and interests will weaken the community development effort. To be effective, all sectors of the community must be involved in the decision making process. With respect to felt needs, Kumar opines that:

any development programme must start with what the community needs and knows it needs. It should not be imposed on the community by someone else; otherwise, it is not community development.

In sharing in this view, Flo and Smith suggest that 'community development stems from the belief that the community itself has or is able to develop solutions to the issues and opportunities

within the community. Rather than waiting for someone else, community members believe in their own ability to take action. Communities can achieve effective community development if they plan, implement and monitor and evaluate development activities themselves. Rifkin's (1990) contends that participation in planning demonstrates a higher level of participation. Planning serves a crucial role in the success of community development activities. Planning lays the foundation for consultation at all levels of the community in order to eliminate unanticipated contingencies in the implementation of community development activities. It allows for careful considerations of costs and benefits of development projects and also allows for decisions on which activities should take place. So community leaders' participation in planning is critical to effective community development because community leaders are seen as repository of knowledge. Effective implementation of community development can not be possible without planning. Implementation of community development activities seeks to satisfy the needs of the community in terms of provision of potable water, food, shelter, educational and health facilities.

Monitoring of community development activities involves supervising ongoing projects to ascertain if those activities are moving according to plans. It is based on monitoring that effective evaluation can be done. According to McDonald (1974:78) evaluation often provides information that equalizes or neutralizes diverse influences so that accommodations can be made among those involved in decision making. McDonald further contends that in essence, evaluation from this point of view is a democratic activity. Intimately associated with evaluation is the need to gather information or make informed judgments about community development projects or activities. Evaluation serves many purposes and has been enumerated by Grotelueschen (1974:79) as follows: to account for funds and resources and monitor compliance with

regulations or guidelines; to document major accomplishments and examine the expedience of project goals; to identify potential needs and establish project emphasis; to ascertain collaboration opportunities and evaluate coordination efforts with other agencies; to identify project weaknesses and assess progress towards stated goals.

2.7. The Concept of Participation

According to Biney (2003), though the term participation is open to different interpretations, there seems to be a general agreement among scholars and agencies involved in community development about its meaning. Biney contends that in their view, participation has three dimensions - the involvement of all the people concerned in the decision making process, mass contributions to the improvement effort, and sharing the benefits of the development effort. It can be deduced from above that, if the beneficiaries of a development activity do not participate in decision making process and other aspects of the development process, their mere involvement in the physical work can hardly be described as community participation. According to Burkley (1993) cited in Mokwena (2003:87),

*participation is an essential part of human growth, that is
development of self confidence, pride, initiative, creativity
responsibility, cooperation..., whereby people learn to take
charge of their lives and solve their own problems, is the essence
of development. Participation is a right that should not be denied*

or withheld From anyone, including young people. It is multifaceted

and dynamic concept that is not limited to any specific activity.

According to Oakley and Marsden (1984) local participation is a fundamental pre-condition for a successful and long lasting development. They further assert that if local people are actively involved in any community project, they would commit themselves to support the project for its success and sustainability. Pateman (1990) notes that, the notion of participation is often used with an imprecise or no definition, to include almost any situation in which some minimal amount of interaction takes place. Pateman suggests that this definition excludes the following situations: when an individual merely takes part in a group activity, where an individual is merely given information on a decision affecting him or her before it is executed, or an individual is present at a meeting but has no influence.

Participation can therefore be defined as direct and immediate involvement in the process of decision making by the individuals concerned, thus, in this process the authority of the individuals is not delegated to some representative but is exercised by them (Gould, 1988:259 cited in Teorell, 2001). This process of participation goes beyond consultation or involvement in decision making to a higher level of participation that must alter the existing power relations in society in favour of poor men and women and marginalized groups (Sartori, 1987:113 cited in Teorell, 2001). Holcombe (1995) has emphasized that empowerment and participation are linked like hand and glove. They are different but they depend on each other to give meaning and purpose. Participation represents action, or being part of an action such as decision making

process. Empowerment on the other hand, represents sharing control, the ability to participate, to influence decision as well as allocation of resources.

Amstein (1969) has drawn the following assumptions from participation and empowerment.

- There is a basic right to participate and the objective is to introduce change in social condition.
- Active participation improves relationships between community members and organizations which reduces alienation.
- Through participation, disadvantaged groups will gain access to resources and positions of control.
- Participation will result in attitudinal changes in community members, organizations, and society at large.

Richard (1996) has classified participation into three major forms namely: being present being involved, and being in control. Richard observed that participation in education and in development activities is often measured by presence. Many studies are concerned with the factors that influence this form of participation and often involved with sophisticated research procedures. As to the reason why participation as presence is mostly adopted by development agencies or adult educators, Richard suggests that it may be because of its important political impact of numbers in programmes and influence when it comes to soliciting for funding or other forms of support. It should however be noted that being present in community development activities does not mean involvement or control. In other words one can be present in a development activity without being involved in any way or having control over the activities.



Richard is emphatic on the definition of participation as involvement. Richard sees it as the extent to which a person is involved with or is in interaction with important components or processes in the development programme. Finally, according to Richard, participation as control identifies the extent of control individuals or groups have over the adult education programme, over its various components, contents, goals or outcome and over its various processes.

2.8. Leaders Participation in Community Development

Participation is a highly fashionable term in current development practice and is now practically a sine qua non for project funding (Dorsner, 2004). Participation, a concept increasingly in popular usage, like the concept community, has a multiplicity of meanings to the point where meaning is hard to establish (Bryson & Mowbray, 1981). Participation is one of the means to empower people to take part in community development. Participation is an essential part of community development and one of the factors in the community capacity building process, which allows involvement of people in the different stages of decision making (Aref and Ma'rof, 2008b).

According to Aref and Ma'rof (2009), community leadership is an important element of any community and vital to successful community development. Community Leaders can play the role of catalysts for actualizing the potential of local communities and assisting them to change. According to Sautoy (cited in Batten, 1962) community development requires something more than the possession of enthusiasm, good intentions and the liking and respect for people. Sautoy contends that leaders need a wide range of knowledge and skills to be able to stimulate, educate,

inform, and convince people who may initially be apathetic or skeptical about participation in community development. Leaders' participation may be operationalised as the creation of opportunities to enable leaders contribute effectively to the development process of their communities. Leaders in the rural communities are an embodiment of respect and as such can be a source of motivation to community members in contributing to the development process. In identifying the essence of leadership in the community development process,

Kirk and Kraft (2004) opine that:

community leadership emphasises a collaborative, ongoing, influential process based on the relationships between people for development processes.

It is true that community leadership play an important role in realizing the community developmental goals of any community rural or urban. However, community leaders will not be successful if they do not seek the active participation of the whole community, since there can be no leadership without followers. Commenting on the need to ensure the participation of the community members in community development, Kumar (1979) asserts that:

“no community development programme can succeed without the active support and participation of the people themselves. Thus, a programme should be so organised as to provide opportunities for maximum self- help. Encouragement should be given for the

people to actually plan and work on the solution of problem themselves, this enables them to develop self initiative, self reliance and their own leadership.

The importance of involving community members in community development is echoed by Knowles (1980) when he states categorically that, 'human beings tend to feel committed to decisions to the extent that they have participated in making it'. White (1982) is also in support of this view. According to White. ⁴ when beneficiaries are actively involved in the planning and implementation of a project, they tend to accept it as their own, feel responsible for it and therefore use it responsibly and ensure its regular maintenance'. In order for all community members and leaders to be part of the development efforts of community, there is the need to create a platform for leaders and members to be part of such efforts. Community meetings which will serve this purpose will create the avenue for community leaders and members to plan and implement development activities. Rubin and Rubin (2008:213) assert that:

meetings are about expanding collective involvement in social change work. Information shared at meeting increases the competence of people to act. More specialized meetings build capacity by presenting knowledge on techniques. At decision making meetings organization members and leaders come together to work out action strategies.

To achieve active and informed participation, the capacities of community leaders and members must be built. Capacity building enables people to move from the status of objects manipulated by external forces and victims of social processes, to the status of subjects and active agents of

change (Albee, 1995). Labonte and Laverack (2001:30) offer a simple definition of community capacity building. According to them:

*community capacity building is a more generic increase
in community groups abilities to define, assess, analyse
and act on health or any other concern of importance to
its members.*

Goodman et al (1998:260) contend that, community capacity building is a process as well as an outcome; it includes supportive organisational structures and processes; it is multi-dimensional and ecological in operating at the individual, group, organisational, community and policy levels. Community capacity building can be seen as the acquisition of the requisite knowledge, skills, and attitudes by community members that put them in a better position to solve the problems that affect them as a community. Community leaders can play a vital role in a community's acquisition of the necessary capacities to deal with problems of increasing intensity.

2.9. Ways of Enhancing Community Leaders' Participation in Development Activities

Communities can only achieve their developmental goals if and only if community leaders and members take the initiative and participate in all activities that are geared towards development. To effectively participate in community development activities, certain factors that serve to encourage community leaders must be ensured. Donnelly et al (1987:303) assert that, individuals will exert work effort to achieve performance that will result in preferred rewards. Donnelly et al further opines that if individuals believe that improved rate of performance would lead to desired

rewards, he or she would be motivated to work in accordance with such objectives. To this end community leaders would participate in development activities if they believe that their efforts would be rewarded. Many factors have been identified as motivating community leaders to participate in activities that aim at the development of their communities.

Higher socio-economic status (income, occupation, and education) has often been cited as a significant predictor of participation (Pateman, 1970). Sill (1968) suggests that since membership in voluntary association is a form of social interaction, people who are deprived of the broad range of social interaction opportunities such as the poor, and the elderly due to social, physical and economic barriers are less to participate. Education as opined by Pateman is a major factor that has a direct bearing on the success or otherwise of leadership in community development work. Since community development involves acquiring knowledge, skills, and attitudes in order to bring about positive change to the community, it is essentially educational in nature. According to Oduro-Mensah education is the process of enhancing the development of certain knowledge, skills and attitude in an individual to enable him / her to become better identified with his / her community aspirations and contribute successfully towards the community's common goal, which is development.

In emphasising the importance of education in development, Indabawa and Mpolu (2006) argue that, "it is the elements of improvement and change that bring education and ipso facto adult education into the process of development. It can be argued that, education and training bring about community awareness, empowerment, and develops leadership skills. For instance.

community members need education in order to realise the development burden on the government and how best they can serve as partners with government to development their communities. In the same manner, community leaders need appropriate education to enable them develop their leadership skills and also remain focused on their leadership roles. As a result lack of education on the part of both community leaders and members will be impediment in the way of effective community development. Amedzro (2000:28) in support of the significant role of education in community development asserts that:

when community people and their leaders have access to educational programmes, they come to understand issues related to the de\elopment of their communities and so they can participate in community improvement activities.

Community education is therefore a process designed to enrich the lives of individuals and groups by engaging with people living in a geographical area, or sharing a common interest, to develop voluntarily a range of learning, action, and reflection opportunities, determined by their personal social, economic and political needs" (CeVe 1990 : 2 in Smith 1996)

Maiasis (1976:11) also espouses the indispensable role of education in community development. According to Maiasis:

education should be placed first and foremost in the service of democracy, which demands not only

that citizens be protected against arbitrary decisions

but also that they take part in decisions which affect

the future of the community.

Lack of education would make it difficult, if not impossible to identify and train community leaders to acquire the necessary skills required to effectively participate in community development activities. It can be deduced that community leaders would therefore not be in a better position to mobilise adequate resources (finances and raw materials) from organisations and individuals to embark on developmental projects. It can be argued that lack of appropriate education on the part of community members and leaders would serve as a barrier to effective community development activities. This is because knowledge is said to be power and leadership in any organization is knowledge based. Dore (1976) cited in Amedzro (2000:39) in support of the significant role of education in the development process of any community opines that:

capital given to Europe and Japan to restore their devastated

industries proved productive because those countries had

people with the knowledge necessary to make it productive.

In contrast, similar investments in Indonesia or Burma,

which lacked engineers and managers and technicians

failed to produce the same results.

Lack of appropriate education would make it difficult if not impossible to identify and instill in community leaders appropriate leadership skills to actively participate in community development activities. Therefore community leaders as well as community members should have access to, and continue to receive relevant education and training that can help facilitate the developmental goals of the community. Flo and Smith (1999) has stated that community development is an intense process and that much is expected of leaders, hence consistent and skilled leaders who are open to the community members is the key to effective community development. This implies that when leaders acquire the kind of education needed in community development work, they would stay focused and continue to participate effectively in community development activities.

Community leaders should acquire constant training if they are going to be in a better position to promote the development of their communities. Wilson (2005) defines training as a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective in an activity or range of activities. The benefits of training and development to community leaders cannot be quantified in financial terms. It is opined by Flicker (1994) that training and development properly designed improves individuals with knowledge, skills and attitudes they need to perform the task well, think strategically, plan, implement and monitor long term organizational strategy. One training programme that can equip the marginalized in society to be part of the development efforts of communities is entrepreneurship or vocational or technical training programme especially for women and the youth. All over the world, vocational training and acquisition of entrepreneurship skills have been recognized as the major determinants of the accelerated development for the individual and the society as a whole (Oke,

2009). Women have and will continue to play pivotal roles in the realization of the developmental goals of any community the world over. Functional literacy programmes should be promoted at all levels in order to make community leaders more effective in development of their communities. Oke opines that the realization of the social benefit of entrepreneurship skills acquisition underscores the fact that if we must alleviate poverty and effectively ameliorates the biting fangs of unemployment in developing countries. This is because according to the World Bank Report (1998/1999) 34 percent of the people in the rural areas in Ghana live below the poverty line.

Functional literacy programmes can serve as a way of bringing about development in the fastest possible time because what learners learn can be readily used in their daily lives. In support of this view. Adjei (2009:155) also makes the following assertion:

functional literacy empowers people to bring about desirable changes in their living conditions. The development of the nation cannot be left in the hands of a mass of illiterate, and ignorant people. It provides a structure to coordinate and sustain self help projects in communities. Functional literacy is expected to bring about qualitative improvement in the lives of the of the beneficiaries and stakeholders and the overall development of their communities.

Rogers (1999) believes that the objective of adult literacy learning programmes is not to help someone to learn literacy skills but to help them to use literacy skills in their daily lives. Hence, Rogers further asserts, every learner must not only be helped to master letters and words on paper, but must also be helped to transfer these into daily lives. Adjei (2009:155) could not agree more with Rogers when he makes this observation about the functional literacy programme at Yebongo in Bolgatanga district of the Upper East region:

one striking factor that needs emphasis is that the learners were able to mobilize members of the community to engage in developmental activities.

Education is indeed very crucial to the development agenda of any community in Ghana. However, without the needed working tools, equipments, and other physical materials, the efforts of community leaders as well as members would be in vain. According to Flo and Smith (1999), in communities where these resources are not available in larger quantities, it becomes a problem and thus serves as a check on community development activities, especially so in self help development activities where these resources are needed in larger quantities. The availability of funds for development activities also serves to encourage community leaders to participate in development activities. Fordjor (2000) asserts that due to lack of funds, most of the rural development projects comprising the provision of housing, educational and health facilities as well as potable water which was embarked upon soon after independence in 1957 were abandoned in 1966, with the declining cocoa price on the world market. Kumar (1979) in support of the crucial role that availability of funds play in development activities in Ghana, opined that

many community development projects in Ghana unfortunately have to be shelved due to financial problems.

Decision making process in the community is another major factor that can enhance the participation of community leaders in community development activities. For development projects to succeed there is the need to seek the involvement of the whole community, not just a section of it. In identify felt needs and how these needs can be adequately met. Community members must also be involved in the planning, implementation and evaluation of community projects. Freeman (1968) in support of this view asserts that, as the number of groups participating in community decision making increases, the less the likelihood of a “power elite” structure. However, most community members are not well placed to contribute to the decision making process of the community. It is a well known fact that no one person's mind is a repository of knowledge or solutions to all problems. The flexible positions taken by leaders such that divergent views are considered during decision making, aids in arriving at effective decisions during community meetings. Unfortunately, however, in situations where leaders lack the necessary flexibility, discussions eventually end up in conflicts.

Schermerhorn (1996) asserts that women are more prone to democratic and participative behavior such as showing respect for others, caring for others, sharing power and information with others, a style often referred to as interactive leadership. Hence lack of involvement of community members especially women in decision making will affect the success of community

development initiatives. The consensus approach to decision making is a form of empowerment to community members in particular and their active participation in general.

The absence of conflict among community members constitutes another means of enhancing the participation of community leaders in community development. Conflicts among community members imply that some members will not be willing to participate in development activities. Conflicts in the development process normally arise from the entrenched positions taken by some members. This brings about formation of polarized groups who will not be willing to accept the views of other groups. In situations where the leadership lacks the necessary negotiation skills, community discussions may degenerate into conflicts. Whether conflicts will be good or bad depends on how it is managed. Properly managed conflicts have the chance of being functional to the community whereas poorly managed conflicts have the tendency of tearing the social fabric of the community.

Also conflicts between leaders affect the community's ability to realize its goals. According to Amedzro (2000), frequent political power struggle and tensions between chiefs and the politically appointed administrators has caused apathy in the attendance of public meetings and in participation in development projects by those who support the chiefs. Chieftaincy disputes as well as disputes between traditional leaders and government appointees at the district level are therefore another impediment in the way of leaders' participation in community development activities.

Leaders' participation in community development activities can be enhanced if community members actively participate in all stages. It is worth noting that people would only participate in community development activities if they believe their participation would help improve the situation. Leaders must seek the involvement of community members by assigning meaningful roles to them. It is only when community members have a significant role to play in addressing the problems they face as a community that they can lend their support to activities aimed at community development. Battem (1975) has argued that, leaders to be effective in their work, should endeavour to set up work teams or management committees during community development activities. Battem adds that such management committees if properly instituted will go a long way to help in the execution of self help development activities.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter discusses the methodology employed in the study. It comprises of the population, sample size, research design, and sampling procedure. It further discusses the data collection instruments, pre-test of data collection instruments, and the method of data analysis.

3.2. Population of the Study

The population of the study consisted of all community leaders at Sawla-Tuna-Kalba district of the Northern Region. This included chiefs and elders, unit committee members, opinion leaders, leaders of women groups, and youth leaders.

3-3. Sample of the Study

The study sample consisted of 100 adult community leaders in the Sawla-Tuna-Kalba district. The sample of 100 respondents was chosen by the researcher because the number was deemed appropriate to provide the needed data to complete the study.

3.4. Research Design

This study seeks to describe the extent of community leaders' participation in community development activities at Sawla-Tuna-Kalba district of the Northern region. In this respect, the descriptive survey method was used for the study. According to Kumekpor (2002) social survey can be considered as a process whereby quantitative facts are collected about the social aspects of a community's composition and its activities. Descriptive survey method involves the collection of data to answer questions concerning the current status of the subject matter under study or to test hypothesis. The descriptive survey method was adopted for the study because it enabled the researcher to provide a systematic description that is factual and accurate as possible of how the participation of community leaders in development activities would lead to the development of the district.

3.5. Sampling Procedure

The multi-stage sampling technique was used for the study because the population was large and covered a large geographical area. Kumekpor (2002) has suggested that a major merit of the multi-stage sampling technique is that at each stage, more and more units are excluded, thus making the final sample more concise and thus less scattered than in an ordinary one stage sampling. Firstly, the researcher grouped the twenty-two (22) communities making up the Sawla-Tuna-Kalba district into four zones (A-D). The researcher then randomly selected four communities one from each zone. In each zone, the names of the communities were compiled and labeled on pieces of paper. They were put into a container and shuffled. One community was

then randomly selected from each zone. The selected communities were Sawla, Tuna, Goyiri, and Gbelipie.

Information made available to the researcher by the chiefs and assembly members in the four selected communities indicated that there were two hundred and eleven men and women {211} who played various leadership roles in the four communities. The breakdown is as follows: Sawla-75, Tuna-60, Goyiri-41, and Gbelipie-35. The names of the community identified community leaders were compiled to form the sampling frame. Out of the total of 211 community leaders, 100 were selected to constitute the study sample. This was done through the proportional stratified random sampling procedure.

The proportional stratified random sampling procedure was employed because it increases the likelihood of representativeness, especially when one's sample is not very large (Frankel and Wallen. 2003). In addition, the stratified sampling procedure was chosen because it would ensure that any key characteristics of individuals in the population are included in the sample. Five (5) strata of community leaders were identified. These strata were traditional leaders (chiefs and elders), opinion leaders, youth leaders, unit committee members, and leaders of women groups. First, to obtain a proportional sample for the study proportional allocation was made to each of the four selected communities as follows:

The number of leaders in each community is divided by the total number of leaders in all four communities to arrive at the sampling fraction. The sampling fraction is then multiplied by the sample size of leaders (100). The formula is as follows:

$$\frac{\text{Number of leaders in a community} \times \text{sample size}}{\text{Number of leaders in the four selected communities}}$$

Number of leaders in the four selected communities

Table 3 below shows the computation of selecting the proportionally allocated samples of leaders for each community.

Table 3: Proportionally Allocated Sample of Adult Community Leaders Expected to Participate in the study

Community	Number of Adult Community Leaders	Sampling Fraction	Proportionally Allocated Samples of Community Leaders
Sawla	75	$\frac{75 \times 100}{211}$	36
Tuna	60	$\frac{60 \times 100}{211}$	28
Goyiri	41	$\frac{41 \times 100}{211}$	19
Gbelipie	35	$\frac{35 \times 100}{211}$	17
Total	211		100

To obtain sample of leaders from each of the selected communities with regards to the five identified groups of leaders, the proportionally allocated sample of adult community leaders for each community was divided by the by the five identified groups of leaders.

That is: $\frac{\text{proportionally allocated sample}}{\text{Number of leadership groups}}$

Number of leadership groups

The table below shows the computation for obtaining the proportionally stratified sample of community leaders for each community.

Table 4: Proportionally stratified sample of adult community leaders expected to participate in the study.

Community	Proportionally Allocated Sample	Groups of Adult Community Leaders	Sampling Fraction	Proportionally Stratified Sample of I Leaders for j each Group of Leaders
Sawla	36	5	$\frac{36}{5}$	7
Tuna	28	5	$\frac{28}{5}$	6
Goyiri	19	5	$\frac{19}{5}$	5
Gbelipie	17	5	$\frac{12}{5}$	3

Based on the identified groups of leaders as well as the proportionally stratified sample of community leaders for each group of leaders, the simple random sampling technique was used to select leaders from each stratum. In each of the selected communities and for each stratum, the names of the identified members were written and labeled on pieces of paper. The pieces of paper were then put in a container and shuffled. A piece of paper was picked without replacement. The rest were reshuffled and another piece of paper was picked. The process continued until the required number of members for each stratum was obtained.

3.6. Research Instrument

The data was collected using the interview schedule. The interview schedule was deemed appropriate due to the fact that most of the respondents are non-literate. The instrument was designed under three major sections made in line with the objectives. The first section of the

interview schedule focused on the community development activities undertaken in the district with regards to development activities carried out by the whole community, those that leaders are involved in most, those that were solely undertaken out by the whole community as well as those that leaders perceive as being successful.. The second section covered the level of community leaders' participation in community development activities with regards to planning, implementation, and monitoring and evaluation. The third and final section dealt with ways of enhancing community leaders' participation in community development activities in the Sawla-Tuna-Kalba district. The instrument consisted of both closed and open ended questions. The closed ended questions were designed to enable respondents select from available options whereas the open ended questions gave respondents enough room to express themselves.

3.7 Data Collection Procedure

Permission was granted by the Sawla-Tuna-Kalba District Assembly for the researcher to go into the communities and collect data after he presented an official letter from the Institute of Continuing and Distance Education, University of Ghana, Legon. The chiefs and other leaders in the selected communities were also contacted with the help of some natives for permission before data was collected. This gave the researcher the privilege to have easy access to data from the leaders in the communities.

After the random selection of the respondents they were located individually in their homes and at work places to respond to the interview schedule. An introduction was first made by the interviewer in a way as to establish rapport with the respondent. After establishing the rapport.

the questions in the instrument was read to the respondent in the local language (Gonja) for him or her to answer while the interviewer recorded the answers. Due to lack of time, five research assistants who were fluent in Gonja were recruited and trained to assist in the data collection.

3.8. Reliability and Validity of Data Collection Instrument

There was to need to ensure the reliability and validity of the data collection instrument. As a result, the interview schedule was pre-tested on ten (10) adult community leaders randomly selected from the Sawla-Tuna-Kalba district. The pre-testing enabled the researcher to check the wording and sequence of questions, the length of the interview schedule, clarity of instructions, and effectiveness of the cover letter. This enabled the researcher to correct any inconsistencies (unreliability) and inaccuracies (invalidity) in the instrument that was to be used in the actual survey. Furthermore, very simple language was used in wording the questions to facilitate easy understanding by respondents. This ensured that the instrument elicited responses that measured variables that it intended to measure. To further enhance on the validity of the instrument, the items on the interview schedule were formulated based on the research objectives.

In addition, the interview schedule was critically assessed by colleague MPHIL students and my two supervisors. Their comments helped in no small way to correct the inconsistencies in the instrument. The reliability of the results was ensured by subjecting the field data to thorough editing to remove contradictions, errors and inconsistencies before analyzing. All these were employed for the consistency and accuracy of the instrument used in the study; hence its reliability and validity.

3.9. Method of Data Analysis

The primary data from the field was edited to remove errors and inconsistencies before coding.

The coded data was then fed into a computer and quantified using the Statistical Package for Social Sciences (SPSS) software. The results obtained from the analysis were presented using tables and charts.

The descriptive narrative method was used to analyze the qualitative data obtained from the open-ended questions. The responses from the open-ended questions were analyzed by grouping them into themes and sub-themes. Major findings from the analysis were noted and used for discussions in chapter five.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.1. Introduction

This chapter presents the results of the study conducted on the participation of community leaders in development activities at the Sawla-Tuna-Kalba district of the Northern Region. The chapter focuses on data collected from the field which have been analysed and presented in tables and charts. The data addresses the research objectives and questions. The results were presented in order of the following objectives:

- Community development activities undertaken in the district.
- Level of community leaders' participation in development activities.
- Ways of enhancing community leaders' participation in development activities.

4.2. Community Development Activities Undertaken in the District from 2008-2009

This section presents results on community development activities that were undertaken in the district from 2007-2009, those undertaken by the community as well as those that leaders were involved in.

In order to know the development activities undertaken in the district from 2007-2009, respondents were asked to list the community development activities that were undertaken in the district. All the respondents (100%) indicated eleven community development activities that have recently been undertaken in the district. Their response is depicted in Table 5.

Table 5: Community Development Activities Undertaken in the District from 2007-2009**Community Development Activities**

Functional literacy programme

Construction of a toilet facility

Women entrepreneurship development programme

Construction of a school block

Construction of health post

Construction of a foot bridge

Construction of drains

Tree planting exercise

Digging of a well

Construction of teachers bungalow

Clean up exercise

Source: Field Data, 2010

Table 5 shows the community development activities that have been undertaken in the district in the past two years. These community development activities include functional literacy programme, women entrepreneurship development programme, tree planting exercise, clean up exercise, and digging a well. Construction activities represented other community development activities undertaken in the district. These included construction of drains, teachers' bungalow, and health post.

4.2.1. Development Activities Undertaken by the Community

A farther question was posed to the leaders to enumerate the development activities which were undertaken by the community. All the respondents (100%) indicated eight development activities that were undertaken by the community. Table 6 shows the responses of the community leaders.

Table 6: Development Activities Undertaken by the Community

Community Development Activity

Construction of toilet facility

Construction of a school block

Construction of health post

Construction of a footbridge

Construction of drains

Tree planting exercise

Digging of a well

Clean up exercise

Source: Field Data, 2010

Results from the field as indicated in Table 6 reveals that construction of a toilet facility, construction of a school, clean up exercise, and construction of drains were activities undertaken by the community. Other activities undertaken by the community included digging of a well and tree planting exercise.

4.2.2. Community Development Activities that Leaders were Involved in

A question was posed for the leaders to indicate the community development activities that they were involved in. The responses from the respondents are given in Table 6.

Table 7: Community Development Activities that Leaders were Involved in

Community Development Activity	Frequency Percent
Clean up exercise	30 30
Digging of a well	3 3
Tree planting exercise	24 24
Construction of drains	22 22
Construction of a foot bridge	3 3
Women entrepreneurship development programme	15 15
Construction of health post	1 1
Construction of a school block	1 1
Construction of a toilet facility	1 1
Total	100 100

Source: Field Data, 2010.

Results from the field as depicted in Table 6 indicate that 30 percent of the respondents claimed that they were involved in clean up exercise. Twenty-four percent (24%) reported that they were involved in tree planting whereas construction of drains was mostly involved in by 22 percent of the respondents. On the other hand one percent each of the respondents indicated that they were involved in construction of health post, construction school block and construction toilet facility.

4.3. Level of Participation of Community Leaders in Development Activities

This section presents results on the level of participation of community leaders in development activities in the district. The level of participation of community leaders is divided into three areas namely, planning, implementing, and monitoring and evaluation of community development activities.

43.1. Level of Participation of Community Leaders in Planning Development Activities

A question was posed to respondents to indicate their level of participation in the listed stages in the planning of community development activities. This was to enable the researcher to know the extent to which community leaders participate in the planning of community development activities. Table 8 presents the responses given.

Table 8: Level of Participation of Community Leaders in Planning Development Activities

Stages of Planning Community Development Activities	Level of Participation				
	Never	Rare	Occasional	Frequent	Always
Identifying community development problems	(42) 42%	(35) 35%	(4) 4%	(3) 3%	(16) 16%
Setting community development objectives	(40) 40%	(33) 33%	(4) 4%	(2) 2%	(21) 21%
Identifying ways of solving the problem	(39) 39%	(32) 32%	(6) 6%	(3) 3%	(20) 20%
Discussing the proposed solutions	(38) 38%	(35) 35%	(8) 8%	(4) 4%	(15) 15%
Taking the final decision	(43) 43%	(31) 31%	(3) 3%	(2) 2%	(21) 21%

Source: Field Data, 2010

The researcher identified five stages in the planning of community development activities in the district and also identified five levels of participation in the listed stages. The first stage of planning community development activities in the district was identifying community development problems. The results from as shown in Table 8 revealed that 42 percent of the respondents never participated in identifying community development problems, 35 percent rarely participated while 4 percent occasionally participated. A small number (3%) claimed that they participated frequently in identifying community development problems while 16 percent intimated that they always participated.

Table 8 also reveals the responses given by the respondents about their level of participation in setting community development objectives. Respondents who never participated in setting community development activities were 40 percent while 33 percent rarely participated. A small number of the respondents reported that they occasionally participated (4%) and frequently participated (2%) in setting community development objectives. However, 21 percent of the respondents claimed they always participated in the said activity.

Results on taking the final decision as to which community development activities to be undertaken in the district yielded many responses. As many as 43 percent of the respondents never participated whereas 31 percent rarely participated in taking the final decision. Another 3 percent occasionally participated, 2 percent participated frequently, and remaining 21 percent always participated in the said activity.

The results presented above indicate that majority of community leaders participated in vaning levels of planning community development activities in the district. On the other hand minority of the community leaders intimated that they never participated in the planning of development activities.

4.3.2. Level of Participation of Community Leaders in Implementing Development Activities

In order to know the level of participation of community leaders in implementing development activities, a question was posed to them to indicate their level of participation in the listed stages

in implementing community development activities. Table 9 shows the summary of responses.

Table 9: Level of Participation of Community Leaders in Implementing Development Activities

Stages of Implementing Community Development Activities	Level of Participation				
	Never	Rare	Occasional	Frequent	Always
Drawing up the work plan	(56) 56%	(21) 21%	(3) 3%	-	(19) 19%
Seeking the involvement of community members	(54) 54%	(22) 22%	(1) 1%	(3) 3%	(19) 19%
Assigning roles	(53) 53%	(23) 23%	(1) 1%	(2) 2%	(20) 20%
Acquiring materials for the activity	(51) 51%	(24) 24%	(2) 2%	(1) 1%	(21) 21%
Final execution of the job	(52) 52%	(22) 22%	(3) 3%	(3) 3%	(19) 19%

Source: Field Data, 2010

The results from the field as shown in Table 9 depict the level of participation of community leaders in implementing development activities. The first stage of implementing community development activities is drawing up the work plan. The majority (56%) of the respondents stated that they never participated in the said activity. Another 21 percent rarely participated. 3 percent occasionally participated whereas none participated frequently. The remaining 19 percent of the respondents always participated in drawing up the work plan.

On seeking the involvement of community members in implementing development activities, a majority (54%) of respondents never participated, 22 percent of the respondents claimed they rarely participated, and a minority of 1 percent occasionally participated. Again, 3 percent of the respondents participated frequently while 19 percent always participated in seeking the involvement of community members in implementing development activities.

Results on the final execution of the job indicated that 52 percent of the respondents never participated, 22 percent rarely participated and 3 percent occasionally participated in the final execution of the job. The remaining 3 percent and 19 percent frequently and always participated respectively in the execution of the job.

The results of the study as presented above reveals that majority of the respondents never participated in implementing community development activities in the district. Conversely a minority of the respondents participated in different levels of implementing community development activities in the district.

433. Level of Participation of Community Leaders Participation in Monitoring and Evaluation of Development Activities

Respondents were asked to indicate their level of participation in the monitoring and evaluation of community development activities. The results are presented in table 10.

Table 10: Level of Participation of Community Leaders Participation in Monitoring and Evaluation of Development Activities

Stages of Monitoring and Evaluation	Level of Participation				
	Never	Rare	Occasional	Frequent	Always
Identifying areas to monitor and evaluate	(72) 72%	(3) 3%	(3) 3%	(2) 2%	(20) 20%
Designing the monitoring and evaluation Plan	(70) 70%	(6) 6%	(3) 3%		(21) 21%
Monitoring	(74) 74%	(2) 2%	(2) 2%	(3) 3%	(19) 19% :
Evaluation	(72) 72%	(2) 2%	(4) 4%	(1) 1%	(21) 21%

Source: Field Data, 2010

The results of the analysed data from the field as shown in Table 10 reveal that majority (72%) of the respondents never participated in identifying areas to monitor and evaluate. A relatively small number of respondents 3 percent each rarely and occasionally participated, while 2 percent participated frequently in identifying areas to monitor and evaluate. Twenty percent of the respondents always participated in identifying areas to monitor and evaluate.

The last stage in the monitoring and evaluation of community development activities is evaluation. Table 10 reveals that 72 percent of the respondents reported that they never participated in contrast to 21 percent who always participated in the evaluation of development activities. Rare participation was reported by 2 percent of the respondents while 4 percent of the

respondents occasionally participated in evaluation. Finally, one percent of the respondents claimed they participated frequently in evaluation of community development activities.

The results as depicted above shows that majority of the respondents never participated in all stages of the monitoring and evaluation of community development activities in the district. A small number relatively participated in varying levels of monitoring and evaluation of community development activities in the district.

4.4. Ways of Enhancing Community Leaders' Participation in Community Development Activities

This section presents results on the various ways of enhancing the participation of community leaders in community development activities. It also looks at what community leaders can do to promote their participation in community development activities as well as what other stakeholders (NGOs, government, and corporate entities) can do to enhance the participation of community leaders in development activities.

4.4.1. Ways of Enhancing Leaders Participation in Community Development Activities

Respondents were asked to indicate their level of agreement to some listed ways of enhancing their participation in community development. This question was asked to enable the researcher know the various ways of enhancing community leaders participation in development activities.

Table 11: Ways of Enhancing Community Leaders Participation in Development Activities

Factors	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Availability of Funds	(98) 98%	(1) 1%	(1) 1%	-	
Provision of rewards to leaders	(93) 93%	(5) 5%	(2) 2%		
Involvement of community members	(97) 97%	(3) 3%			
Availability of material resources	(95) 95%	(5) 5%			
High formal education	(17) 17%	(45) 45%	(24) 24%	(9) 9%	(5) 5%

Source: Field Data, 2010

The results from the field as indicated in Table 11 shows that one of the ways of enhancing the participation of community leaders in development activities was availability of funds. A majority (98%) of respondents strongly agreed that availability of funds was a way of enhancing their participation in community development activities. However, one percent of the respondents only agreed while another one percent was undecided about availability of funds as a way of enhancing their participation in community development activities.

Provision of rewards to leaders was another item on the list of ways of enhancing leaders' participation in community development activities. A majority of 93 percent of the respondents strongly agreed, 5 percent agreed while 2 percent were undecided on the notion of provision of rewards as a ways of seeking their enhanced participation in community development activities.

When community leaders were asked to indicate their level of agreement with high formal education as a way of enhancing their participation in development activities their responses revealed that 17 percent of them were strongly in agreement with the statement. Similarly 45 percent of the respondents agreed to high formal education as a way of enhancing their participation. Another 24 percent remained undecided while 9 percent disagreed. As little as 5 percent of die respondents were in strong disagreement with high formal education as a way of enhancing their participation.

A follow up question was asked for the respondents to indicate what they could do to enhance their participation in community development activities. This question was asked to enable the researcher know what the leaders themselves can do to enhance their participation in community development activities. The responses given by the respondents were organized into themes. These themes together with their corresponding frequencies and percentages are presented in Table 12.

Table 12: Views of Community Leaders on how they could Enhance their Participation in**Development Activities**

Ways	Frequency	Percent
Encourage community members to contribute financially towards community development	9	9
Promotion of peace and harmony among members in the community	24	24
Acquisition of leadership skills	33	33
Attending community development meetings	12	12
Acquisition of appropriate education to better understand the community's development problems	22	22
Total	100	100

Source: Field Data, 2010

Table 12 reveals that 33 percent of the respondents believe that a way that they can enhance their participation in community development activities is by acquiring leadership skills to be able to hold their positions effectively. Twenty-four percent (24%) of the respondents were of the opinion that if they are able to promote peace and harmony among the various groups in the community, their participation in community development activities will be enhanced. However 12 percent and 9 percent believe that their attendance at meetings and encouraging community members to contribute financially towards development activities respectively will enhance their participation in community development activities in their communities.

4.4.2. Stakeholders (government, NGOs, and corporate entities) ways of Enhancing the Participation of Community Leaders in Development Activities

When confronted with the question of what other stakeholders can do to enhance their participation in development activities, community leaders gave varied responses. This question was posed in order to enable the researcher know what leaders expected stakeholders to do for them in order to enhance their participation in community development activities in their communities. The respondents gave many responses which were organized into themes. The themes which represent the responses from the community leaders with their corresponding frequencies and percentages are depicted in Table 13.

Table 13: Stakeholders (government, NGOs, and corporate entities) ways of Enhancing the Participation of Community Leaders in Development Activities

Suggested Stakeholders Ways of Enhancing Leaders Participation	Frequency	Percent
Promotion of peace and stability	28	28
Promotion of active participation of women leaders in decision making	13	13
Creation of awareness about the role of women in community development	1	1
Organizing training programmes for community leaders.	52	52
Educate the community on the development problems it faces	2	2
Providing funding for community development activities	4	4
Total	100	100

Source: Field Data, 2010.

As depicted in table 13, majority (52%) of the respondents were of the that stakeholders should organize training programmes for leaders in order to enhance their participation in community development activities. Twenty-eight percent (28%) are of the opinion that promotion of peace and stability among the various groups in the community should be the role played by stakeholders. However a minority of one percent were of the view that stakeholders can enhance their participation in community development activities if they educate community members on the development problems faced by the community.

4.5. Summary' of Results

The following are the summary of results obtained from the data gathered on the participation of community leaders in development activities at the Sawla-Tuna-Kalba district of the Northern Region.

- The leaders identified tree planting exercise, functional literacy programme, construction of a teachers' bungalow, digging of a well, construction of drains, construction of a school block, clean up exercise, construction of a health post and women entrepreneur development programme as community development activities were undertaken in the district from 2007-2009. The rest are construction of a footbridge, and construction of a toilet facility.
- The leaders also indicated construction of a footbridge, construction of a school block, construction of a health post, construction of a footbridge, construction of drains, tree planting exercise, construction of a toilet facility, and clean up exercise as development activities that were undertaken by the community.

- Leaders were involved in all the community development activities that were undertaken in the district except functional literacy programme and construction of a teachers' bungalow.
- Majority of the leaders participated in the planning of community development activities.
- Majority of the leaders did not participate in implementing community development activities.
- Most of the leaders did not participate in the monitoring and evaluation of community development activities.
- A vast majority of the leaders were of the view that by providing funds for development activities, providing them with rewards, making materials available, and involving community members would serve to enhance their participation in community development activities. Majority of the leaders did not agree with high formal education as a way of enhancing their participation.
- Many of the leaders were of the view that they could encourage community members to contribute financially towards development activities, promote peace and stability* among the various groups in the community, acquire leadership skills, attend community development meetings, and also acquire appropriate education in order to understand the community development problems of the community. This, they believed will help enhance their participation in community development activities.
- Finally, community leaders were of the view that stakeholders (NGOs, government, and corporate entities) could enhance their participation in development activities in the district by promoting of peace and stability in the district, organizing training

programmes for them, and creating awareness about the role played by women in development activities.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.1. Introduction

This chapter discusses the results of the study. The presentation follows the order of the objectives and in relation to literature that has been reviewed.

5.2. Community* Development Activities Undertaken in Sawla-Tuna-Kalba District

This section focuses on discussion of results on community development activities that have taken place at the Sawla-Tuna-Kalba district of the Northern region in the past two years. It also looks at development activities that were undertaken by the community as well as those that community leaders were involved in.

The results on community development activities undertaken in the district from 2007-2009 indicate that there are eleven (11) community development activities that have been undertaken in the district within the past two years. It is worth noting that community development activities stem from the needs of the community. As has been opined by Kumar (1979), every development programme must start with what the community needs and knows it needs. From the results, tree planting, clean up, construction activities (including school block, drains etc) were community development activities that had recently been undertaken in the district within the past two years. It can be said that these activities were undertaken in order to meet the basic needs of the district. This view is in line with the basic needs theory which suggests that the best

way to enhance the quality of life of the poorest people in society is to satisfy their basic needs such as food, shelter and clothing. Okonje (1986) has noted that true development only takes place when there is the satisfaction of the fundamental needs of the population in terms of food, water, shelter, health and education. In espousing the view of Okonje, Moon (1991) opined that provision of basic needs is necessary for rapid growth in areas where income levels are low and poverty is high. This implies that for community development to be effective, it must address the problems of the areas in which it is undertaken.

.Another community development activity undertaken in the district was functional literacy programme. According to Sarumi et al (2007), literacy is perceived as highly synonymous with development; that is development cannot occur except the mass of the population knows how to read and write. In essence there can be no development without literacy since the ability to read and write is in itself key to all progress. Adjei (2009:155) also makes the following assertion:

functional literacy empowers people to bring about desirable changes in their living conditions. The development of the nation cannot be left in the hands of a mass of illiterate, and ignorant people. It provides a structure to coordinate and sustain self help projects in communities. Functional literacy is expected to bring about qualitative improvement in the lives of the of the beneficiaries and stakeholders and the overall development of their communities.

It can be argued that the functional literacy programme was undertaken in the district to give the community members or learners basic skills that can readily be used in their daily activities. This view is shared by Rogers (1999) who asserts that the objective of adult literacy programmes is not to help people to learn literacy skills but to help them to use literacy skills in their daily lives. Hence, Roger further asserts, every learner must not only be helped to master letters and words on paper, but must also be helped to transfer these into daily lives. Adjei (2009:155) makes this observation about the functional literacy programme at Yebongo in Bolgatanga district of the Upper East region:

one striking factor that needs emphasis is that the learners were able to mobilize members of the community to engage in developmental activities.

The results from the field as indicated in Table 5 revealed women entrepreneurship development programme was a community development activity undertaken in the district. All over the world, vocational training and acquisition of entrepreneurship skills have been recognized as the major determinants of the accelerated development for the individual and the society as a whole (Oke, 2009). Women have and will continue to play pivotal roles in the realization of the developmental goals of any community. As a result programmes that seek to empower women to contribute effectively to this end are normally considered to be in the right direction. Most women in the northern region are the bread winners of the various families, hence when they acquire income generating skills they would not only be improving on their own living conditions but also that of their families. According to Kumar (1979) these programmes could be very successful in the sense that they can provide alternative types of employment and thus stop the tendency to migrate to the towns and as such contributing to village development.

Oke has opined that the realization of the social benefit of entrepreneurship skills acquisition underscores the fact that if we must alleviate poverty and effectively ameliorate the biting fangs of unemployment in developing countries, vocational and entrepreneurship training must be accorded a high priority on our development plans.

The results of the study from Table 5 reveal that most of the development activities were undertaken by the community. The results highlight the importance of the community members in finding solutions to the problems they face as a community. Community development can not be successful without the active participation of those affected. The study results indicate that eight out of eleven successful development activities undertaken in the district was jointly undertaken by the community. Community development is undertaken with the view of improving on the living conditions of community members and as such the importance of the involvement of community members can not be underestimated. According to Oakley and Marsden (1984) local participation is a fundamental pre-condition for a successful and long lasting development. They further assert that if local people are actively involved in any community project, they would commit themselves to support the project for its success and sustainability. From the above, it can be said that without the active involvement of communities in development projects or activities, people would be apathetic to such projects and as such refuse to ensure its success and sustainability.

Community leaders play significant roles that lead to the accomplishment of community development objectives. In this sense the active participation of community leaders in all stages

of the community development process is required. According to Aref and Ma'rof (2009), community leadership is an important element of any community and vital to successful community development. Community Leaders can play the role of catalysts for actualizing the potential of local communities and assisting them to change. Leaders' participation may be operationalised as the creation of opportunities to enable leaders contribute effectively to the development process of their communities. Leaders in the rural communities are an embodiment of respect and as such can be a source of motivation to community members in contributing to the development process. Because of this fact, when community leaders participate in the development activities, many community members would also be influenced to participate in such activities which would eventually facilitate their successful execution.

Even though communities themselves should take the initiative and participate in ensuring the achievement of their stated development goals, other agencies can complement the efforts of the communities. From time immemorial government and other agencies including development partners have strived to partner communities to improve upon their living conditions. It can be argued from the results of the study that the other development activities (construction of a teachers' bungalow, women entrepreneurship development programme, and functional literacy programme) that were not undertaken by the community could have been undertaken by other agencies. It is important to note that agencies implementing community development activities in communities must endeavour to integrate the community in the planning, implementation and monitoring and evaluation of such projects. Kumar (1979) in support of this view opines that any development programme must start with what the community needs and knows it needs. It should not be imposed on the community by someone else; otherwise, it is not community

development. Community leaders and members must be actively involved in the design of development activities that are being introduced by other agencies.

The entire results on community development activities undertaken in the district show that constructional, educational, environmental, and sanitation activities were the various categories of development activities undertaken in the district within the past two years. Most of these activities were undertaken by the community. Again community leaders were involved in most of the development activities that were undertaken in the district.

5.3. Community Leaders Level of Participation in Development Activities

This section discusses results on the level of involvement of community leaders in development activities in the Sawla-Tuna-Kalba district. The level of involvement of community leaders is seen in three main areas, namely; planning, implementing, and monitoring and evaluation of community development activities. It is important to note that the very success of community development activities depends to a large extent on the active participation of community leaders in all the stages of community development.

5.3.1. Level of Community Leaders' Participation in the Planning of Development Activities

Planning community development activities is a sine qua non to its success in any community.

This is due to the fact that planning helps to identify ways of going about an activity, identify

potential hurdles and ways of surmounting such hurdles. The researcher identified five stages in the planning of community development activities and also five levels of participation of leaders in the said activity.

Results on the level of involvement of community leaders in planning development activities reveal that majority of the leaders participate in the said activity. According to Rifkin's (1990) participation in planning demonstrates a higher level of participation. Knowles (1980) believes that human beings tend to feel committed to decisions to the extent that they have participated in making it. White (1982) also in support of this view asserts that when beneficiaries are actively involved in planning and implementation of a project, they tend to accept it as their own. feel responsible for it and therefore use it responsibly and ensure its regular maintenance. According to Richard (1996) participation in education and in development programmes is often measured by presence. It should however be noted that being present in a programme does not assume involvement or control. In other words, one can be present in a programme without being involved in any way or having control over the programme.

Identifying community development problems was identified as the first stage in the planning of community development activities. The study results indicated that 42 percent of the population never participates in identifying community development problems of the district. It is worth stressing that community development begins with the needs of the community. Kumar (1979) opines that any development programme must start with what the community needs and knows it needs. It should not be imposed on the community by someone else; otherwise, it is not community development. Therefore community leaders must also play their part in the

identification of their community's development needs. Even though majority (52%) of leaders participates in the identification of community development problems. 35 percent of them occasionally participate in the said activity. According to Pateman (1990) the notion of participation is often used with an imprecise or no definition to include almost any situation in which some minimal amount of interaction takes place. Participation implies more than an individual being present in a group activity. Pateman suggests that the definition of participation excludes the following situations: when an individual merely takes part in a group activity, where an individual is merely given information on a decision affecting him/her before it is executed, or an individual being present at a meeting but has no influence. Therefore occasional participation of community leaders in identifying community development problems is not enough to achieve effective decisions.

Effective community development can only take place when quality decisions are made on the problems or needs that are of priority to the community and how to solve them. Taking a decision on community development activities is not an easy task in the sense that it involves consultations at all level in the community and also involves choosing from many alternatives. It is based on final decisions taken during the planning of community development activities that effective implementation and monitoring and evaluation can be achieved. The study results reveal that 43 percent of the population never participates in taking the final decision concerning community development activities to be undertaken in the district. Decisions taken at this stage of community development process have implications on the success or otherwise of development activities. Therefore the participation of community leaders in this stage of planning community development activities is key to its success. However the study results do

not support this view as 43 percent of the population does not participate in the said activity. Even though the rest (57%) of the population participate in taking the final decision, 31 percent of them occasionally participate in the said activity. Occasional participation can not be considered as active enough to make decisions effective.

5.3.2. Level of Community Leaders' Participation in Implementing Development Activities

Implementation of community development is an important aspect of the community development process in the sense that it activates plans into actions. Decisions taken during the planning stage of community development can only become a reality during its implementation. Implementation also brings about desired changes. Community leaders as has been noted play a significant role in bringing about desired changes in any community and as such their participation in the implementation of community development activities is seen as crucial to its success.

In order for community development plans to be realized it is imperative to draw the work plan setting out time lines for each activity in line with the stated goals. The study results indicate that majority of the population never participate in drawing the work plan. Drawing of the work plan indicates the needed materials for the job and also indicates persons responsible for each activity. Community leaders are seen as having a fair knowledge of the conditions prevailing in the community and as such they must actively participate in drawing the work plan. It can therefore be argued that the higher the participation of community leaders in this activity the more effective the work plan. The work plan if properly done eliminates any uncertainties in the

implementation of community development activities. The fact that majority of community leaders do not participate in this activity means that there would be adverse effects on the final execution of the job.

The final execution of the job is the last stage in the implementation of community development activities in the district. This stage makes decisions taken at the planning stage of community development activities a reality. It is at this stage that the development needs of the community are actually met. As has been noted already, the ability of a group to achieve its goals and satisfy the needs of its members depends on people holding positions of leadership. In line with this argument, the ability of communities to satisfy their felt needs in terms of development depends on their leaders. This can be achieved if community leaders participate in execution of the development activities. The study results indicate that majority (52%) never participates in the execution of the final job. Since as opined by Richard (1996) that participation in development activities is often measured by presence, the presence of community leaders during final execution of the job has positive effects on the success of development activities. The fact that majority of the leaders do not participate in the execution of the job. means that the ability to complete development projects on time and successfully might not be assured.

5.3.3. Level of Community Leaders' Participation in Monitoring and Evaluation of Development Activities

Monitoring and evaluation is the final stage in the community development process. Monitoring and evaluation encompasses a wide range of activities intended to ascertain whether community

development plans have been realized. Leaders who are seen as important stakeholders must actively be involved in the monitoring and evaluation of community development activities. It is therefore imperative to identify their level of participation in monitoring and evaluation of community development activities. To know this, community leaders were asked to indicate their level of participation in listed stages of monitoring and evaluation of development activities.

The results of the study indicates that majority of the leaders do not participate in all stages of the monitoring and evaluation of community development activities. One of the listed stages of monitoring and evaluating community development activities is identifying areas to monitor and evaluate. Majority (72%) of the leaders never participate in the said activity. This stage in the monitoring and evaluation stage is very important in the sense that it paves the way for effective monitoring and evaluation of community development activities. It also gives focus and direction to monitors and evaluators on specific areas that need attention. The fact that majority of the leaders do not participate in this stage would serve as an impediment to the smooth running of monitoring and evaluation of community development activities since people are more likely to be committed to decisions that helped to make.

Designing of the monitoring and evaluation plan is another stage in the monitoring and evaluation of community development activities. Monitoring and evaluation plan gives a description of the methods by which a project or activity will be monitored or evaluated. At diis stage participants in monitoring and evaluation draw up a check list in line with stated goals on

how to monitor and evaluate the activities. Results from the study indicate that majority of community leaders never participate in the said activity.

Monitoring is another listed stage in the monitoring and evaluation of community development activities. The results of the study reveal that 74 percent of the population never participates in monitoring community development activities in the district. Monitoring is yet another important stage in the community development process. Monitoring involves supervising an on-going project or activity to ascertain whether or not the intended outcomes are being achieved. Community leaders' participation in this activity is imperative because they get to know at first hand the progress of planned interventions and the areas that particular attention should be paid. The results seem to suggest that monitoring of community development activities has received low participation on the part of community leaders. Even though some leaders participate in monitoring of community development activities, the number is not that encouraging to making the activity achieve desired results.

The final stage in the monitoring and evaluation of community development activities is evaluation. According to McDonald (1974:78) evaluation often provides information that equalizes or neutralizes diverse influences so that accommodations can be made among those involved in decision making. McDonald further contends that in essence, evaluation from this point of view is a democratic activity. Intimately associated with evaluation is the need to gather information or make informed judgments about community development projects or activities. Evaluation serves many purposes and has been enumerated by Grotelueschen (1974:79) as follows: to account for funds and resources and monitor compliance with regulations or

guidelines; to document major accomplishments and examine the expedience of project goals; to identify potential needs and establish project emphasis; to ascertain collaboration opportunities and evaluate coordination efforts with other agencies; to identify project weaknesses and assess progress towards stated goals. The purposes of evaluation enumerated above makes the evaluation stage of monitoring and evaluation very significant to effective community development. Since community development initiatives must come from the community and leaders wield considerable influence over community members, it makes their participation in the evaluation of community development projects or activities very crucial to its sustenance. However the results of the study indicate that 72 percent of the population never participates in evaluating community development activities. If community development activities would achieve desired results then it behooves on the leaders to actively participate in the evaluation of such activities. This is because evaluation of development activities can produce as standards for future development activities.

The participation of community leaders in the planning, implementing, and monitoring and evaluation of development activities is key to the success of community development activities. Even though majority of community leaders participated in the planning of development activities in the district, a minority participated in varying levels of implementing, and monitoring and evaluation of development activities. Form the discussion on the level of community leaders' participation in development activities it can be concluded that most community leaders did not participate in development activities in the district.

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5.4. Ways of Enhancing Leaders Participation in Community Development Activities in the District

This section focuses on ways of enhancing community leaders' participation in development activities in Sawla-Tuna-Kalba district. It begins with community leaders' level of agreement to listed ways of enhancing the participation of community leaders in development activities. It also considers the views of community leaders on ways by which they can enhance their participation in community development activities. Finally it considers other ways by which stakeholders (government, NGOs, and corporate entities) can enhance the participation of community leaders in development activities.

5.4.1. Ways of Enhancing Leaders Participation in Community Development Activities

In order to know how to enhance the participation of community leaders in development activities in the district, leaders were asked to indicate their level of agreement to suggested ways of enhancing their participation in community development activities.

Availability of funds for development activities was identified as one of the ways of enhancing the participation of community leaders in development activities in the district. This is evidenced by the fact that majority (98%) of the population strongly agree with availability of funds as a contributor to their enhanced participation in the development of the district as indicated in table 4.8. This goes to show that most often than not, funds for community development activities are not readily available to community leaders to enable them embark on such activities in the

district. Fordjor (2000) asserts that due to lack of funds, most of the rural projects comprising the provision of housing, educational and health facilities as well as potable water which were embarked upon soon after independence in 1957 were abandoned in 1966 with the declining cocoa price on the world market. Kumar (1979) is also of the view that community development projects have to be shelved due to financial problems. From the fore-going, it can be argued that without funds for community development activities, community leaders would not feel motivated enough to lend their support to such activities. This is because community leaders' efforts will be in vain if they are no funds available to cater for the financial demands of community development.

The results on ways of enhancing the participation of community leaders in development activities in table 11, also reveals that 93 percent of community leaders in the district strongly agreed that provision of rewards to community leaders would help achieve that end. The result goes to corroborate the assertion of Donnelly et al (1987:303) that, individuals will exert work effort to achieve performance that will result in preferred rewards. Donnelly et al further opines that if individuals believe that improved rate of performance would lead to desired rewards, he or she would be motivated to work in accordance with such objectives. On the other hand, an individual is likely to decrease the rate of performance if there is cause to believe that high levels of performance would lead to undesired rewards. Indeed provision of appropriate rewards depends on the needs of the community leaders. In order to know which rewards would be appreciated by community leaders, there is the need to embark on proper needs assessment and also consider the prevailing conditions in the district. When appropriate rewards are given to the community leaders, their morale would be boosted and as such would readily participate in any

activity that is intended to improve on the living conditions of the community and the district as a whole.

Majority (97%) of community leaders in the district in the district strongly agreed with the involvement of community members as a way of enhancing their participation in community development activities in the district as shown in Table 11. It is indeed a truism that for community development to become a success the involvement of community members must be sought and for that matter community leaders would not be successful in community development if they do not seek the active participation of the whole community, since there can be no leaders without followers. Kumar (1979) could not agree more when he stated that:

no community development programme can succeed without active support and participation of the people themselves. Thus, a programme should be so organized as to provide maximum opportunity for self help. Encouragement should be given for people to actually plan and work on the solution of the problem themselves, this enables them to develop self initiative, self reliance and their own leadership.

The involvement of community members as has been noted by Cook (1975) can legitimize a programme, its plans, and leaders. Leaders often become discouraged and drop out of development activities that are potentially beneficial to the whole community when they do not

receive the needed support from community members. It can be argued that the involvement of the whole community in development activities often relieves the load of work on the leader. This is because through the participation of community members, certain aspects of the activity which hitherto would have performed by the leader are taken care of by community members. Also when the whole community is involved, responsibility is shared in that everyone has a role to play leading to the ultimate success of the community development project. As has been suggested by Klein (1963), the participation of the whole community in a development project or activity relieves the problem of control.

High level of education was another suggested way of enhancing the participation of community leaders in development activities in the district. The results on this issue revealed that majority of 25 percent and 19 percent of the population strongly disagreed and disagreed respectively with 23 percent undecided. This result corroborates the view of Betts (2001) who on narrating his experience with Usulutans in El Salvador noted that, of the 21 community leaders in the area only four could read and write. But it was these men who possessed the social capital to engage in discussions with local power holders such as the local mayor regarding resources for the community, which their younger, more educated and literate neighbours could not.

Pateman (1970) disagrees with Betts by arguing that higher level of education is one of the greatest predictor of participation in voluntary activities. This is partly due to the fact that the educated is more likely to understand that government alone cannot shoulder the burden of developing the nation due to government's enormous responsibilities without corresponding resources, therefore community members have to come together and work towards improving

their quality of life. From the foregoing it can be argued that even though education is key to the development of any nation, the same cannot be said for high level of education. The essence of education is to make learners more aware of their circumstances and to make efforts at changing it. Indeed community leaders need education which should aim at equipping them with problem solving skills that can enable them to effectively contribute to solving the community development problems in the district.

5.4.2. Views of Community Leaders on how they can Enhance their Participation in Development Activities

Community leaders have a role to play in enhancing their participation in development activities. In order to know what leaders can do to enhance their participation in community development activities, they were asked to indicate what they can do to enhance their participation in development activities.

Results on the above issue indicated that 33 percent of the leaders think that their participation can be enhanced through the acquisition of leadership skills. The argument has been made that the ability of a group to achieve its set goals and to satisfy the needs of its members depends to a large extent on those occupying positions of leadership. This implies that the behavior put up by leaders can help in goal attainment or can adversely affect the group. According to Sautoy (cited in Battem, 1962) community development requires something more than the possession of enthusiasm, good intentions and the liking and respect for people. Sautoy contends that leaders need a wide range of knowledge and skills to be able to stimulate, educate, inform, and convince



people who may initially be apathetic or skeptical about participation in community development. The results of the study also confirm Flo and Smith (1999) assertion that community development is an intense process and that much depends on leaders; hence consistent and skilled leaders who are open to community members is a key ingredient for effective development activities. The exhibition of such leadership skills as flexibility, transparency, and accountability can lead to the successful execution of community development activities. The exhibition of qualities enhances the leaders' credibility and thus helps to influence community members to also participate in community development activities.

The results of the study indicated that 22 percent of the population was of the opinion that they can enhance their participation through their acquisition of the appropriate education to better understand the problems faced by their communities. Education indeed can rescue individuals from the shackles of ignorance and place them in a better position to understand their circumstances and how best to solve them. This view is also shared by Dore (1976) cited by Amedzro (2000:39) who argues that:

capital given to Europe and Japan to restore their devastated industries proved productive because those countries had people with the knowledge necessary to make it productive. In contrast, similar investments in Indonesia and Burma, which lacked engineers and managers and technicians failed to produce the same results.

It thus appears that when community members and leaders have access to educational programmes, they would forever accept, support and actively participate in development of their communities. Amedzro (2000) emphasized this fact when he opined that when community people and their leaders have access to educational programmes, they come to understand the issue related to the development of their communities and so they can participate in community improvement activities. The definition of education given by Oduro-Mensah (2004:4) summarises the significance of education in any development activity. According to Oduro-Mensah education is the process of enhancing the development of certain knowledge, skills and attitude in an individual to enable him / her to become better identified with his / her community aspirations and contribute successfully towards the community's common goal, which is development. To this end development in whatever form, cannot be divorced from education since education in itself is development.

The results of the study indicate that community leaders were of the view that when they are able to encourage community members to contribute financially to community development activities, their participation would be enhanced. Indeed no community development activity can not be initiated, implemented or sustained without financial resources. The term financial resources are often about money and how to acquire it. One major hindrance to effective community development especially self help projects in rural communities is that individuals lack the financial power to contribute financially to such projects. This could partly be attributed to the high rate of poverty in the rural areas. According to the World Bank Report (1998 1999) 34 percent of the people in the rural areas in Ghana live below the poverty line. However for communities to achieve sustained improvements in the living conditions, they have to

complement the efforts of government by also making some commitments through financial contributions to the development of their communities. Community development in rural areas is traditionally funded through taxes, fines, voluntary contributions and government grants. When community members contribute financially to community development activities, they tend to have some emotional attachment to them and would consider it as their own. In this sense community leaders would not experience any difficulties in mobilizing community members to embark on development activities and perhaps this would serve a motivation for leaders to participate effectively in such activities.

5.4.3. Stakeholders (government, NGOs and corporate entities) ways of Enhancing the Participation of Community' Leaders in Development Activities

Stakeholders (government, NGOs, and corporate entities) have a role to play in enhancing the participation of community leaders in order to ensure successful community development activities. Since community development is a way to enhance the resources of a community and often has sustainability and increased quality of life as its primary focus, it becomes imperative that government and other stakeholders partner community members to achieve this end. In order to know what roles government and other stakeholders can do to enhance the participation of community leaders in development activities, community leaders were asked to indicate what stakeholders can do to enhance their participation in community development activities.

Community leaders indicated that stakeholders should promote peace and stability in the district. There can definitely be no development without peace and stability. This is evidenced by the fact

where there is conflict, people cannot move around freely to engage in activities that promotes development. To this end, peace and stability is very crucial to the success of any community development activity. Conflicts may be in forms, namely conflicts among the various groups in the community and conflicts in the community development process. Conflicts among community members imply that some members will not be willing to participate in development activities. This is partly due to the fact that during conflict situations people from an opposing camp may not want to associate themselves with initiatives coming from the other end. This makes community development difficult since more and more hands are needed in whatever form (financial or human) to successfully execute development activities. Conflicts in the development process normally arise from the entrenched positions taken by some members. This brings about formation of polarized groups who will not be willing to accept the views of other groups. In situations where the leadership lacks the necessary negotiation skills, community discussions may degenerate into conflicts.

Conflicts among community leaders also possess another threat to the success of development activities. According to Amedzro (2000), frequent political power struggle and tensions between chiefs and the politically appointed administrators has caused apathy in the attendance of public meetings and in participation in development projects by those who support the chiefs. Whether conflicts will be good or bad depends on how it is managed. Properly managed conflicts have the chance of being functional to the community whereas poorly managed conflicts have the tendency of tearing the social fabric of the community. It is therefore imperative that government and other stakeholders make it a priority to promote peace and stability in the country especially rural communities since it is a sure way of achieving successful community development.

The results of the study indicated that community leaders wanted stakeholders to organize training programmes for them in order to improve upon their skills. Training refers to systematic activities or events that are designed to help individuals to learn the competencies (knowledge, skills, attitudes) they require to better perform their duties or tasks they are currently performing or would be called upon to perform in the future. In other words it is as a process of changing employees' behaviour at work through an application of the principles of adult learning. Wilson (2005) defines training as a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective in an activity or range of activities. The benefits of training and development to community leaders cannot be quantified in financial terms. It is opined by Flicker (1994) that training and development properly designed improves individuals with knowledge, skills and attitudes they need to perform the task well, think strategically, plan, implement and monitor long term organizational strategy. If communities want to benefit from training and development then, training must be discharged by a competent and committed person(s) for trainees to understand that the whole process of training and developing is about change in behaviour, attitude and skill acquisition to the benefit of not only to the individual employee but also to the organization. Training is also be used as a form of motivational incentive to community leaders in development activities. This enhances their commitment and rate of performance or productivity with regards community development activities. Training and development programmes effectively planned in communities can be used to bring about desired change because community leaders would be better equipped to solve the community problems faced in the district. If the desire of government and other stakeholders want to realize effective community development and alleviate poverty from rural communities, then they must

endeavour to design and implement training programmes which would make it possible for them to achieve such results.

Community leaders indicated from the study results that stakeholders should endeavour to educate the community on the development problems it faces. For community development to become a success community members must be educated on the issue that confront the community and as such they will be empowered to take action. Community education is therefore a process designed to enrich the lives of individuals and groups by engaging with people living in a geographical area, or sharing a common interest, to develop voluntarily a range of learning, action, and reflection opportunities, determined by their personal social, economic and political needs” (CeVe 1990 : 2 in Smith 1996). Community education may be seen as all attempts to help community members acquire knowledge, skills, and attitude in order to enable them solve problems affecting them as a community. It is through educational activities that a community’s needs, concerns and expectations are met. This view underpins the fact that community education is an opportunity created to empower community members to achieve desired goals in order to enhance their living conditions. As result when community members have been equipped with necessary knowledge, skill and attitude they would be better placed to contribute effectively to development efforts of their community. Community development is about having the participation of all those affected and when this is realized community leaders would be motivated to also participate.

In conclusion community leaders were of the view that providing them with rewards, involving community members in development activities, promoting peace and harmony among the various groups in the district, and organizing training programmes for them, were some of the ways of enhancing their participation in development activities in the district.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1. Introduction

This chapter focuses on the summary, conclusion and recommendations of the study. The summary consists of a statement of the problem, research objectives, and review of related literature, methodology and results of the study. The recommendations were also made based on the major findings of the study and the conclusions drawn. The chapter also considers the implications of the findings for adult education policy and practice as well as suggestions for future studies.

6.2. Summary

The study identified the extent to which community leaders participate in community development activities in the Sawla-Tuna-Kalba of the Northern region. The study was designed to achieve the following objectives:

1. To identify the community development activities undertaken in the district from 2007-2009 with regard to:
 - i. Development activities undertaken by the community
 - ii. Development activities that leaders were involved in

2. To find out the level of involvement of community leaders in community development activities with regard to:
 - i. Planning community development activities
 - ii. Implementing community development activities
 - iii. Monitoring and evaluation of community development activities
3. To identify ways of enhancing the participation of community leaders in development activities.

Based on the research objectives, literature was reviewed in related areas such as the concept of leadership, approaches to leadership, leaders and group effectiveness, community development, the concept of participation, participation of community leaders in development activities, and ways of enhancing community leaders' participation in development activities. The study was grounded on the game theory of participation. In terms of methodology, the descriptive survey design was adopted for the study and the population consisted of all community leaders (18 years and above) in the district. The multi stage sampling technique was employed for the study. The stratified random sampling as well as simple random sampling technique was used in the final stage to sample a total of 100 respondents for the study. The interview schedule was the only data collection instrument used for the study.

6.3. Major Findings

Constructional, educational, sanitation, and environmental activities were the various categories of community development activities undertaken in the district within the past two years.

- Most of the community development activities undertaken in the district within the past two years were undertaken by the community.
- Leaders were involved in most of the community development activities undertaken in the district within the past two years.
- Majority of the community leaders participate in varying levels of the planning of development activities.
- Majority of the community leaders never participate in implementing community development activities in the district.
- Monitoring and evaluation of community development activities did not receive a high level of participation from the leaders as majority of them do not participate in any of the stages.
- Community leaders were of the view that providing them with rewards, involving community members in development activities, promoting peace and harmony among the various groups in the district, and organizing training programmes for them, were some of the ways of enhancing their participation in development activities in the district.

6.4. Implication of the Study Results for Adult Education Policy and Practice

Adult education is concerned with all activities in which the capacities and capabilities of people who are considered to be adults are developed for specific purposes, irrespective of the particular setting of the activity (Mpofu, 1998). This implies that adult education focuses on the

development of the adult and his/her environment. It uses education as the main tool to empower people and communities to embark on development. In order for adult educators to successfully empower people to contribute to the development of their communities and for that matter the nation as a whole, they need to have adequate information about the needs of the communities and people concerned. It is against this background that the results of this study would serve as a guide to adult educators to put in place appropriate educational programmes to empower communities in the study area. The study results for example revealed that community leaders were of the view that if they receive appropriate education to better understand the community development problems faced by the community, it can enhance their participation in development activities in the district. This information would help adult educators working in the Northern region and for that matter the nation as a whole to design educational programmes that would empower communities to take action to solve the problems they face. Also, the study results would serve as a guide to adult educators and other stakeholders to know how best to motivate community leaders to participate fully in all development activities in their communities.

In respect of policy, the results of the study would help government and other policy makers to put in place a policy that would promote the participation of community leaders in activities that seek to improve the living conditions of rural dwellers. To this end, all steps should be taken to know the needs of community leaders and how the satisfaction of their needs can be used as motivation for them to participate in development activities.

6.5. Conclusion

The study revealed that educational, sanitation, constructional, and environmental activities were the community development activities which have been undertaken in the district within the past two years. Majority of the leaders participated in varying levels in the planning of community development activities in the district. Implementation and monitoring and evaluation of community development activities also received limited participation from community leaders in the district. Leaders suggested that availability of funds for development, involvement of community members in development activities, promotion of peace and stability among the various groups in the district, and provision of rewards, are ways through which their participation in community development activities can be enhanced.

6.6. Recommendations

The study recommends that:

- Avenues should be created for leaders to continuously participate in the planning, implementing, and monitoring and evaluation of community development activities since such the participation of leaders in those stages were crucial to the success of development activities.

- Women leaders should be given equal opportunities to participate in decision making in relation to community development in the district. This can be achieved through the creation of the awareness of the role women play in development.
- Community members should be encouraged to participate in all stages of community development activities. Their participation serves as a way of enhancing the participation of community leaders. Therefore capacity building programmes should be introduced to empower community members to be part of the development of the district.
- Where there is no peace and harmony development activities can not thrive. It is against this background that community leaders, government, NGOs and other stakeholders should ensure the amicable settlement of conflicts among the various groups in the district.
- The capacities of community leaders must be built in order to enable them be abreast with problems the community faces and how they can help solve them. The district assembly and other stakeholders must introduce training programmes such as leadership development programmes for leaders.

6.7. Suggestion for Further Studies

Problems facing community leaders in implementing community development activities in the Sawla-Tuna-Kalba district of the Northern region.

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APPENDIX**UNIVERSITY OF GHANA****INSTITUTE OF CONTINUING AND DISTANCE EDUCATION****INTERVIEW SCHEDULE FOR ADULT COMMUNITY LEADERS LIVING IN THE
SAWLA-TUNA-KALBA DISTRICT OF THE NORTHERN REGION**

As part of my work towards fulfilling the requirement for the award of a Master of Philosophy degree in Adult Education, at the University of Ghana, Legon, I am undertaking a research on "Participation of Community Leaders in Community Development Activities at Sawla-Tuna-Kalba District of the Northern Region. Your answers to questions in the interview schedule will be used together with other information to determine the extent of community leaders' participation in the development of the district.

Please, this research is solely for academic purpose therefore, you are encouraged to answer the questions as frankly as possible. Your responses would be held in strict confidence.

Thank you.

Stages of	Never	Rare	Occasional	Frequent	Always
Identifying community development problems					
Setting community development objectives					
Identifying ways of solving the problems					
Discussing the proposed solutions					
Taking the final decision					

B(ii). Implementing Community Development Activities.

5. What is your level of participation in the listed stages of implementing development activities in your community? (Please tick as applicable).

Stages of involvement	Never	Rare	Occasional	Frequent	Always
Drawing the work plan					
Seeking the involvement of community members					
Assigning roles					
Acquiring materials for the activity					
Final execution of the job					

B(iii). Monitoring and Evaluation of Community Development Activities.

6. What is your level of participation in the listed stages of monitoring and evaluation of development activities in your community? (Please tick as applicable).

Stages of Involvement	Never (none)	Rare	Occasional	Frequent	Always
Identifying areas to monitor and evaluate					
Designing the monitoring and evaluation plan					
Monitoring					
Evaluation					

Section C: Ways of enhancing community leaders' participation in community**development activities**

7. What is your level of agreement to the following ways of enhancing your participation in development activities in your community? (Please tick as applicable).

Factors	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Availability of funds for development activities					
Provision of rewards					
Involvement of community members					
Availability of material resources					
High level of formal education					1 1 1

8. What other thing(s) can you do to enhance your participation in development activities in your community?

9. What other thing(s) can stakeholders (government, NGO's, and corporate entities) do to enhance your participation in community development activities?

Thank you.

