



NATIONAL OPEN UNIVERSITY OF NIGERIA

COURSE CODE :AEM 409

**COURSE TITLE:
LEADERSHIP AND RURAL DEVELOPMENT**

**COURSE
GUIDE****AEM 409
LEADERSHIP AND RURAL DEVELOPMENT**

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Introduction

Most people in Nigeria live in towns and villages that are essentially rural. But being rural in most developing nations often goes with

attributes of low level of development. The rural areas often lack those infrastructure and social amenities that make cities attractive. This is one of the primary reasons workers are employed by government and non-governmental organizations (NGOs) to work (and live) in rural areas and serve as agents of change. Their main task is to facilitate the transformation process in the rural areas. However, in most instances, the number of such workers is not enough to cope with the task of rural transformation. For instance, extension agents (EA) to farm family ratio in the year 2000 is reported as 1: 1,500 in Niger State; and 1:5,800 in Lagos State as against 1:500 recommended by the Food and Agriculture Organisation of the United Nations (FAO). It is physically impossible for one person to reach out to more than 5,000 families on a consistent and effective basis. This is one of the reasons for requiring that the rural worker devote some time to working with and developing local counterparts (leaders) who could multiply their rural transformation efforts.

The Course

This course consists of 4 modules which are subdivided into 11 units. This course guide will take you through what the course is all about. It will explain the course materials you will be using and suggest some general guidelines for the amount of time you are likely to spend on each unit in order to attain optimum benefit from taking the course.

It gives you guidance with respect to your Tutor-Marked Assignments (TMAs). These will be found in the assignment file. There will also be regular tutorial classes that are germane to the course. Please, ensure that you attend the tutorial sessions. The course will prepare you for the challenges of leadership in rural development and how best to approach resolving them.

Course Aims

The course aims to provide you with a system of examining, evaluating and utilizing leadership principles and practice for facilitating the development rural areas.

Course Objectives

To achieve the aims of the course, a set of objectives are outlined. Each unit has specific objectives which are included at the beginning of a

unit. You need to read these objectives before you study the unit. You may wish to refer to them during your study of the unit to check your progress. You should always look at the unit objectives after completing a unit. This way, you would be able to locate your bearing and level of attainment of the objectives of the unit.

The comprehensive objectives of the course as a whole are listed below. By meeting these objectives, you should have achieved the aims of the course as a whole. After completing the course, you should be able to:

1. understand the role of leadership in rural development
2. identify and understand the various ways of working with leaders to achieve the goals of rural community development
3. understand the characteristics of rural areas and how these facilitate or hinder rural development goals
4. plan and implement rural development programmes
5. analyze existing rural development programmes and draw lessons for furthering their goals or designing new ones

Working through the Course

To complete this course, you are required to read each study unit of this material and read other materials which may be provided by the National Open University of Nigeria (NOUN). Each unit contains self assessment exercises for this course and at certain points you would be required to submit assignments for assessment purposes. At the end of the course, there is a final examination. The course should take you about 17 weeks to complete. You will find in the list below all components of the course, what you have to do and how you should allocate your time to each unit in order to complete the course on time and successfully.

I strongly advise that you use the opportunity of attending tutorial sessions to your best advantage. At these sessions, you would have an opportunity to compare your knowledge and attainments with those of your peers.

Course Materials

The main components of the course are:

- a. The Course Guide
- b. Study Units
- c. References
- d. Assignments
- e. Presentation Schedule

Study Units

The course is divided into four Modules that are made up of 11 units. The study units in this course are as follows:

Module 1 Introduction

- Unit 1 Introduction to Leadership and Rural Development
- Unit 2 Leadership, Leaders and Leadership Styles
- Unit 3 Leadership Tasks

Module 2 Leadership in Rural Development

- Unit 1 Leadership Maintenance
- Unit 2 Leadership and Power
- Unit 3 Leadership Roles in Rural Development

Module 3 Rural Community Development

- Unit 1 Introduction to Rural Community Development
- Unit 2 Rural Development Process
- Unit 3 Approaches to Rural Development

Module 4 Rural Development in Practice

- Unit 1 Problems of Rural development in Nigeria
- Unit 2 Analysis of some Rural development Projects

The first unit lays the foundation for the course by providing a general background into the linkages between leadership and rural development. Units 2 and 3 conclude this foundation-laying by exploring the concept of leadership, characterizing leaders, their leadership styles and the tasks for which leadership is required.

Units 4, 5 and 6 delve into the abyss of leadership in practice. They provide an insight into how leadership is maintained, its relationships with power and the roles that leadership plays in rural development. These units will provide you an opportunity to begin to look at rural areas with the telescope of leadership.

You will be introduced to the concept of rural community development in unit 7 unit 8 will focus on distinguishing between rural and non-rural areas and then provide a guide into the process of facilitating development in rural communities. Unit 9 will then explore various approaches to rural community development.

Units 10 and 11 will bring out the course materials and tap your experiences in the field of rural community development. If you are new to the field, these units will challenge you to visit rural areas, identify specific development projects and evaluate them. Your ability to do this will be your final tool to adapt to the constantly changing situations that occur in the field of rural community development.

Each unit consist of one to two weeks of work and includes an introduction, objectives, reading materials, exercises, conclusion, summary, tutor-marked assignment (TMA), references and other resources. The unit directs you to work on exercises related to the required reading. In general, these exercises provide questions on the materials you have just covered. Together with the TMAs, these exercises will help you in achieving the stated learning objectives of the individual units and of the course.

Assignment File

In your assignment file, you will find all the details of the works you must submit to your tutor for marking. The marks you obtain for these assignments will count towards the final mark you obtain for this course. Further information on assignments will be found in the Assignment File itself, and later in this Course Guide in the section on assessment. These are many assignments for this course, with each unit having at least one assignment. These assignments are basically meant to assist you to understand the course.

Presentation Schedule

Your course materials give you important dates for the early and timely completion and submission of your TMAs and attending tutorials. You should remember that you are required to submit all your assignments by the stipulated time and date. You should guard against lagging behind in your work.

Assessment

There are three aspects to the assessment of the course. First, are self assessment exercises, second are the tutor-marked assignments and third is the written examination/end of course examination.

You are advised to be sincere in attending the exercises. In tackling the assignments, you are expected to apply to information, knowledge and techniques gathered during the course. The assignments must be submitted to your tutor/facilitator for formal assessment in accordance with the deadlines stated in the presentation schedule and the assignment file. The work you submit to your tutor for assessment will count for 30% of your total course work. At the end of the course, you will need to sit for a final or end of course examination of about two hours duration. This examination will count for 70% of your total course mark.

Tutor-Marked Assignment

The TMA is a continuous assessment component of your course. It accounts for 30% of the total score. You are required to submit at least four (4) TMAs before you are allowed to sit for the end of course examination. The TMAs would be given to you by your facilitator and returned after you have completed them.

Assignment questions for the units in this course are contained in the assignment file. You will be able to complete your assignment from the information and materials contained in your readings, your study units and references. However, it is desirable to demonstrate that you have read and researched more into other references which will give you a wider view point and may provide a deeper understanding of the subject.

Make sure that each assignment reaches your facilitator on or before the deadline given in the presentation schedule and assignment file. If for any reason you cannot complete your work on time, contact your facilitator before the assignment is due to discuss the possibility of an extension. Extension will not be granted after the due date.

Final Examination and Grading

The end of course examination for Leadership and Rural Development will be about 2 hours' duration and has a value of 70% of the total course grade. The examination will consist of questions, which will reflect the type of self-testing, practice exercise and tutor-marked assignment problems you have previously encountered. All areas of the course will be assessed.

Utilize the time between finishing the last unit and sitting for the examination to revise the whole course. You might find it useful to review your self-test, TMAs and comments on them before the examination. The end of course examination covers information from all parts of the course.

Course Marking Scheme

Assessment	Marks
Assignment 1 – 4	Four assignments, best three marks of the four account at 10% each = 30% of course marks
End of course examination	70% of overall course marks
Total	100% of course materials

How to Get the Most from this Course

- In distance learning, the study units replace the university lecture. This is one of the great advantages of distance learning; you can read and work through specially designed study materials at your own pace, and at a time and place that suits you best. Think of it as reading the lecture instead of listening to the lecturer. In the same way a lecturer might give you some reading to do, the study units tell you when to read, and which are your text materials or recommended books. You are provided exercises, to do at appropriate points, just as a lecturer might give you an in-class exercise.
- Each of the study units follows a common format. The first item is an introduction to the subject-matter of the unit, and how a particular unit is integrated with the other units and the course as a whole. Next to this is a set of learning objectives. These objectives let you know what you should be able to do by the time you have completed the unit. These learning objectives are meant to guide your study. The moment a unit is finished, you must go back and check whether you have achieved the objectives. If this is made a habit, then you will significantly improve your chances of passing the course.
- The main body of the unit guides you through the required reading from other sources. This will usually be either from your references or from a reading section.

- The following is a practical strategy for working through the course. If you run into any trouble, telephone your tutor or visit the study centre nearest to you. Remember that your tutor's job is to help you. When you need assistance, do not hesitate to call and ask your tutor to provide it.
- Read this Course Guide thoroughly, it is your first assignment.
- Organise a Study Schedule - Design a 'Course Overview' to guide you through the Course. Note the time you are expected to spend on each unit and how the assignments relate to the units. Important information, e.g. details of your tutorials, and the date of the first day of the Semester is available at the Study Centre. You need to gather all the information into one place, such as your diary or a wall calendar. Whatever method you choose to use, you should decide on and write your own dates and schedule of work for each unit.
- Once you have created your own study schedule, do everything to stay faithful to it. The major reason that students fail is that they get behind with their course work. If you get into difficulties with your schedule, please, let your tutor know before it is too late for help.
- Turn to Unit 1 and read the introduction and the objectives for the unit.
- Assemble the study materials. You will need your references and the unit you are studying at any point in time.
- As you work through the unit, you will know what sources to consult for further information
- Visit your study centre whenever you need up to date information.
- Well before the relevant due dates (about 4 weeks before due dates), visit your study centre for your next required assignment. Keep in mind that you will learn a lot by doing the assignment carefully. They have been designed to help you meet the objectives of the course and therefore, will help you pass the examination. Submit all assignments not later than the due date.
- Review the objectives for each study unit to confirm that you have achieved them. If you feel unsure about any of the objectives, review the study materials or consult your tutor. When

you are confident that you have achieved a unit's objectives, you can start on the next unit. Proceed unit by unit through the course and try to space your study so that you can keep yourself on schedule.

- When you have submitted an assignment to your tutor for marking, do not wait for its return before starting on the next unit. Keep to your schedule. When the assignment is returned, pay particular attention to your tutor's comments, both on the tutor-marked assignment form and also the written comments on the ordinary assignments.
- After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in the Course Guide).

Facilitators/Tutors and Tutorials

There are 10 hours of tutorials provided in support of this course. You will be notified of the dates, times and location of these tutorials as well as the names and phone number of your facilitator, as soon as you are allocated a tutorial group.

Your tutor or facilitator will mark and comment on your assignments, keep a close watch on your progress, note any difficulties you might encounter and provide assistance to you during the course. Ensure that you mail your tutor-marked assignment to your tutor before the schedule date (at least two working days are required). They will be marked by your tutor and returned to you as soon as possible.

Do not hesitate to contact your facilitator by telephone or e-mail and discuss problems if you need assistance.

The following might be circumstances in which you would find help necessary. Contact your facilitator if:

1. You do not understand any part of the study units or the assigned readings
2. You have difficulty with the self-test or exercises
3. You have a question or problem with an assignment or with the grading of an assignment

You should try your best to attend the tutorials. This is the only chance to have face to face contact with your course facilitator and to ask questions which are answered instantly. You can raise any problem

encountered in the course of your study. To gain much benefit from course tutorials prepare a question list before attempting them. You will learn a lot from participating in active discussion.

Summary

Leadership and Rural Development is a course that intends to provide you with a system of examining, evaluating and utilizing leadership principles and practice for facilitating the development of rural areas. At the end of the course, you will be able to understand the role of leadership in rural development; identify and understand the various ways of working with leaders to achieve the goals of rural community development; understand the characteristics of rural areas and how these facilitate or hinder rural development goals; plan and implement rural development programmes and analyze existing rural development programmes and draw lessons for furthering their goals or designing new ones. In addition, you will be able to answer the following type of questions:

1. Explain the concepts of leadership and rural development
2. Discuss the terms leadership, leaders, leadership styles and leadership tasks
3. What is leadership maintenance?
4. Discuss the relationships between leadership and power.
5. What are the roles of leadership in rural development?
6. Distinguish between rural and urban areas
7. Explain the rural development process
8. Discuss the approaches to rural development
9. Identify the problems of rural development in Nigeria
10. Identify and conduct a SWOT analysis of some rural development projects

The list of questions that you can answer is not limited to the list above.

I wish you success in the course and hope that you will find it both interesting and useful.

Best of luck.

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MODULE 1 INTRODUCTION

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- Unit 2 Leadership, Leaders and Leadership Styles
- Unit 3 Leadership Tasks

UNIT 1 INTRODUCTION TO LEADERSHIP AND RURAL DEVELOPMENT

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- 1.0 INTRODUCTION**

In a gathering of three or more people, it is almost certain that one of them will represent others in certain matters. In this instance, the person representing others could be said to assume a leadership position, at least on the issue for which he or she represents the others. Similarly, as a visitor in a household, it is considered a good social manner to obtain permission or pay one's respects to the head of the household as early as

possible during a visit. In this case, the head of household is assumed the leader of the household. This type of situation where people look for one person who represents others is found in all spheres of human life. Even in systems where every member carries equal status, as in Houses of Parliament, one of the peers is selected to act as a leader for all, hence the phrase “first among equals”.

The ability to influence the ideas and actions of others is found in all social systems. In a small family unit, such influence may be found in the father, mother or uncle. In larger social systems, such influence is built around power structures, status roles and a number of autonomous institutions. There are people who are vested with the responsibility of making decisions on behalf of others. These people derive their power from primogeniture (that is right of succession of the group based on being the first born) as common in most parts of Eastern Nigeria and parts of Edo State. The source of power may also be hierarchical as common in most parts of Northern Nigeria and Ibadan in southwest Nigeria. This type of power structure tends to more elitist. That is, a person needs to belong to a part of an elite group to wield some influence over others. The fact that leadership pattern vary from one group to the other makes it important that a systematic study be done to provide the necessary tools for those who seek to influence decision making in some of these communities.

2.0 OBJECTIVES

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

- explain the need for a systematic study of leadership in rural development
- state the key terms used in the study of leadership in rural development
- describe the nature of rural community leadership
- assess your potential for working with other leaders in rural areas.

3.0 MAIN CONTENT

3.1 Some Key terms in the Study of Leadership and Rural Development

3.1.1 Decision Making

Decision making refers to the process of reducing the number of available alternative courses of action in a given situation. Those who are vested with making decisions have great influence over the actions of others in a social system. This is because decisions made affect the attainment of group goals. In a properly functioning system, it is essential that group members abide by the decisions made.

3.1.2 Socialization

This is the process of ensuring that every member of a social system understands the dos and don'ts of the community. It entails teaching members of the social system the norms and values of the system so that they can behave in a relatively predictable manner. This way, it becomes easier to take decisions on their behalf.

3.1.3 Social Control

Social control is the process of regulating the behavior of others. It entails the use of a combination of methods to ensure that members of the community interact within a set of acceptable social order. If the process of socialization is successful, very little social control is required.

3.1.4 Communication

This is the transmission and reception of information, signals, symbols or messages conveying decisions made; acceptable codes of behavior, and sanctions for non-compliance with acceptable codes as well as rewards for facilitating the process of socialization in the community. For communication to attain all these, it must be rooted in the prevailing culture and have cultural relevance. Communication is indispensable in attitude formation and modification.

3.1.5 Legitimizing

Leaders often make decisions on behalf of their followers. Some decisions made by the leader are readily accepted as definitely in favour of the group, but others require some detailed explanation by the leader of his/her representatives before their advantages to the community become clear. Legitimizing is process by which the people confer

acceptance of decisions made on their behalf. When a leader's decisions are legitimized by his constituents, his/her leadership position is consolidated. When legitimization is refused for a decision made by the leader, his/her leadership is threatened.

Legitimization is also used to refer to situations where group members or others external to the group seek the recognition and approval of the leader for their plans or projects. This way, the seeker of legitimization hopes to use the influence of the leader to confer greater acceptability on the intervention or plans they have for the group.

3.1.6 Execution

This is the process by which a community implements the decision taken on their behalf. The aim of execution is to ensure that the community acts as a single unit in the attainment of group goal. Where a decision has not been legitimized, execution will be difficult and sometimes impossible.

3.1.7 Vested Interest

These are special concerns that are borne in mind in taking a decision for a group. These concerns may be of the leader or of certain components of the group who may be more influenced by the decision than others.

3.1.8 Social Differentiation

Social differentiation is the recognition of individuals in their different positions in a community. This way, members of a community can be perceived as different in rank, function and roles.

3.1.9 Social Stratification

Social stratification refers to the process of assigning individuals to a patterned structure of unequal groups with such groups tending to persist across generations. As these strata become established over time, difference between members of lower and upper strata become entrenched and eventually institutionalized such that life-chances, social status and political influence become more pronounced. For instance, if the theory of God creates man and woman as equals is assumed, then it can be inferred that the differences that gender experts try to tackle today may have been entrenched by long term inequalities in the opportunities given by society to male and female members. All differentiation does not lead to stratification, but differentiation is a necessary step in the stratification process.

3.2 Nature of Rural Community Leadership

In rural societies, like other human societies, different social variables are used to distinguish between members by their leaders and therefore by others. In general, all rural areas tend to emphasize ancestry, biological attributes, wealth, occupation and religion in approximately that order.

3.2.1 Ancestry

Members of the community are generally categorized as natives and non-natives or indigenes and strangers. Being a native or indigene becomes even stronger if both parents are natives of the village, even though; a member is still treated as a native if only one of the parents is from that village. In patrilineal communities, a member whose father is from the village carries a higher weight of being a native than one whose mother is from the same village. For instance, in Yoruba land, a native of a community can obtain family land for free to carry out farming activities. Non-natives have to lease or enter into a sharecropping arrangement to obtain a piece of land for farming.

In most cases, differentiation by ancestry affects the members entitlement to land ownership or determines the type of land ownership that the member can lay claim to. For instance, a 'stranger' cannot claim title to land by inheritance; it has to be by lease in some rural communities. This pattern of differentiation partly explains why many Nigerians continue to owe loyalty to their places of origin, even when they were born and bred elsewhere in the country.

3.2.2 Biological Attributes

The main biological attributes used for differentiating members in most communities are sex and age. In most traditional societies, the 'Age Grade' is a major instrument of social stratification. This particular variable is celebrated in most areas of Ijebuland in southwest Nigeria. Several forms of social interaction, such as who to be accorded respect, who gets what size of inheritance etc are closely associated with age in most rural areas. Marital status is another variable closely associated with age in some communities. A married person is perceived as possessing a higher social status than single ones in some communities.

Differentiation by sex is very important in the rural areas. Various aspects of farm work are divided on sexual lines. In some communities, a man would be looked on with disdain if he is found doing work that is ascribed to women. For instance, in Fulani communities, girls and

women weave mats, spin cotton into thread, make household decoration and collect herbs and vegetables. They also buy food from market, milk the cow, churn the milk and make butter. They sell milk and butter and do craftwork such as decorating calabashes. Women and girls are also responsible for cleaning the compound; growing vegetables, raising poultry and non-ruminant stock, handling disabled animals, fetching water, collecting firewood, help in making temporary shelter, as well as bearing and nurturing the children.

In Moslem communities, women are also expected to be in *purdah* or religious seclusion and not taking active part in social life outside the domestic compound. In Edo, Ibo, Ibibio and Yoruba communities, women have no traditional right to land by direct inheritance. Several aspects of traditional religious rites are observed in strict adherence to sexual distinctions.

3.2.3 Wealth

In most rural areas, wealth is measured by a number of direct and indirect indicators. Some of these include the size of farmland controlled, the size of cattle herd, the number of wives and children in the compound, type and number of traditional titles taken, the type and size of houses owned, other prestige symbols such as horses, cars, engine-powered boats etc. In Moslem communities, having gone to Mecca on Holy Pilgrimage or the number of times one has done so are also indicators of wealth. Even membership of influential organizations such as the *Ogboni* in Yorubaland is seen as an indirect measure of wealth.

3.2.4 Occupation

In Hausaland, occupational prestige classes abound, but in most other rural communities in Nigeria, one occupation is not rated superior to others. Occupational prestige is difficult to use as a basis of stratification in most rural areas because most rural dwellers often combine many occupations.

3.2.5 Religion

In the rural areas, people may be categorized as Christians, Muslims or belonging to traditional religious groups. In some communities where one religion is dominant or within a religious group, reference may be made to believers and unbelievers. In other communities where religious diversity is great, people are even identified with specific sects or even places of worship.

The import of the foregoing discussion is that leadership in rural communities is not a straight-jacket. It may mean taking due considerations of the complexities of the rural communities and various interest groups that abound. It also signifies a note of caution for an 'outsider' seeking to intervene in the rural community that what appears as a small simple rural settlement may be as diverse as any other human group.

3.3 Working with Other Leaders in the Rural Areas

In rural areas as in other human groups, there is usually more than one leader in every situation. There may be a political leader who is responsible for overall administration of the village; there may be a religious leader whose influence is the spiritual well-being of the people; there may be a teacher whose task is the socialization of the younger generation in the acceptable knowledge in the community; there may be a businessman whose influence is in the distribution of goods and services and there is always the head of the household whose influence is in the perpetual existence of the society and possibly maintaining or elevating the status of his or her lineage. In all these cases, those who seek to influence the cause of development in rural areas need to understand, the peculiar roles and importance of each leader to achieving their own goals. But this knowledge must be put to good use in making each leader realize the need to use his or her sphere of influence for the general good.

4.0 CONCLUSION

In this unit, the need for a systematic study of leadership in rural development has been established. We have also discussed some of the key terms used in the study of leadership in rural development. It is expected that you can now explain the nature of rural community leadership and decide on your potential for working with other leaders in rural areas

5.0 SUMMARY

The systematic study of leadership in rural development is important because leadership pattern varies from one group to the other. This is necessary to provide the required tools for those who seek to influence decision making in some of these communities. Some of the key terms used in the study of leadership in rural development are decision making, socialization, social control, communication, legitimating, execution, vested interests, social differentiation and social stratification. The nature of rural community leadership is influenced by the perception of ancestry, biological attributes, wealth, occupation and

religion. It is expected that you can now decide on your potential for working with other leaders in rural areas

6.0 TUTOR-MARKED ASSIGNMENT

11. Justify the need to study leadership in rural development

12. What do you understand by the following terms:

- a. Socialization
- b. Communication
- c. Legitimizing
- d. Vested interest

13. Describe the variables that are used to stratify members of a rural community.

7.0 REFERENCES/FURTHER READINGS

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UNIT 2 LEADERSHIP, LEADERS AND LEADERSHIP STYLES

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1.0 INTRODUCTION

In this unit, we shall look more closely at the terms and concepts of leadership, leader and leadership styles. We shall also attempt to relate these terms to rural community set-ups.

2.0 OBJECTIVES

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

- define the terms leadership, leaders and leadership style
- explain each of the terms
- relate each term to rural development
- identify the situations to which different leadership styles are suited.

3.0 MAIN CONTENT

13.1 The Concepts of Leader and Leadership

3.1.1 Definition of a Leader

A leader can be:

- f. Person who initiates interaction with other members of the group.
- g. Person initiating interaction with others more frequently than anybody else in the group
- h. Person who moves the group towards attaining its goals

In simple terms, a leader is one who leads or goes first. In other words, a leader is the person who sees the goal ahead of others in the group, then plans and enlists the support of others to achieve the goal. In any given situation, the leader is the one who influences the thoughts and actions of others in his group or community. The concept of a leader is therefore one of role-playing. That is, performing certain roles that would be perceived by others as a leading role. It is also important that one cannot be a leader in isolation. A leader can only emerge in a group. There must be followers to identify with and be influenced by a leader.

3.1.2 Distinction between Headship and Leadership

There are instances where one person is referred to as the 'head' in a group, yet another person actually performs the leading roles in that group. This is the root of the term 'figure head' or 'ceremonial leader'. These terms ('figure head' or 'ceremonial leader') are used to describe persons who may occupy the headship seat, but are in fact either incapable of leading the group or relegates the responsibility of leadership to others.

The main differences between headship and leadership are as follows:

- a. Headship or domination is maintained through an organised system and not by the spontaneous recognition by other members of the group or by the individual's contribution to the attainment of group goals.
- b. The group goal is usually chosen by the headman in line with his vested interests and not internally determined by the group.
- c. In headship, there is little or no sense of shared feeling or joint action in pursuit of the given goal.
- d. There is a wide gap between the group members and the head who often strives to maintain this social distance as a tool for coercing group members.
- e. The leader's authority is spontaneously accorded by other group members, whereas the authority of the headman derives from some extra-group power.

The chief executive, a head of department, a foreman etc are headmen. The workers under them are not necessarily followers. They obey these headmen for fear of punishment or in expectation of a reward. A leader on the other hand attracts followers by his thought, speech and action. Please, note that a headman can become a leader if his workers begin to 'follow him', 'work with him rather than for him' and see the attainment of group goal as an end in itself, not as a means of satisfying the headman.

3.1.3 Definition of Leadership

Leadership is the process by which an individual directs, guides, influences or controls the thoughts, feelings or behavior of others. Leadership is the process of leading, but a leader is one who leads. Leadership is a group phenomenon arising by interaction among members of the group. It is the process by which one member of the group assumes responsibility for identifying a group problem that requires solution, a group task that needs to be performed and the ways to solve the problem or achieve the task.

Leadership is a personality attribute which is exhibited and reciprocated in a group. There is no leadership without followership. The followers must move, by a perceptible degree in the direction indicated by the leader. Leadership requires some higher levels of knowledge on the subject-matter, the alternative means of addressing the issues at hand and a better picture of the final outcome of the chosen course of action. It is a process of mutual stimulation that allows an effective interplay of individual differences, vested interests, communication and social control in the pursuit of a common cause.

3.2 Characteristics and Types of Leaders

There are certain qualities that are exhibited by an individual that make him or her a leader among peers or in a community. The peers or other members of the community need to identify these qualities before conferring the status of a leader on such a person.

- A leader must have the ability to influence others. This may be influenced by a person's personal characteristics such as height, handsomeness or a special appeal that radiates around the individual. It may be an ability for fluent speech that moves a crowd or being wealthy or generous; having known connections with external bodies or occupying a known official position. In many rural areas, age, being married, honesty, humility and industry are highly valued qualities that leaders are expected to have. For instance, Chief M. K. O. Abiola has been characterised as a leader because of his

generosity. He is acclaimed to donate part of his wealth to both Muslim and Christian organisations despite his being a strong Muslim.

- A leader must have the ability to identify with the group. This quality requires some level of empathy or placing oneself in the other's position; having consideration for the feeling of others; being emotionally stable, ready to work with others, love and constantly identify with the group, selflessness, loyalty to the group ideals and goals. These are qualities often demonstrated by many successful union leaders. Members of their union can readily feel a mutual identity. Mr. Adams Oshiomole, former President of the Nigerian Labour Congress (NLC) is seen as a leader by many people because of his ability to feel the pulse of Nigerians and use it as the basis of labour struggles.
- There may also be some innate or psychological characteristics that propel a person to leadership. But such a person needs to have other qualities readily perceived by others to become a leader, failing which such a person will become a self-imposed leader. For instance, a person who happens to be a general in the Army when a coup takes place may be readily acceptable as a leader.

From the foregoing, leaders can be categorized in many different ways. A leader can therefore possess several qualities that may even appear conflicting sometimes.

3.2.1 Types of Leaders by Paths to Leadership

- **Situational Leader**

A situational leader foresees a crisis or need of the group and takes the initiative to address it usually by mobilizing others to tackle it. A situational leader usually holds the position as long as the situation persists. An example is the manner Professor Charles Soludo mobilized Nigerians for the Banking Consolidation exercise in 2006-2007.

- **Dictatorial Leader**

A dictatorial leader is one who feels the people owe him continuous allegiance after having being entrusted to the leadership position by a particular situation. When situational leaders refuse to quit the position after the situation ceases, they often become dictatorial imposing their views rather than seeking to influence others to follow them. Most military leaders become dictators after they have been entrusted with leadership in a coup.

- **Traditional or Hereditary Leader**

A traditional or hereditary leader emerges by birth-right. The custom or tradition of the group recognizes the right of the individual to lead them even before he or she is born. This way, tradition confers on the leader the right to loyalty and unquestioning followership even if other circumstances do not make him or her suitable to hold the office. In Agbor, Delta State of Nigeria, the 18th Obi was crowned when he was 2¹/₂ years old.

- **Professional Leader**

Persons who become leaders by virtue of some expertise or technical competence are professional leader. Even though professional leaders do not emerge by virtue of personal qualities, possession of a good character can boost the acceptability of a professional leader. So an agricultural extension officer who is also perceived as a good person by his farmers will be more readily acceptable to one that is perceived as a bad person. Other categories of professional leaders are the village teacher, the veterinary officer among a group Fulani herdsmen, the village medicine man etc.

3.2.2 Types of Leaders by Visibility, Legitimacy and Scope of Influence

- **Visible Leader**

A leader is called visible when followers and other leaders in a community assign him similar levels of power and recognition. They play roles that are readily perceived by all members of the community, they are therefore 'visible'.

- **Concealed Leader**

These are persons within a community recognised by other leaders for their influence but not by non-leaders or other members of the community. They are called 'concealed' because their influence is more evident in the circle of leaders.

- **Symbolic Leader**

Symbolic leaders are assigned more prestige by non-leaders than by leaders. They do not have as much influence as the masses feel they have.

3.2.3 Types of Leaders by Orientation

- **Local Leaders**

These are leaders who exhibit greater interest in the goals of their community. Their influence is based on an elaborate network of social relationships. They tend to hold local political offices and if they are literate tend to read local newspapers mainly. The persons they know are more important than what they know.

- **Cosmopolitan Leaders**

The interest of cosmopolitan leaders goes beyond the local community. They often represent the community outside its boundary. They tend to be knowledgeable about affairs outside the local community and can facilitate influx of external resources into the community. Their influence is often dependent on what they know than who they know.

3.2.4 Types of Leaders by Professionalism

- **Action Leader**

An action leader is a non-professional leader who is actively involved in the planning, execution and or evaluation of community programmes. Such a person may serve as a volunteer subject-matter specialist or as a programme planner, councilor or committee member. They are usually sought after by change agents for training and active involvement in community programmes.

- **Opinion Leader**

These are non-professional leaders, who by virtue of some qualities they possess (age, education, ancestry, wealth, prestige or political contacts) influence opinions in most activities in the community. It is usually for people to wait until such a person has formed an opinion on a subject before they make up their minds on where to sway (for or against) on the issue.

3.3 Leadership Styles

Leadership is the process of influencing others. The different types of leaders described in the foregoing discussion can adopt different styles for performing their leadership roles, depending on their abilities and the

circumstances surrounding the exercise. Leadership can be categorized in two broad ways; that is, by function or by method.

3.3.1 Leadership Style by Function

- **Directing**

This occurs when the leader gives instructions on how to address the group goal. The leader assumes a position of superior knowledge of the situation and how best to address it. This approach does not focus on succession as a necessary or possible outcome of leadership.

- **Coaching**

This leadership style emphasizes the teaching component of leadership. The leader is concerned with the followers being able to address similar situation in future using the approved means.

- **Supporting**

Supporting is leadership style by mentoring. The leader provides the necessary conditions for the followers to solve a group problem or tackle a group task using approaches that work best for them. This style recognises the inevitability of succession and the need to create a pool of potential leaders in the group who could use their initiatives under any condition to address similar or different problems or issues in future.

- **Delegation**

This style recognises that nobody is an island of knowledge. The leader seeks to provide opportunity for qualified member of the group to display their leadership qualities under different circumstances. The more the level of delegation by the leader, the less the leader needs to worry about routine matters in the group.

3.3.2 Leadership Style by Method

- **Autocratic**

An autocratic leadership style is one which thrives on the whim of the leader. The leader is always right and allows no second opinion. The will of the leader is law. Every other opinion that does not tally with that of the leader is not tolerated

- **Democratic**

This is a leadership style that allows inputs into decision making by followers. It encourages debates on all alternative courses of action proffered and the leader guides the group toward the position favored by the majority of the followers.

- **Laissez faire**

The laissez faire leadership style adopts an ‘I don’t care’ attitude to leadership. The leader does not appear to influence the group one way or another. The *laissez-faire leadership* style is also known as the “hands-off” style. It is one in which the leader provides little or no influence on the path or course of action that the group takes. Most often, *laissez-faire leadership* works for teams in which the individuals are very experienced and skilled self-starters. Unfortunately, it can also lead to a situation where the leader becomes complacent and therefore provides no leadership at all.

4.0 CONCLUSION

Leadership is a process by which leaders influence others in their group and leadership styles are ways by which leaders express their leadership traits. Leaders and leadership can make or mar rural development efforts. The major task of a change agent is to apply appropriate leadership styles to achieve the goals of the community under a given circumstance

5.0 SUMMARY

A leader is an individual who influences the thoughts, opinions and actions of others, but leadership is the process by which the individual’s leadership traits are expressed. A head is not necessarily a leader, but may attain leadership status by exhibiting certain personal or social traits that distinguish a leader. Leaders can be categorized by the paths they take to attain leadership, their levels of visibility, legitimacy and scope of influence; their orientation or by their levels of professionalism. Leadership styles can be categorized by function as directing, coaching, supporting and delegation. It can also be categorized by method as autocratic, democratic or laissez faire

6.0 TUTOR-MARKED ASSIGNMENT

1. Who is a leader?
2. Distinguish between leadership and headship

3. Categorize the types of leaders you can encounter in a rural community.

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UNIT 3 LEADERSHIP TASKS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Tasks that Leaders Perform
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- 5.0 Summary
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1.0 INTRODUCTION

What do leaders do? Is leadership really necessary? These questions will be answered in this unit. Attempt will also be made to demonstrate how

some tasks require a combination of leadership skills but others get done with simple leadership contents.

2.0 OBJECTIVES

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

- describe the variety of tasks that leaders have to perform
- outline the need for leadership in the performance of group tasks
- state the requirements for effective performance of leadership tasks.

3.0 MAIN CONTENT

3.1 Tasks that Leaders Perform

It is common in ‘beer-palour’ arguments to demean leaders by querying their relevance in a social system. It is also easy to see leaders enjoying perquisites of office without appreciating the burdens that accompany such privileges. The point here is that those who do not hold a leadership position may fail to see the relevance of such position. In this section, we will share some of those tasks that leaders perform, or in some cases are expected to perform.

13.1.1 Initiating Activity

One of the main tasks performed by leaders is to arrange activities that members of their group would engage in. This task is often the defining factor on who would lead in a group. It is common to assume that the initiator of an activity should provide leadership for it, at least in its initial phase.

3.1.2 Seeking Information

When a group is at a loss on its next course of action, it is the task of the leader to seek relevant information on the issue at hand. This information may be required to decide on a course of action, take a new one, continue on an existing one or amend the former course in a particular manner.

3.1.3 Giving Information

It is common that the leader would have more information about group activities than most members of the group. This is usually because the leader is in an advantageous position to which members and non-members

of the group report. It is an important task of a leader therefore to provide relevant information to members and non-members as and when due. The failure to provide information by the leader has often been the cause of crises in many groups.

3.1.4 Giving Opinion

Sometimes the leader may wish to distinguish between an instruction or directive and a suggestion or proposition for further consideration by members of the group. This is necessary especially when an issue or task is still being debated. It is noteworthy, however, that the opinion of the leader is often treated with greater weight than those of other members. This is because a leader's opinion is considered to be informed by information that may not be available to other members.

3.1.5 Elaborating

When issues or tasks require clarification, the leader is usually best positioned to provide clarification or elaborate further. The task of elaborating is often an opportunity for the leader to express a deeper understanding of the issue or task than the non-leaders. It is also an opportunity to add necessary details or correct wrong impressions about the group tasks or intentions.

3.1.6 Coordinating

When many people are involved in contributing to the attainment of a task, the need for coordination becomes obvious; else the output may end up 'a coat of many colours'. That is, without proper linkages. The task of coordinating is the leader's opportunity to weave the various components of the task into a coherent and functional whole.

3.1.7 Summarizing

Many tasks require elaborate details to complete. But most people want to understand the task in simple, concise and clear terms. Leaders are often required to provide the summarized version of the task for others. The summary needs to contain essential components of the task without confusing the listener, reader or viewer. The task of summarizing is the leader's opportunity to display a mastery of the essentials of task conceptualization, development, implementation, evaluation and impact.

3.1.8 Testing Feasibility

Where it is necessary for the group to try out new ideas or select an option out of many available ones, the feasibility or otherwise of each idea or option needs to be determined. This should be done in a manner

that adds value to the attainment of the final goal of the group. The leader needs to have a clear understanding of the feasibility testing process and the reasons for taking an option rather than others.

3.1.9 Evaluating

There is always a need to examine how well a group is performing. The implementation and outcome of such an exercise is usually of greater interest to the leader than others. It provides him or her opportunity to reflect on successes, failures or other lessons that can be drawn from leading the group or achieving group tasks in the past.

3.1.10 Diagnosing

When things appear not to be going in the expected direction, the group often wishes to know what or who was responsible and what needs to be done to put things in better order. This is the diagnosing task. The diagnostic process may not involve everybody in the group, but the leader has to be involved in or influence others to be involved in carrying out the diagnostic process.

3.1.11 Reconsidering

One of the most difficult tasks that leaders perform is reconsidering. Deciding not to follow the current path any longer is a leadership task that requires tact, high level of communication with all interested parties and determination not to persist in an unproductive path.

3.1.12 Directing

There is usually a need in the group to assign people to different activities necessary to achieve group task. This is one of the most visible task that leaders perform.

3.1.13 Guiding

Where it appears that other members of the group require support in making their contributions effectively to achieve group goal, leaders often have to guide such members, by providing all the support necessary for them to make their contribution. The performance of this task by a leader may require, teaching skills, hands-on training techniques or step by step instructions on what the member needs to do.

3.1.14 Taking Responsibility

The bottom-line of all leadership tasks is that someone needs to take responsibility for group action. This is the hallmark of leadership. Whether a positive or negative outcome emerges from the implementation of group tasks, the leader takes responsibility.

3.2 Need for Leadership in the Performance of Group Tasks

3.2.1 Need for Representation

Representation is the responsibility of acting in the interest of the people. It allows a leader to exercise swift and resolute initiative in the face of changing circumstances. The leader is the symbol of group ideals. A leader usually has passion for the cause he or she represents and is therefore more self-motivated among his or her peers. A leader is the most loyal to the ideals and aspirations of the group and so members look up to their leader for direction.

3.2.2 Need for Delegation

When we allow someone to act on our behalf to perform tasks (consume resources) that are available to us, we are delegating some authority to that person. When we elect or appoint a leader or when a leader emerges by some circumstance, the group would effectively have delegated the authority and power to use its resources. The leader as the group's spokesperson becomes the mouthpiece for the group. As such, the leader uses his knowledge of the aspirations and vital concerns of the group to represent and speak on behalf of the group. He or she is the delegate representing group interests.

3.2.3 Need for Coordination

The leader harmonizes and enables the group and its constituents to deliver on its targets. The leader keeps interpersonal relations pleasant, arbitrates disputes, provides encouragement, gives the minority a chance to be heard and facilitates interdependence among members. He or she creates the environment for members to express discontent and facilitates their amicable resolution. The leader encourages organization and emphasizes the need to focus group efforts on the attainment of a common objective.

The leader strives to make the group attain its potentials and utilize its strength through cooperative work. He or she stimulates insights rather than provide all the answers. S (he) provides support for members of the group to contribute effectively to the attainment of group goals.

3.2.4 Need for Orderliness

Groups cannot perform well without some level of control on individuality. The leader is an agent of control. Group members submit to the leader's control because they need to believe that there is somebody who discerns their underlying and unarticulated aspirations, give them expression and can facilitate their attainment of personal goals. The leader exercises control over his followers not necessarily by using sanctions but by exhibiting qualities which nourish and maintain favourable sentiments from his or her followers.

3.2.5 Need for Responsibility

When things go well in a group, it is easy for a leader and members of a group to claim a share of responsibility for the attainment of group goals. Where things go wrong, it is expected that the leader should claim responsibility, sometimes, sole responsibility. As such, the leader guides the group. He or she remains a leader by being ahead of other members of the group in seeing group needs and planning to find the means of attaining them. The leader needs to guide the group to choose an appropriate direction and then assists the group to follow this direction judiciously based on expert knowledge and other advantages of leadership.

3.3 Requirements for Effective Performance of Leadership Tasks

3.3.1 Dedication

One of the foremost qualities that people want to see in their leader is dedication. They want to be sure that whether or not they are paying attention, their leader does not forgo the group interest.

3.3.2 Devotion

Leadership requires as deep commitment from the leader. A leader must possess the ability to stay on course at 'good' as well as 'bad' moments. Without this quality, a leader would find it difficult to expect devotion from others.

3.3.3 Determination

Attaining group goals is not always easy. The determination of leader is a quality that makes him or her persist when it appears that things are not progressing as planned.

3.3.4 Foresight

The leader needs to see beyond the others. He or she needs to be able to foresee the potential results of a course of action earlier than others.

3.3.5 Flexibility

Flexibility is a survival quality in a leader. Leaders must be able to adapt to constantly changing environments without losing track of the final goal of the group.

3.3.6 Reliability and Dependability

A leader must be able to identify with the group easily. The people must in turn recognise this. The members of the group must be confident that their leader will represent their interest above others.

3.3.7 Orderliness

“Orderliness is next to godliness”. A leader must see order in a seemingly chaotic situation. A leader must be organized in his or her mind as well as in guiding or directing the thoughts and actions of others.

4.0 CONCLUSION

A leader is essential in any group situation. This is because leaders perform tasks that not all members of a group can. These tasks require special skills and those who have them perform well as leaders.

5.0 SUMMARY

Leaders initiate activities, seek and give information, share opinion, elaborate issues, coordinate actions, summarize tasks, test feasibility, evaluate performance, diagnose situation, reconsider courses of action, direct and guide others and take responsibility for group success and failure. Leadership is needed in the performance of group tasks because of the need for representation, delegation, coordination, orderliness and responsibility. However, to provide effective leadership, leaders should be dedicated, devoted, determined, have foresight, be flexible, reliable and dependable, and be orderly and above all responsible.

6.0 TUTOR-MARKED ASSIGNMENT

1. Of what use are community leaders?
2. Justify the need for leadership in the attainment of group goals.

7.0 REFERENCES/FURTHER READINGS

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MODULE 2 LEADERSHIP IN RURAL DEVELOPMENT

Unit 1	Leadership Maintenance
Unit 2	Leadership and Power
Unit 3	Leadership Roles in Rural Development

UNIT 1 LEADERSHIP MAINTENANCE

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 - 3.2. Leadership Roles Played by Extension Professionals
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- 1.0 INTRODUCTION**

In this Unit, you will be moving from the basics of leadership to its practice in the field of rural development. You will learn among others how to keep ones leadership position in a social group. You will also explore the roles that one of the key actors in rural development (the extension professional) play in the task of transforming the rural areas.

2.0 OBJECTIVES

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

- highlight the functions that leaders perform which sustain them in office
- explain the roles that extension professional play in achieving the task of rural development.

3.0 MAIN CONTENT

3.1 Leadership Maintenance Functions

The central role of leadership is to influence the group to put in all the requirements that will make it attain its own objectives. In some cases, the requirements are simple; hence, the willingness of group members to contribute their inputs is easy to mobilize. At other times, group members may not immediately appreciate the connection between the provision of certain inputs and the attainment of group goals. At these times, it is pertinent for the group leader to apply his or her leadership attributes to mobilize group resources. It is also at such times that a leader's skill to retain the leadership position is most tested.

In all these, time is required to perform certain functions which pertain to the maintenance of leadership. These functions are performed by leaders to keep their group on track and make members appreciate the need to allow them complete the on-going task without undue acrimony in the group. These functions are highlighted below.

3.1.1 Encouraging

To encourage is to make group members hopeful that the group is on the right course, even though this may not be apparent at the moment. This is required to gain the time difference required to weather the period of indecision prevalent between the setting of group goals and the period when the possibility of attaining the goal is no longer in doubt. A leader needs to keep up hope, build trust and maintain an optimistic stance that would reassure group members and keep them in a state that makes the group remain intact while awaiting the outcome of group efforts.

3.1.2 Gate-Keeping

Information or materials will always flow along certain channels which contain gate areas where decisions are made either according to certain impartial rules or personally by the gatekeeper, as to whether some information will be allowed to enter in or continue in the channel. A leader occupies one of such gate areas in the flow of information, goods or services to group members. This gate-keeping function allows the leader to determine what in his or her opinion contributes to the attainment of group goals or not. His or her opinion may have been formed based on existing rules or purely on his or her whim. The success of a leader in the performance of the gate-keeping function often determines how well he or she can maintain his or her leadership status.

3.1.3 Standard Setting

One of the core questions that leaders have to answer for their group is: Is this good enough for us? This is the standard setting function. Would the group be satisfied by attaining 100% of goals set or would 70% attainment be considered excellent? This is the standard setting function. Leaders need to establish realistic standards. The standard should be high enough to maintain the respect of group members but must not be so high as to make it unattainable. Setting very low standards makes the leader lose his or her influence in the group, but setting too high a standard also wears out group endurance and may result in the loss of group members.

3.1.4 Following

In order to be a good leader, you need to appreciate the trend in the subject matter of interest to your group. But you also need to identify those who have the right skills and influence your group to follow the right course. Some leaders often get out of tune with reality that they miss out the opportunity of following the person with the right skill at critical point. When this happens, their leadership is threatened.

3.1.5 Expressing Group Feeling

The leader is an embodiment of the group. He or she needs to express ends that the group aims at and be perceived to express group feelings always. When leaders express personal feelings, they tend to wear out their own leadership bases.

3.1.6 Consensus Taking

Consensus taking is a leadership function that is closely associated with expressing group feeling. The leader should try to attain consensus before attempting to take a decision on any issue in the group. Consensus tends to bind rather than divide the group. A group led by consensus is more likely to maintain its leaders than one who is led by division. The process of taking consensus also helps to build comradeship and gives every member of the group a sense of importance in taking group decisions.

3.1.7 Harmonizing

This is the function of balancing or matching divergent views within a group to cater for the different interests they represent. Leaders who perform the harmonizing function well tend to remain leaders longer than those who do not. There is a high tendency to perceive leaders who

seek harmony as peace-loving and not directed by a subset of the group, but rather by the collective interest of the group.

3.1.8 Tension Reducing

When tension is high in a group, the leader's position is unstable. It is important therefore that leaders seek to reduce tension in the group both as a good practice and as a way to maintain their leadership.

3.2 Leadership Roles Played by Extension Professionals

Extension professionals are guided by the following ideals. They uphold that:

- Ideas must be put to action
- Knowledge can be transferred only when one person wishes to help another or others.
- There is no difference in the intellectual capacity among human beings on the basis of educational background, race, colour, religion or sex.
- People can solve their own problems, using their own resources and those of others within their reach.
- The interest of extension clients is the starting point of extension work.
- Extension is a never-ending process.

The quest to live by these ideals or philosophy has bequeathed leadership roles on extension professional in any community where they find themselves. These roles are discussed in detail in this section.

3.2.1 Specialist

Extension practitioners are often specialists in specific fields. Thus, an extension practitioner may be an agriculturist (agricultural extension officer), a health specialist (public health officer), an educationist (adult or mass education officer) and so on. They often bring their specialisation and related skills to bear on the performance of their duties.

3.2.2 Planner

The diversity of inputs required to attain rural development is high. It is essential that some level of planning is applied to ensure that necessary resources are available and used appropriately to attain group goals. Very often, the extension professional has to provide this planning input.

3.2.3 Administrator

Even when all the resources to achieve a task are available, the skills required to oversee the efficient and effective application of the resources are often provided by the extension professional.

3.2.4 Supervisor

This is the superintending role of extension practice. It is essential for an extension professional to ensure that extension's clients can perform the group task even when he or she is not physically present. So, extension professionals ensure that clients perform the required tasks first under supervision to be satisfied that the same or similar tasks can be performed in their absence.

3.2.5 Teacher/Facilitator

Teaching is an essential component of an extension professional's work. He or she shares task – specific knowledge with extension clients on a regular basis. As a teacher, the extension professional assesses the performance of his or her clients in the taught tasks and determines when the client has attained enough of the shared knowledge to be left to carry on diffusing the extension message or production recommendation.

3.2.6 Change Agent

Extension professionals promote change in the existing ways of doing things to new and usually better way. They make the change appear harmless and indispensable to meeting group needs and attaining members' individual ambitions. To be successful as change agents, extension professionals need to command respect, attention and trust among extension clients.

3.2.7 Professional

Extension practitioners often lead others where necessary as professionals in their field and when required influence professional in other field to contribute to the attainment of group goals.

4.0 CONCLUSION

Leadership positions can be attained and lost. Successful leaders keep their position in a social group by performing specific functions that help maintain leadership positions. Key actors in rural development such as extension professionals play important roles in the task of transforming the rural areas.

5.0 SUMMARY

The leadership maintenance functions performed by leaders in a group setting are those of encouraging, gate-keeping, standard-setting, following, expressing group feeling, consensus, taking, harmonizing and tension-reducing. In practice, extension professionals play important roles as specialists, planners, administrators, supervisors, teachers/facilitators, change agents and professionals in the task of rural transformation.

6.0 TUTOR-MARKED ASSIGNMENT

4. Why should leaders remain in office?
5. Explain the roles played by extension professionals that contribute to the attainment of rural transformation.

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UNIT 2 LEADERSHIP AND POWER

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Power Defined

3.2	Group Leader and Dynamics of Power
3.2.1	Reward Power
3.2.2	Coercive Power
3.2.3	Legitimate Power
3.2.4	Referent Power
3.2.5	Information Power
3.3	Leaders' Bases of Influence
3.3.1	Official Position
3.3.2	Financial Control
3.3.3	Organisational Influence
3.3.4	Knowledge
3.3.5	Interpersonal Contacts
3.3.6	Personal Characteristics
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Readings

1.0 INTRODUCTION

This is the unit which will guide you through the twin concepts of power and influence. These concepts are the forces that drive the idea of leadership. Leaders need to have clear or perceived bases of power and influence upon which their leadership rests.

2.0 OBJECTIVES

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

- explore the concepts of power and influence
- identify how various bases of power and influence are employed to provide good leadership
- identify the different types of leaders in rural communities and their bases of power and influence.

3.0 MAIN CONTENT

3.1 Power Defined

Power is the leader's ability to influence, persuade or move others to his or her own point of view. Leadership involves the use of power. The leader must have a recognised source of power which may derive from

or outside of the group that he or she leads. When power emanates from the group, the leader enjoys spontaneous followership. The followers operate with a pervasive feeling of “our leader”. The leader’s influence is assumed by the members of the group and external authorities accord due respect to the leader without fear of being challenged.

On the other hand, when the source of a leader’s power emanates from outside the group, elements of coercion are often required for the leader to secure followership. The followers operate with a pervasive feeling of “the leader”. The leader’s influence has to be demonstrated regularly as a constant reminder that the leader is still in control. External authorities are careful in their dealings with the leader. For instance, an unelected leader in a community where the tenets of democracy holds sway would find it difficult to secure willing followership.

Power is the ability of the leader to execute his or her will irrespective of opposition. Power is usually conceived in terms of authority and influence. But both terms are not synonymous. For instance the chairman of a cooperative society may have influence within the society to get a special loan. However, he has no authority to award himself a special loan without recourse to his circle of influence. Authority derives from official position and it is the power attached to the office; whereas influence is inherent in the individual. Influence is based on the possession of certain characteristics or qualities that make people want to comply with ones’ will.

3.2 Group Leader and Dynamics of Power

3.2.1 Reward Power

Reward power derives from the followers’ belief that they will be rewarded in some way for complying with the will of the leader. In this instance, power is exercised effectively when the leader has the ability to grant or withhold resources that the followers want but cannot get elsewhere. Such power as well as the leaders’ influence persists so long as he or she remains in control of the resources.

3.2.2 Coercive Power

Coercive power arises from the followers’ belief that non-compliance with the leaders’ wishes will result in punishment. This form of power is in play when the leader possesses the physical strength or might to inflict injury on all or any member of the group that refuses to comply with the leader’s will.

3.2.3 Expert Power

When a person has or is perceived to have more of the needed knowledge, information or skill to achieve a group task, he or she exercises an expert power in the group. Leadership in this case is earned by the leader having acquired an ability that appears to surpass those of other members of the group. In practice, the possession of the ability does not make the owner a leader. It is the ability to use such knowledge to influence the action and thought of others that makes the owner of the ability a leader. For instance, most agricultural extension officers have basic training in agriculture and related fields. But the successful extension officer is one who can translate this basic training to farm practices that farmers can adopt.

3.2.4 Referent Power

Referent power is attained by possession of certain qualities that other members of the group like, admire and wish to identify with. The followers submit to him or her on their own volition. This is the kind of power exhibited by movie stars or local elites and heroes when their followers want to talk act or do things the way they do or the way the followers assume they would have done.

3.2.5 Official Power

Official power is attained by position. If the leader leaves the position, that power ends and is transferred to new occupier of the position. The power gives the leader the right to control others and equally compels others to comply. The tax collector, a policeman, the chairman etc have official powers to do their work.

3.3 Leaders' Bases of Influence

3.3.1 Official Position

Leaders often get elected, appointed or earn an office within a political structure. The village headship is an official position for instance. The position usually grants the incumbent a certain minimum function and responsibilities which enable him or her to become involved in and affect the outcomes of community issues more readily than other members of the community. The position provides the holder access to knowledge and information, popularity, friendship, development of some skills and the legitimate power to influence others.

3.3.2 Financial Control

Control of financial instruments such as money, credits, jobs and other resources or essential services is a strong basis of influence. Rich people may also enhance their influence by donating generously to community programmes. In most traditional societies in modern times, rich people can buy traditional titles thereby funding their entry into traditional lineages. When used incessantly, financial control can create a feeling of indispensability and therefore the need for a perpetual position of leadership for the controller of the financial resources.

3.3.3 Organizational Influence

Organisational influence derives from a person's ability or potential to mobilize others into active groups. It also derives from participation in organisations and perhaps holding positions within such organisations. Most community issues are crystallized in voluntary formal or informal organisations. Hence people who are active in such organisations are bound to wield considerable influence within the community.

3.3.4 Knowledge

Knowledge is often associated with official position, but it involves the possession of particular knowledge or skills above others in the group. So the village diviner is a leader because he or she can "see" what others cannot. In the same vein, the village teacher or extension officer has some qualifications that others do not possess, therefore the influence of the village teacher or extension officer cannot be challenged by those who do not possess or are not perceived to possess similar or better qualifications.

3.3.5 Interpersonal Contacts

Interpersonal contacts include access to and interaction with other persons both inside and outside the community. The individual who has many friends and contacts within the community is likely to be more informed, knowledgeable and influential than others. Community members may look up to him or her to link them up with his or her external contacts, agencies or personalities from whom they hope to obtain resources which may not be available within the community.

3.3.6 Personal Characteristics

Personal characteristics include attributes such as appeal, popularity, esteem, charisma, persuasiveness, eloquence, honesty, integrity, congeniality etc. These attributes by themselves may not form a solid base for influencing others, but when combined with any or all of the others mentioned above will provide a very strong base of influence.

4.0 CONCLUSION

Power and influence are twin concepts that explain how leaders acquire and use their position in a community. A good understanding of the bases of power and influence can provide a better understanding of good leadership and its attendant responsibilities. In any community, the different types of leaders can employ various forms of power and influence to attain community goals.

5.0 SUMMARY

Power is the leader's ability to influence, persuade or move others to his or her own point of view. Group leaders often employ various forms of power to attain and maintain influence on the group. These are reward power, coercive power, expert power, referent power and official power. Influence is based on the possession of certain characteristics or qualities that make people want to comply with one's will. But the basis of a leader's influence goes beyond his or her person. It may be reinforced by official position, financial control, organisational influence, possession of required knowledge or interpersonal contacts.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the concepts of power and influence.
2. Identify how various bases of power and influence are employed to provide good leadership.
3. Identify the different types of leaders in rural communities and their bases of power and influence.

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UNIT 3 LEADERSHIP ROLES IN RURAL DEVELOPMENT

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Identification and Use of Community Leaders

	3.1.1	Positional Technique
	3.1.2	Decisional Technique
	3.1.3	Reputational Technique
3.2		Leaders in Rural Communities
	3.2.1	Traditional Leaders
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3.3		Leadership and Communal Conflicts
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	3.4.1	Accommodation
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	3.4.1.4	Super-Ordination
	3.4.1.5	Compromise
	3.4.1.6	Third-Party Roles
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	3.4.2	Acculturation and Assimilation
4.0		Conclusion
5.0		Summary
6.0		Tutor-Marked Assignment
7.0		References/Further Readings

1.0 INTRODUCTION

In all human communities, the processes of social interaction often produce conflicts that have to be dealt with as they occur. The roles that leaders play in situations of peace or conflict are important in rural development. In this unit, you will appreciate the peculiar positions of leaders and the roles of leadership under these dynamic conditions.

2.0 OBJECTIVES

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

- identify and use of leaders in rural communities
- use community leadership in the resolution of conflicts.

3.0 MAIN CONTENT

3.1 Identification and Use of Community Leaders

Leaders abound in rural communities for different purposes. But an outsider may find it difficult to identify one that is relevant to his or her need. Three main methods can be used to identify leaders in a community. These are positional, decisional or reputational.

3.1.1 Positional Technique

This involves the identification of those individuals in the community who are in a position to exercise power as a result of holding formal or informal offices. This technique may overlook persons who do not hold official positions, but who have ability to influence the outcome of most community issues.

3.1.2 Decisional Technique

Decisional technique involves events, the analysis of events, or issues in which members of the community are actually involved. The persons that have made moving public statements, led the votes for major issues or represented the community at crucial meetings are identified as community leaders by this method. The method assumes that those who are active and instrumental in the resolution of specific community issues are the leaders of the community. The flaw in this assumption is that those who initiated the community processes are often overlooked.

3.1.5 Reputational Technique

This approach involves a socio-metric study in which informants are asked to identify and rank the most influential people in the community when it comes to getting things done. In a one-step procedure, the list obtained may be accepted as constituting the list of leaders. In a two-step "snowball" or "cobweb" technique, the list obtained from the first step may be given to key informants in the community to be re-evaluated with the aim of narrowing down the list or ranking its members further. It is noteworthy that having a reputation for power may not be related to actual power. Moreover, inaccuracies in the respondents' perception, evident disagreements amongst respondents as well as arbitrariness of the cut off point for leaders are other weaknesses of this method.

The method used often influences the type of leader that one would identify. Reputational procedures are more likely to find pyramidal structures, that is, monolithic, monopolistic or single concentrated leadership group; while decisional approaches and combined approaches tend to discover factional, coalition and amorphous power structures. In practice, an effective means of identifying community leaders is the systematic observation of those who make decisions on common issues, those who occupy official positions and casually interviewing members of the community and recording their responses for tracing those perceived by members of the community as leaders in different fields of community interests.

3.2 Leaders in Rural Communities

In most rural communities, leaders are generally classified as traditional or modern depending on whether they have a long or short history of existence.

3.2.1 Traditional Leaders

Traditional leaders' leadership positions are either based on or identified by past traditions of the people. Traditional leaders are usually indigenes of the community and their first loyalty is expected to be to their community. Traditional leadership is associated with kinship, titles, authority over land and resources, and their allocation. They are given special places and recognition in formal occasions and they perform special functions. Traditional leadership is a system where the leaders are expected to serve the people by active engagement in community building. This service attracts a reciprocal relationship between traditional leaders and the people. Traditional leaders are needed by the people as much as the people needed them. In modern time, this restraint is frequently absent because of deterioration in the traditional check and balance system. There were instances, when traditional leaders had extended their authority beyond what was proper to enrich themselves and not the people as a whole.

3.2.2 Modern Leaders

Modern leaders' leadership positions are based on present, cosmopolitan or non-traditional values. Their powers derive from a combination of sources. They may act in concert on major community issues or as linked cliques of individuals specializing in specific issues except the generalist position of a community or village head. Most of them belong to modern governmental bureaucracies while others belong to external voluntary formal organisations. They are often trained professionals whose first loyalty is to the organization they represent.

The fact that most modern leaders represent external social systems implies that, very often, decisions concerning a village community are taken outside of the community. Modern leaders constitute a main channel through which new ideas, customs and values flow into the local community. At its extreme, the development of modern leaders often results in an erosion of the powers of traditional leaders and therefore a conflict in the maintenance of leadership for the different types of leaders. Despite this fact, a majority of local people look up to traditional leaders for legitimization on issues concerning the community. This is one reason for incorporating traditional leaders into community development programmes. The requirement for

legitimization of the intention of modern leaders is informed by the fact that the use of coercive powers is often unsustainable and costly.

3.3 Leadership and Communal Conflicts

Conflict is a form of social interaction in which actors seek to obtain scarce reward by eliminating or weakening other contenders. This may be in the form of fist fights, threats, legislation or total annihilation. In rural communities, conflict may arise where there is a difference of opinion between group leaders or where one community is perceived as exploiting the other unfairly. Conflict between individuals may degenerate to conflict between communities or a division of a village community into contending groups. Perceived challenge to the security of a group can also engender conflict. This often triggers a strong defense reaction resulting in the appearance of old alignments with each group trying to obtain dominant positions over the contender.

Retaliation to a single act if followed by a rebuttal may soon grow to group conflict. Even in community work, proposed changes or new ideas may be viewed apprehensively as a challenge to the status quo thereby triggering a conflict. Similarly the perceived use of a pressure group to gain an advantage by a community or a section of a community can trigger a conflict among rivals. For example if a political officeholder from a certain community was perceived to have influenced the naming of his home town, the host community of a new secondary school which other things considered is thought to be more appropriately located in a neighbouring town, this can be ground for a communal conflict.

There are subtle differences in the way individual and communal conflicts play out. While individual conflicts may be expressed by outward signs such as refusal to greet each other or do anything together, group conflict may not produce such ill-feelings among ordinary members of the conflicting group, but leaders in both groups may be more careful in their dealings with members of the rival community. Generally, conflict may not necessarily be exhibited by overt physical violence, but may result in sabotage, undermining of rivals or use of legislative or judicial machineries.

Finally, conflicts do not always have to bear a negative connotation. The negative outcomes of conflict are fairly well known. They include disruption of social unity, generation of bitterness, destruction of properties, bloodshed, inter-group tension, refusal to cooperate and diversion of peoples' attention from group goals. The positive impacts of conflict are, however, not always obvious. For instance, until there is an overt conflict, it may be difficult to appreciate some deep seated

issues within or between conflicting parties. Thus, an open conflict can lead to a clear definition of issues. Once these issues are properly defined, finding an amicable solution becomes easier to attain. For instance, it is a common assumption that government interventions in a rural community would be widely accepted by the people as beneficial and that local communities will be willing to make required sacrifice to get the programmes implemented. But when members of local communities make an open display of satisfaction, government often realizes its error and set up committees usually including representatives of the local community to have a rethink and address both short and long-term causes of the conflict.

In addition, inter-group cohesion is usually at its highest point during periods of conflict. The solidarity among group members is higher and it is easier to attain other group goals during this period that may even be unconnected to the issues in conflict. Group members are more alert to group interests and the “we feeling” is stronger at these times. Despite its positive angles, conflict is generally disintegrative and as such communities seek to avoid them. Where this is not possible, mechanisms have been developed to resolve conflicts as they arise. These will be the focus of the next section.

3.4 Methods of Conflict Resolution

There is no specific formula for resolving conflicts. But there are certain procedures and approaches which have been used either singly or in combination to address conflicts. Generally, the first efforts in any conflict are geared towards minimizing the feeling of difference and calm down the conflicting parties, thereby creating an environment where the issues in conflict can get some attention and reflection. The aim of this preliminary stage is to prepare the ground for the conflicting parties to co-exist and work together towards finding a more permanent solution. This temporary working agreement is called accommodation. It is the decision of both parties to overlook minor antagonism with a view to achieving greater aims.

3.4.1 Accommodation

The process of accommodation can be found in many day-to-day circumstances. It describes a situation where two strangers live together to form a marriage (as in a family); or where a number of different families co-exist to form a community; or where various communities co-exist to form a nation irrespective of their perceived differences. Accommodation may take different forms depending on the circumstances and the attributes of the group involved. These include: a truce, displacement, institutionalized release of hostility, super-

ordination, compromise, involvement of a third party, segregation and toleration.

3.4.1.1 Truce

Truce is the temporary cessation of hostilities without the issues being settled to allow the conflicting parties time to regroup, attend to certain religious rites or observances, or for the solution of the conflict to be worked out. A truce can be declared for a few days or for an indefinite period.

3.4.1.2 Displacement

This is a process of ending one conflict by replacing it with another, usually through a process of scapegoating. For instance, siblings rivalry can be addressed by both siblings fighting a common opposition who can then carry the blame for their earlier conflict. By doing so, they transfer the hostility between them to a third party who is now a scapegoat. The diversion of hostilities to a scapegoat may lead to a more lasting resolution of the original conflict. It is important that the scapegoat need not be a person or another community. It is common to make the devil or evil-doers or unknown enemies the scapegoat in an attempt to resolve a subsisting conflict.

3.4.1.3 Institutionalised Release of Hostilities

This is a situation where conflicting parties are given the opportunity to release their hostilities on each other or other objects. Among many ethnic groups, a formally arranged wrestling match can provide this opportunity. In other communities, the conflicting parties are allowed to rain abuses on each other. In all instance of institutionalised release of hostilities, the disputants are bound by societal norms and etiquettes. For instance, the use of tools may not be permitted in a wrestling contest or false allegations may not be allowed in an abusive release. The failure to abide by the societal norms guiding institutional release of hostilities may result in the defaulting party being labeled a social outcast by a larger society.

3.4.1.4 Super-Ordination

Super-ordination involves ending a conflict through the total defeat and submission of one party to the conflict by the other. Institutionalised release of hostility may result in super-ordination as one party may be declared the outright winner. However, super-ordination may occur without any institutionalised arrangement. In this case, one party can totally subjugate the other. Even though super-ordination is used to

imply that the parties in dispute are actively engaged, sometimes a more powerful third party can subjugate both contending parties and force a final end to the conflict between the warring parties. This approach was used to resolve many cases of inter-ethnic conflict by the British Colonialists in their march to acquire Nigeria as a British Colony.

3.4.1.5 Compromise

When domination or complete defeat is unlikely, parties in conflict may accept less than their earlier claims to end a conflict. This is known as compromise. Compromises often take place when the contending parties are equally powerful or equally peace-loving. Even when one party is more powerful, but continuous conflict appears disadvantageous, a compromise can still be reached. Compromise is therefore a bargaining process with neither of the conflicting parties being totally satisfied. The chances of the conflict resurfacing are high when a compromise is reached, especially when one party perceives an imbalance in the outcome of the compromise.

3.4.1.6 Third-Party Roles

The intervention in a conflict by third parties is a common occurrence in many communities. The third party may play the role of a mediator where he or she literally throws him or herself between the warring parties and tries to put them apart. The mediator is not necessarily invited into the dispute and may even get injured in the process. The third party may also play the role of a conciliator trying to calm down or pacify the conflicting parties thereby preparing the way for further resolution of the conflict. Finally, the third party may play the role of an arbitrator or judge. In this case, the third party may have been appointed or invited by the parties to assess the issues in conflict and decide on a binding solution. In most rural communities, the arbitrator is usually a person highly respected by both parties and he or she seeks to resolve a conflict without letting any of the contending parties unduly lose face. Where any of the parties doubts the impartiality of an arbitrator, the disputants may appeal to another.

3.4.1.7 Segregation

In cases where disputants refuse obstinately to yield to any conciliatory moves, segregation is another option at least to allow tempers to cool down. In some cases, a permanent physical distance may be put between contending parties to maintain peace. In the past, banishment, exile or sale into slavery are instruments used to segregate a quarrelsome party permanently.

3.4.1.8 Toleration

In this case, contending parties agree to disagree knowing that neither of them can or should win. People often accept each other's right to differ because certain values are too cherished to compromise or victory would be too costly even for a more powerful party. Thus, husband and wife may belong to different religions, but they function as a family without discussing religion or accepting each other's right to hold a different belief. Most social systems maintain their identities because of the willingness to tolerate others.

4.0 CONCLUSION

Leaders play an important role in communal conflicts, either in its occurrence in finding ways to resolve it. In this unit, you have learnt how to identify and use of leaders in rural communities both in times of peace and in the resolution of conflicts.

5.0 SUMMARY

Leaders abound in rural communities for different purposes, but an outsider may find it difficult to identify one that is relevant to his or her need. Three main methods can be used to identify leaders in a community. These are positional, decisional or reputational methods. In most rural communities, leaders are generally classified as traditional or modern depending on whether they have a long or short history of existence.

Conflict is a form of social interaction in which actors seek to obtain scarce reward by eliminating or weakening other contenders. Even in community work, proposed changes or new ideas may be viewed apprehensively as a challenge to the status quo thereby triggering a conflict. There is no specific formula for resolving conflicts. But there are certain procedures and approaches which have been used either singly or in combination to address conflicts. These include: a truce, displacement, institutionalised release of hostility, super-ordination, compromise, involvement of a third party, segregation and toleration.

6.0 TUTOR-MARKED ASSIGNMENT

1. Of what use are community leaders?
2. What methods would you use to identify them?
3. What are the strengths' and weaknesses of the various methods of identifying community leaders?
4. Distinguish between individual and communal conflicts.
5. Discuss the methods of conflict resolution.

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MODULE 3 RURAL COMMUNITY DEVELOPMENT

Unit 1	Introduction to Rural Community Development
Unit 2	Rural Development Process
Unit 3	Approaches to Rural Development

UNIT 1 LEADERSHIP MAINTENANCE

CONTENTS

1.0	Introduction
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2.0	Objectives
3.0	Main Content
3.1	Concepts of Community, Development and Community Development
3.2	Assumptions of Community Development
3.3	Elements of Community Development
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Readings
1.0	INTRODUCTION

In colonial days, the concept of rural community development revolved around increasing the productivity of export cash crops. It also entailed maintaining a watchdog attention on the problems of the rural economy as well as dealing with the problems of increasing population, decreasing carrying capacity of land, land tenure problems, overstocking, soil erosion and other social issues including rural-urban migration. The objective of rural community development did not include self-reliance and participation in the social and political development of the country by its own people. This conception has changed over time. This unit as well as the major part of this module will deal with these changes and how effective and efficient leadership can serve as a positive catalyst for rural community development.

2.0 OBJECTIVES

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

- concepts of community, development and community development
- assumptions guiding the practice of rural community development
- core elements of community development practice.

3.0 MAIN CONTENT

3.1 Concepts of Community, Development and Community Development

A community can be defined as a conscious organisation of individuals within a geographical area with definite and legal boundaries which support primary institution and use some common facilities within the area; hence, a community can be found in both urban and rural areas. Community development and community organisation has caused a lot of controversy at professional levels with regards to their differences. Some people use the term “community development” and “community organisation” interchangeably, others have attempted to link **community organisation** with efforts in the more highly industrialized

and urbanized western societies, to deal with problems resulting from rapid social and technological changes while **community development** is associated with such efforts in the more rural and pre-industrial development societies. With these controversies in the differences between both terms, it is therefore concluded that community development is conscious and deliberate effort aimed at helping communities recognize their needs and to assume increasing responsibilities for solving their problems, though, for a community to be developed effectively, there has to be an organisation within such community.

Community development aims at utilizing the rural people to develop themselves through self-initiative and motivation, with minimum assistance from government. It aims at social development such as prevention and control of juvenile delinquency, and community development through self-help projects, health and nutritional improvement projects and similar projects. It involves community members in implementing programmes for their own development. It stimulates government and government agencies to provide technical advice and materials in planning and implementing the projects. Community development is a conscious and deliberate effort aimed at helping community to recognise the needs and to assume responsibility for solving their problems, thereby increasing their capacity to fully participate in the life of the nation. It is a process by which the effort of the people are united with that of governmental authority to improve the economic, social and cultural condition of community, thereby integrating the people in the in the life of the nation which in turn enable them to contribute fully to the national progress.

In this definition, four things are embedded, these are:

- Self help: community development is all about engaging the members of the community to help themselves in the works of development; example is the (Self Help Students Hostel (SHSH) in some tertiary institutions in the country, whereby the students contribute to their students' union and the money is in turn used for the construction of hostels
- Provision of teaching aids or services
- Identification of community needs
- Integration of the community

Community development can also be regarded as a method or process of tackling the problem of community organisation in order to bring about

economic development. Community development is about building active and sustainable communities based on social justice and mutual respect. Community development is seen as functional and process-oriented and covers a wide field of activities. It emphasizes self- help by citizens and also initiates a people-directed process that is based upon their own perception of their needs. Community development is identified with four major approaches and this also accounts for variations in the definition of the term. It is thought of by some scientists as a **process** and focus is upon the sequences through which it goes as they move from an underdeveloped to a developed type or a kind of overall change; others who are action-oriented rather than research oriented, think of community development as a **method** to be used in moving toward their objectives. These set of people focus on accomplishments rather than upon sequences.

Community development by the third group means a **programme** that has been carefully thought through in terms of content as well as procedures. It is viewed by the fourth group as a **movement**, that is not just a mere programme, but it is a special kind of programme that holds unusual promise and worthy of commitment by those who want to see revolutions take place in their community.

3.2 Assumptions of Community Development

The assumptions, upon which the concept of community development is based, are very similar to those upon which community organization is based. This is because of the interrelatedness of the two processes. More specifically, the concept of community development assumes that:

- a. The local community has been overshadowed by the larger society as a result of long isolation, colonial domination (external and internal) and consequent decline in community spirit
- b. The local people are poor owing to an underdevelopment of both the available resources in their environment, and their own individual potentialities
- c. People everywhere want better conditions of living and a richer economy and can develop the capacity to improve these things by themselves
- d. Many problems besetting rural populations can be solved at the community level with local community resources and with outside intervention limited to education and technical aid
- e. Participation of people in decision on major changes taking place in their communities is desirable and functional; and

- f. Local people do not see their problems in isolated packages but as a complex whole, hence community development must be multi-purpose in nature, touching all aspects of community life.

Essentially, community development entails the following:

- planning services
- servicing self help groups
- running support and social action groups
- building community networks
- participating in inter-agency meetings
- undertaking needs assessment
- increasing people's skills
- resourcing the community to meet needs
- improving quality of life
- defining priorities
- working towards social justice
- empowering individuals and communities

3.3 Elements of Community Development

Community development is about changing power structures to remove the barriers that prevent people from participating in the issues that affect their lives. To achieve good results, community development should:

- Promote active and representative participation toward enabling all community members to meaningfully influence the decisions that affect their lives.
- Engage community members in learning about and understanding community issues, and the economic, social, environmental, political, psychological, and other impacts associated with alternative courses of action.
- Incorporate the diverse interests and cultures of the community in the community development process; and disengage from support of any effort that is likely to adversely affect the disadvantaged members of a community.
- Work actively to enhance the leadership capacity of community members, leaders, and groups within the community.

4.0 CONCLUSION

The aim of rural community development is to attain a situation better than the existing one. Community development needs to be inclusive and beneficial in an open and transparent way. This way, community

members will feel a sense of fulfillment in the tasks of development, be proud to associate with the successes attained and understand when things do not work out as planned.

5.0 SUMMARY

Community development can be viewed as a **process** that focuses upon the sequences through which communities go as they move from an underdeveloped to a developed type or a kind of overall changes. It can also be viewed as a **method** to be used in moving toward community objectives by focusing on accomplishments rather than upon sequences. Community development also means a **programme** that has been carefully thought through in terms of content as well as procedures. Finally, it can be seen as a **movement**, that is not just a mere programme, but a special kind of programme that holds unusual promise and worthy of commitment by those who want to see revolutions take place in their community.

Community development is based on several assumptions all of which revolves around the need to intervene in some way to make the existing situation in the community better than it was. Promote active and representative participation toward enabling all community members to meaningfully influence the decisions that affect their lives. Its core elements are the community members' need to learn about and understand community issues; incorporate the diverse interests and cultures of the community and work actively to enhance the leadership capacity of community members, leaders, and groups within the community.

6.0 TUTOR-MARKED ASSIGNMENT

6. What do you understand by the terms community and community development?
7. Explain the main assumptions of community development
8. What are the core elements of community development?

7.0 REFERENCES/FURTHER READINGS

Adebayo, K. (2004). *Rural Development in Nigerian: Episodic Drama, Soap Opera and Comedy*. University of Agriculture Abeokuta Alumni Association Lecture Series No. 6, January 2004.

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UNIT 2 RURAL DEVELOPMENT PROCESS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Analysis of Prevailing Situation
 - 3.2 Identification of Group Leaders and Interest Groups
 - 3.3 Identification of Immediate Problems and Needs
 - 3.4 Discussing and Sharing of Problems Identified
 - 3.5 Diffusion of Problem and Definition of Needs

- 3.6 Securing Citizen Commitment to Act and Participate
- 3.7 Identification of Needed Resources
- 3.8 Appraisal of Available Internal Resources and Invitation of External Aid
- 3.9 Formulation of Detailed Plan of Action
- 3.10 Implementation of Planned Action or Programme
- 3.11 Evaluation of Implementation, Procedures and Results Achieved
- 3.12 Identification of Derived Problems or Needs and Planning for the Continuation of the Process
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

In community development, there is emphasis on broad based participation of community members in all phases of the programme. This is because the development of a sense of belonging or identification is a major aspect of the community development effort. Although community development programmes generally tend to emphasize the construction of infrastructure and economic revitalization, the ideal goals of community development are not economic or physical structural changes. The goal of community development is to achieve the pre-conditions to economic growth which include bringing about change in the attitudes and beliefs of the people and the organisation of learning experiences to enhance individual growth. In this unit, you will be taken through the various systematic stages that are necessary for achieving the goals of rural community development.

2.0 OBJECTIVES

The main objective of this unit is to introduce you to a systematic way of thinking about rural community development

4.0 MAIN CONTENT

Like any other process, community development usually follows certain identifiable steps. To start with, since community development is a problem solving process, there must be a recognition or identification of a problem or need. What a community needs is determined by the

condition it wants and how the existing conditions differ from the desired conditions.

3.1 Analysis of Prevailing Situation

This is the first stage in the rural community development process. It is the stage to obtain a clear understanding of “what is”, “what is not” and “why is it so” in the community. This may involve the conduct of informal surveys, fact-finding exercises and identification of community concerns needs and problems. The aim of this stage is not to be judgmental, but to provide the baseline information for subsequent stages in the process.

If a clear understanding of the prevailing situation is not obtained, then it will be impossible to do a good job in all subsequent stages of the community development process. It is important therefore, that the utmost care be taken at this early stage to ensure that the best and factual information is gathered, properly analyzed and validated to ensure that mistakes are clearly avoided early in the process.

3.2 Identification of Group Leaders and Interest Groups

All the previous units have emphasized the importance of leadership in community development. The second step in the development process is the identification of group leaders and interest groups that can be used as a facilitator in the community development. Existing leadership, if indentified and engaged early in the development process is usually an asset to community development efforts.

3.3 Identification of Immediate Problems and Needs

The problem in any particular community is the difference between the desired situation and the existing one. If the prevailing situation is effectively analyzed, one of the main outputs should be a clear identification of the problem as well as the requirements to solve the identified problem. In this stage, the problem should be captured in a way that is presentable to the community.

3.4 Discussing and Sharing the Problems Identified

The first point of call for sharing the problem is with community leaders, first for their own understanding and then for legitimization. That is, the leadership of the community should be made to agree that the identified problem is a “real” problem of the community and that it is necessary to commit community resources to addressing it. Legitimation is the factor that makes it a “community issue”.

Legitimation confers on the problem, the status of one that all members of the community who recognise the authority of the leader should cooperate to address. This is desirable, especially when the problem had been identified by persons other than the leader.

3.5 Diffusion of Problem and Definition of Needs

Unless the problem is known to a good number of the people in the community, it will get at best a lukewarm attention from community members, despite its legitimization. Appropriate channels of communication should be employed to popularize the problem, its nature and what needs to be done to address it in the community.

3.6 Securing Citizen Commitment to Act and Participate

The success of the preceding step will ensure that members of the community become committed to addressing the problem. It is also important to ensure that commitment needs to be backed up by willingness and ability to act.

3.7 Identification of Needed Resources

No problem can be tackled if the material and human efforts required to do so are not known. The resources required to address a problem will be determined by the nature of the problem, its coverage, its impact and the ramifications of solving or not solving the problem.

3.8 Appraisal of Available Internal Resources and Invitation of External Aid

Having identified the resources needed to address a problem, the next stage is that of determining the quantity of each item required. A decision also needs to be made as to the quantity and quality of resources that can be obtained locally and where necessary the quantity and type of resources to be obtained from outside the community. It is also important to determine the relative ease of obtaining the needed resources and consider all alternative means of getting the needed resources.

3.9 Formulation of Detailed Plan of Action

This is the stage where an intensive thought process is given to physical implementation of the problem solving approach identified. This is the stage to propose “what should be done?”; “by whom?”; “with what resources?” and “at what time?”. This is also to decide on a timetable

and think of which activities overlap and which needs to be synchronized to achieve the best result.

3.10 Implementation of Planned Action or Programme

The success of implementation is heavily dependent on how well all the earlier stages were carried out. Despite this, there is a need for care and dedication during implementation. There is also the need for patience and foresight. Patience is required to ensure that every essential detail is taken care of without undue delays in the schedule. Foresight is required to envisage any implementation problems that may arise and address them before they cause greater damage.

3.11 Evaluation of Implementation, Procedures and Results Achieved

Evaluation is the periodic examination of the implementation of an activity to determine how it conforms to the original plan. It is necessary on an on-going basis to redress any errors observed during implementation. It is also of value after the completion of implementation to draw out lessons learnt in the process of solving a particular community problem. This way, future community projects stand a better chance of success and actors in the implementation process can be properly acknowledged and rewarded for their efforts in the project implementation stage.

It is important to evaluate both procedures and results. If a particular method was found useful, it can be duly documented and replicated and a poor method can be avoided in future. The evaluation of results, also known as impact evaluation, allows the community to recognise what has been achieved and serves as a driver in subsequent community mobilisation efforts.

3.12 Identification of Derived Problems or Needs and Planning for the Continuation of the Process

Derived problems are those unanticipated effects of the change implemented. This unanticipated effect may be positive or negative. Whichever happens, they may be the basis for reconsideration, and possibly another situation analysis. This final step can lead to the institutionalisation of the entire community development process as it infuses value into the change effected.

4.0 CONCLUSION

The problems in a rural community deserve a systematic approach to its solution. The community development process is such an approach. When used conscientiously, community members and leaders find it easy to identify problems, proffer solutions, plan, implement and evaluate success.

5.0 SUMMARY

The community development process is a systematic way of thinking through rural community development. It contains identifiable steps from developing an understanding of the problem, through careful planning stages to implementation, evaluation, and reconsideration of the problem being tackled.

6.0 TUTOR-MARKED ASSIGNMENT

1. Itemize the community development process.
2. Explain the community development process using a named example

7.0 REFERENCES/FURTHER READINGS

Adebayo, K. (1998). *Principles and Practice of Agricultural Extension*. Department of Agricultural Extension and Rural Development, University of Agriculture, Abeokuta 29p.

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UNIT 3 APPROACHES TO RURAL DEVELOPMENT

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 General Approaches to Community Development
 - 3.1.1 Community Approach
 - 3.1.2 Special Purpose or Problem Solving Approach
 - 3.1.3 Informational Self-Help Approach
 - 3.1.4 Experimental Approach

- 3.1.5 Demonstration Approach
- 3.1.6 Power Conflict Approach
- 3.2 Approaches to Community Development in Contemporary Nigeria
 - 3.2.1 Governmental Approach
 - 3.2.2 People's Level Approach
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

Development is a multifaceted concept meaning different things to different people. At the community level, the meanings of development had been explored in unit 7. In all, it suffices to say that development is desirable. It is attractive. This is the main point of agreement among those who use the term. But the way people perceive development often determines the approach they employ for achieving it. In this unit, you will find the various approaches to rural community development. More specifically, you will find out how the concept of rural development has been played out in contemporary Nigeria.

2.0 OBJECTIVES

This unit focuses on making you understand the various approaches to rural community development. It also seeks to introduce you to the practice of rural development in contemporary Nigeria.

3.0 MAIN CONTENT

3.1 General Approaches to Community Development

Due to the variety of definitions given to rural community development, six approaches are adopted in community development and these are the community approach, special purpose or problem solving approach, informational self-help approach, experimental approach, demonstration approach and power conflict approach.

3.1.1 Community Approach

Community approach emphasizes that all members of the community are involved to bring about change and development. It is an approach that emphasises broad based participation of the inhabitants of that community in solving its problems. In this approach, geographical locality serves as the basis for citizens' participation. This approach to community development entails holistic approach, democratic procedure and indigenous leadership.

3.1.2 Special Purpose or Problem Solving Approach

This approach focuses on solving a particular problem that will affect the life of the people in the community. The focus is on a special problem as the target for resolution; example is the provision of a road network, provision of a water source or a central market that will benefit the people in the community.

3.1.3 Informational Self-Help Approach

This is an approach that emphasizes the application of the right kind of information by the knowledgeable participants of the community in the community development programme or efforts. Such application of information will effect needed change and make a difference in the direction and quality of living in the community. This approach sees the community as a system stream and thus emphasises on knowledge participation at strategic junction rather than unitary view of community development.

3.1.4 Experimental Approach

This is application of quasi-experimental design (new experiment) of community development activity. It involves the testing and verification of the efficacy of a particular development effort which has not been tried out elsewhere or without prior knowledge of the result. Such tested concepts or techniques are transformed into theory or operational model that could be used by other communities.

3.1.5 Demonstration Approach

This is application of community development procedures or efforts on one community to another community i.e. the results of such application are obvious having been carried out by other community and found effective.

3.1.6 Power Conflict Approach

This approach points out that the action of social intervener and controller of power is very crucial to community development i.e. power should not be centralised or concentrated in the hand of few groups of people but should rather be delineated to the subgroup who is attempting to bring about change. Such delineation entails given consideration to their ability, right, authority and responsibility to make decision on community goals and priorities. The subgroups are empowered to mobilise and allocate resources in such a way that brings about the realisation of community change goal.

3.2 Approaches to Community Development in Contemporary Nigeria

3.2.1 Governmental Approach

This involves the coordination of extension services of various ministries and integrating the people' organised self-help and cooperative action with the specialised services of government and other voluntary agencies. In essence, governmental approach has been classified under the following headings:

- **Extension Approach**

This involves the direct teaching of the local people, the improved methods and techniques of farming, health care and how to read and write. It is used to transfer recommended practices from research and other knowledge-based bodies to client groups such as farmers, fisher-folks, nursing mothers, the poor, aged or physically challenged. It is based on the assumption that if the information is available, these clients will make informed decisions.

- **Project Approach**

This approach is sometimes based on the initiative of the local people. It involves the establishment of basic amenities or establishment of economic projects such as farm settlements, rural industry, schools, hospitals etc, to benefit the rural dwellers. Projects may also be driven by external forces. For instance, a guinea worm eradication project may be initiated by a health-based non-governmental organisation as a way of addressing the problem in a community and preventing its spread to neighboring communities.

- **Service Approach**

This is based on the expectations of the local people who after identifying the need for a particular social service seek the help and intervention of the government or other relevant agencies. However, they must have put some structures in place themselves and or be willing to contribute to the sustenance of such needs by the government.

3.2.2 People's Level Approach

Beside government intervention, rural people themselves can and often address the issues of rural community development mainly through self-help projects. This self-help or inner resources approach where the people stimulate themselves through discussion, demonstration and by internally enlightening leadership to identify their needs e.g. the construction of school buildings or community centre must come from the people themselves and at the same time source for resources that will enable them to secure the set goal.

This approach is often highly sustainable because projects undertaken are usually self-motivated and driven by internal processes and needs. Such projects are often guarded jealously by the people.

4.0 CONCLUSION

The desirability of development is due to its generally positive connotation. All approaches to community development seek to leave the community better than it once was.

5.0 SUMMARY

The general approaches to community development are: community approach, special purpose or problem solving approach, informational self-help approach, experimental approach, demonstration approach and the power conflict approach. In Nigeria, community development had been approached from two broad angles. These are governmental and people's level approaches.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the main approaches to community development.
2. Use specific examples to describe how community development had been attained in contemporary Nigeria.

7.0 REFERENCES/FURTHER READINGS

Adejobi, A. O. Kormawa, P. M., Manyong, V. M., Awotide, D. O. and Olayemi, J. K. (2005). "The Effect of Membership-Based Rural Organisation on Household Welfare in Northern Nigeria". *Journal of Sustainable Development* Vol. 2, No. 1, pp. 2-12.

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MODULE 4 RURAL DEVELOPMENT IN PRACTICE

- Unit 1 Problems of Rural development in Nigeria
- Unit 2 Analysis of some Rural development Projects

UNIT 1 PROBLEMS OF RURAL DEVELOPMENT IN NIGERIA

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Lack of Commitment to Community Development by the Community Members
 - 3.2 Poor Statistical Base for Effective Planning
 - 3.3 Top-down Planning
 - 3.4 Planning Without Implementation and Implementation without Planning
 - 3.5 Lack of Monitoring and Evaluation
 - 3.6 Role Conflict among the Change Agents and Among Some Top Community Leaders
 - 3.7 Shortage of Resources to carry out the Plans
 - 3.8 Inadequate Understanding of the Community
 - 3.9 Lack of Follow Up
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings
- 1.0 INTRODUCTION**

Community development has always been directed at the promotion of better living for the whole community, with active participation and if possible, the initiative of the community. However, if the initiative was not forthcoming spontaneously, the approaches discussed in the last unit have been used by trained community development personnel to facilitate the process. Regardless of the efforts of various sectors for community development, there are still some problems encountered in the process. These will be the focus of this unit.

2.0 OBJECTIVES

The objective of this unit is to examine the problems that may arise in working towards community development and explore ways by which they can be tackled.

3.0 MAIN CONTENT

3.1 Lack of Commitment to Community Development by the Community Members

One of the main goals of community development is that its activities be spearheaded by members of the community themselves. Failing this, their participation, in some form is seen as paramount to the success of the project. But in practice this is often difficult to achieve either because, the members of the community do not fully appreciate the problem that is being addressed or enough time and resources have not been committed or in fact not available for the necessary mobilisation requirements before commencing project implementation. Where this problem exists, a foundational threat to project sustainability is already in place. The danger is that even if the project activities were successfully carried out with the initiators forcefully driving the process, as soon as the initiators withdraw, the project begins to degenerate due to lack of steam from community members to keep the project going. To avoid this kind of problem, a number of alternative courses could be taken. These are:

- Refrain from commencing the programme at all if there are no clear guarantees that community members will support it after the initiation.
- Spend some quality time explaining the problem, the need for it to be addressed and the fact that it is possible for community members to address it within available resources.
- Employ community members with vested interests to bear the responsibility for keeping the project alive. As long as their interest is covered in the project, these members of the community will not allow the project to die.

3.2 Poor Statistical Base for Effective Planning

The absence of data for a proper understanding of the prevailing situation or effectively planning programme implementation is often a big hurdle in community development. Basic assumptions at project initiation may simply be wrong if there are no data to uphold or refute them. Where this happens, community development efforts appear to be “chasing shadows”. Where the data available is not enough to take a decision for effective planning, it is often better to spend available resources getting the correct information than to rush head on into project implementation without the right information. Doing this may even worsen the situation as new problems may emerge from removing pillars wrongly assumed to be obstacles.

3.3 Top-Down Planning

In many cases of community development efforts, few top administrators make decisions for the community members. This top-down planning approach often creates more problems than it sets out to

tackle. This is because these administrators sometimes know less about community situations than they care to admit before taken decisions on their behalf. The result is that decisions taking may not address the felt needs of the people, may in fact be the direct opposite of the yearnings of the people or may have only served the vested interest of a few people to the detriment of many others.

Getting inputs from the grassroots into development decision may take longer and require the input of some scarce resources at the outset of a project. However, it is usually worthwhile in the end because the decisions finally taken often address the felt need of the target group. It also creates the feeling of ownership and inclusion in the decision making process that is particularly valuable in mobilizing community support and sustainability of the project beyond the term of the primary initiators.

3.4 Planning Without Implementation and Implementation without Planning

People who have been in the development field long enough will appreciate that several trips to rural communities by researchers, extension officers, social workers and others without visible beneficial action often wear out their reception in these communities. This is because the prevailing feeling of such communities is that too much time is spent planning such that they begin to wonder if any project will be implemented in their community. Also, experiences from politicians visiting communities to make promises of community development projects without fulfilling such promises create similar feeling in community.

Conversely, entering communities to implement a project without proper planning creates a prevailing feeling of unseriousness in the community. In this case, they often adopt the attitude of “*siddon dey look*” or “wait and see”. The import is that when such projects are successful, it does not get the kind of accolade it should and when it fails, it gets more criticisms than it should.

It is important therefore to ensure that an appropriate dose of planning is done before a community project is began and no project should be implemented without adequate planning.

3.5 Lack of Monitoring and Evaluation

Monitoring and evaluation is a system to record and periodically analyze the information that is available in a community development activity to track them and mark progress on a day-to-day and continuous basis. The

failure to have a plan monitoring and evaluation component in an activity means there is no systematic way of determining programme accomplishments, facilitating effectiveness and efficiency.

The overall purpose of plan evaluation is to provide an avenue to stop and reflect on what has happened in the past in order to make decisions about the future. By evaluating, the community can learn what has worked well and what has not. They then begin to realise why things have or have not worked. Where possible, during on-going evaluation, corrective measures can then be put in place to redirect the project. In ex-post evaluations, the lessons learnt can serve to remove pitfalls from other similar projects in future.

3.6 Role Conflict among the Change Agents and among Some Top Community Leaders

Different people participate in community development events for different reasons. These reasons or the individual vested interests may not often be in the same direction or may be in conflict. For instance, a change agent may want the community to have a water system that allows every member of the community access to portable water at short distances, but some community elders may want deep wells located in where compound that other members of the community can come to fetch. This kind of situation can create tension between a change agent and some community leaders. This conflict may be aggravated if some other members of the community become aware of the details of such conflict.

This kind of situation tests the expertise of the change agent to achieve a balance between local leaders' vested interest and his or her perception of what is good for the community. The path to take will depend on the specific circumstances of the conflict, the personalities of the change agent and community leaders and the community's perception of the influence and power of both parties in the conflict.

3.7 Shortage of Resources to carry out the Plans

If the resources to implement a community project are in short supply, the problem of achieving the goals of the plan becomes evident. In this case, a decision needs to be made to scale-down the plan to available resources; seek additional resources through internal or external mobilisation or use available resources for alternative purposes. If an attempt is made to proceed with plan implementation without taking one of these three decisions, the shortage of needed resources will starve the project to distortion or death.

3.8 Inadequate Understanding of the Community

This problem is linked to the dearth of information on the situation in the community. Inadequate understanding of the community may include failure to fully appreciate its structure of influence, communication and decision making patterns, existence of factions, norms and values etc. This failure, usually on the part of a person external to the community often results in wrong diagnosis of the problem, failure to comprehend the difficult terrain under which community members operate, proposing solutions that would not be feasible under local conditions and outright infringement on the sensibilities of the local community. To address this problem, there is a need for a period of familiarization, especially for people who are new to the community. During this period, cogent efforts should be committed to appreciating the dynamics of the local community, exploring “how things work” and “what can make things not work”. If this period is properly invested, the return in terms of empathy and appreciation from local community members could be social assets that can be exploited in future.

3.9 Lack of Follow-Up

Many community developments efforts have deteriorated or collapsed after some years of completion of the projects due to the problem of lack of follow-up. Follow-up is a deliberate attempt to revisit a completed project to see how well it is faring. It also includes making provisions during project planning to cater for follow-up issues that may arise at the expiration of project implementation phase. This may include mainstreaming project activities into existing community structures, linking the new managers of the project with partners whose cooperation was taken for granted during the project implementation phase or providing insights or historical antecedents that can further empower the current drivers of the project to sustain the achievements made during and immediately after the active project implementation phase.

4.0 CONCLUSION

Anticipated or unanticipated problems and difficulties can derail community development efforts. The extent to which the drivers of community development can cope with or alleviate these problems represents a major challenge to sustaining the achievements of community development.

5.0 SUMMARY

Community development has always been directed at the promotion of better living for the whole community, with active participation and if

possible, the initiative of the community. The problems that can make this unattainable are: lack of commitment to community development by the community members; poor statistical base for effective planning; top-down planning; planning without implementation and implementation without planning; lack of plan monitoring and evaluation; role conflict among the change agents and among some top community leaders; shortage of resources to carry out the plans; inadequate understanding of the community and lack of follow-up. The extent to which the drivers of community development can cope with or alleviate these problems represents a major challenge to sustaining the achievements of community development.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the main problems that may hinder the attainment of community development goals.
2. What do you understand by the following terms?
 - a. Role conflict
 - b. Commitment
 - c. Top-down planning
 - d. Follow-up

7.0 REFERENCES/FURTHER READINGS

Davis-Case, D. (1989). *Community Forestry: Participatory Assessment, Monitoring and Evaluation*. Food and Agriculture Organisation of the United Nations, Rome. 150p.

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UNIT 2 ANALYSIS OF SOME RURAL DEVELOPMENT PROJECTS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Community Development Programme in Nigeria: A Case Study of International Fund for Agricultural Development (IFAD)

- 3.2 Baif Natural Resources Institute (NRI) Goat Research Project, India
- 3.3 Livelihood Recovery through Agriculture Programme (LRAP) Lesotho
- 3.4 The National Agricultural Advisory Service of Uganda (NAADS)
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

The foci of community development are as varied as there are human needs. The term community development has been used to connote at different times, a process, a method, a programme, an institution or even a movement. The examples presented in this unit try to demonstrate how these varying perceptions of community development are applied in practice. You will find that in practice, the distinction is very thin. The over-arching aims are to:

- Involve people on a community basis in the solution of their common problems
- Teach and insist upon the issue of democratic principles in the joint solution of community problems
- Activate or facilitate the transfer of technology, resources and knowledge to the people of a community for more effective solution of their problem.

2.0 OBJECTIVES

The main objective of this unit is to provide you with some insights into how community development efforts have been carried out in selected countries.

5.0 MAIN CONTENT

3.1 Community Development Programme in Nigeria: A Case Study of International Fund for Agricultural Development (IFAD)

Since it was created in 1977, IFAD has focused exclusively on rural poverty reduction, working with poor rural populations in developing countries to eliminate poverty, hunger and malnutrition; raise productivity and incomes; and improve the quality of their lives. The Fund has designed and implemented [projects](#) in very different natural,

socio-economic and cultural environments. Many IFAD-supported programmes have been in remote areas, and have targeted some of the poorest and most deprived segments of the rural population. IFAD has recognized that vulnerable groups can and do contribute to economic growth. These groups have shown that they can join the mainstream of social and economic development; provided the causes of their poverty are understood and enabling conditions are created.

In addition, its local-level operations in [115 countries and territories](#) keep IFAD in continuous and direct contact with the rural poor. Their perceptions of their own opportunities and constraints form the backbone of IFAD's knowledge base. This diversity of people and contexts has led to the accumulation of a valuable body of [experience and knowledge](#). It has also required IFAD to maintain a highly flexible and participatory approach in responding to the *specificities* of rural development around the world.

To build broad local ownership of the programmes it sponsors, IFAD works in partnership with others – borrowing-country governments, poor rural people and their organisations, and other donor agencies. Its focus on local development has given it a role in bridging the gap between multilateral and bilateral donors on the one side, and civil society represented by [NGOs](#) and community-based organisations (CBOs) on the other.

Extensive partnerships and global engagement enable IFAD to strengthen its catalytic role. Through careful [monitoring and evaluation](#) of the impact of its projects, the Fund identifies successful innovations for possible replication and cross-regional fertilisation.

IFAD's flexible programme approach and longer-term lending framework enhance its ability to assist governments in pro-poor policy and institutional development and to respond to the diversity of issues facing the rural poor in different regional and local contexts. These processes require a long time frame to see the changes through to their conclusion.

As mentioned earlier, IFAD's objective and *raison d'être* are to fund rural development projects specifically aimed at assisting the poorest of the poor — small farmers, artisan fishermen, rural poor women, landless workers, rural artisans, nomadic herdsmen and indigenous populations — to increase their food production, raise their incomes, improve their health, nutrition, education standards and general well-being on a sustainable basis. Nine major areas are supported:

- agricultural development

- financial services
- rural infrastructure
- livestock
- fisheries
- capacity-and institution-building
- storage/food-processing/marketing
- research/extension/training
- small and medium scale enterprise development

Loans — IFAD provides loans to its [developing Member States](#) on highly concessional, intermediate and ordinary terms for approved projects and programmes. Lending terms and conditions vary according to the borrower's per capita GNI.

Grants — IFAD provides grants to institutions and organisations in support of activities to strengthen the technical and institutional capacities linked to agricultural and rural development. Grants are limited to 10% of the combined loan and grant programme. IFAD has financed eight programmes and projects in Nigeria since 1985, with a total loan commitment of US\$144.3 million. All programmes and projects have addressed the livelihood needs of rural poor people, including smallholders, rural small businesses, poor fishing communities, young people, landless people and women. Operations have contributed to:

- generating and disseminating technology to increase incomes and family food security while also introducing approaches for effective soil and water conservation and environmental management
- fostering demand-driven and participatory approaches to agricultural and rural support services
- capacity building and institutional strengthening to ensure the sustainability of successful development approaches

IFAD's support for the Nigerian government's poverty reduction programme focuses on facilitating economic and social development in rural areas. Its particular objectives are to empower rural poor people, especially women, by increasing access to resources, infrastructure and services, and to promote the management of land, water and common property by local communities. These objectives reflect the need to overcome environmental degradation in the country. IFAD projects address issues such as erosion and the loss of soil fertility, as well as coastal zone natural resource management. IFAD directs assistance towards the following areas:

- empowering small-scale farmers, landless people and rural women to generate sustainable incomes from farm and other activities

- supporting pro-poor reforms and local governance to expand access to information, effective transport systems, village infrastructures and technologies
- improving access of poor rural communities to financial services and social services

At government level, IFAD helps build capacity and strengthen institutions providing services to rural poor people, assisting with necessary policy changes, developing local organisations to enhance their effective participation, and promoting initiatives to foster rapid private sector-led poverty reduction and economic growth.

3.2 Baif Natural Resources Institute (NRI) Goat Research Project, India

BAIF Development Research Foundation (India), a rural development NGO, and the Natural Resources Institute (UK) jointly managed a research project to identify and address feed-related constraints affecting goat production in semi-arid India. The project began with surveys in prospective villages, using semi-structured interviews and mapping and diagramming, then established some 'in village' trials to address one of the priority problems or needs identified. The study led the authors to conclude that it is necessary to identify who the potential adopters are, and to design and implement a dissemination strategy for reaching them.

3.3 Livelihood Recovery through Agriculture Programme (LRAP) Lesotho

In Lesotho, where HIV prevalence rates had reached 29% among adults by the end of 2003, agricultural support is increasingly focused on HIV/AIDS-affected households with limited labour or capital, or both. LRAP is a joint project between the Ministry of Agriculture and Food Security and CARE that advocates homestead vegetable production through the provision of inputs, extension and marketing support. Homestead vegetable production is less physically demanding than maize production in distant fields. It also provides a wider range of foods for consumption.

3.4 The National Agricultural Advisory Service of Uganda (NAADS)

NAADS sets a vision based on 'a decentralized, farmer-owned and private sector service extension system contributing to the realization of the agricultural sector objectives'. Accomplishing this vision is based on six key pillars or communication strategies as follows:

- Pillar 1 – Strategic targeting of messages and audiences; use of stories to convey relevance
- Pillar 2 – Active listening to give audiences a voice
- Pillar 3 – NAADS Champions or local points of presence
- Pillar 4 – Enabling service providers to become agricultural information providers
- Pillar 5 – Strategic targeting of market information
- Pillar 6 – Internal information management and learning system

This case focused on developing communication strategies that would allow local organisations ‘learn their way into’ the development of the strategies in the hope that they would be able to adjust plans as conditions evolved (Ramirez and Quarry, 2004).

4.0 CONCLUSION

Community development can be viewed as an enterprise by which the government, non-governmental agencies, private concerns and the people come together to improve the lot of the less privileged members of society.

5.0 SUMMARY

Community development is rooted in the belief that the individual member of a community is a worthy and responsible member of a community whose desire to participate in a joint effort with others can be ignited and maintained to transform the community. Several examples abound in all fields of human endeavour.

6.0 TUTOR-MARKED ASSIGNMENT

1. Identify a named community development effort in your country and describe its inception, implementation and other core components.
2. What are the common factors that can facilitate a successful community development project?

7.0 REFERENCES/FURTHER READINGS

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