



# Community Development And Self-Reliance In Katsina Senatorial Zone

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## ABSTRACT

The study examined community development and self-reliance, among the teaming population of Katsina senatorial zone. Natural available resources are set of abilities requiring individual to be aware, in identify, evaluate and effectively use those resources to create different varieties of employment opportunities for the teaming citizens of the state. However, available natural resources are regarded as transformational factors of any community development. Community Development has its root in several academic disciplines including Sociology, Economics, Psychology, even Architecture and Public Administration at large. However, Anyanwu (2019) argues that in most African countries community development has depended significantly on voluntary cooperative efforts. Random sampling method was used; questionnaire and face to face interview were used and personally administered by the researcher to respondents. Hence, related literatures and empirical studies including secondary data like, textbooks, journal and other related sources were reviewed. Furthermore, empirical research account many problems related to this findings, such as inadequate resource, time management experts who are very competent to research studies, illiteracy problem on the part of respondents who fill the questionnaires mentioned but a few. The data was analyzed using modern Microsoft ware (SPSS) 23. The aim of the resecharch was to examine the level of participation of people in Community Development in Katsina Senatorial Zone, to assessing causative factors toward backwardness in Katsina Senatorial Zone and Find out if there is any assistance from government or N.G.Os geared towards community Development in the Zone. The findings revealed the significance of environment to self-reliance in overcoming the challenges of unemployment to the teaming population of Katsina state it also revealed that the peoples of the community who constitute the sample of this study are not motivated in creating good community services rather, the engage in the community development services to please the government and their community leaders. The research recommended that, government should focuses on providing incentive rewards for the peoples of the communities or putting special attention in creating various employment opportunities in Katsina metropolis, Katsina State.

**Keywords:** Community, Development, Self-Reliance, Unemployment, Citizens.

## INTRODUCTION

Community development and self-reliance is a global issue that received the attention of researchers from all corners of the globe. Successful investment and utilization of little resources can no doubt overcome the challenges of unemployment and creates different employment opportunities to the teaming population of the state. Despite the significance of community development and self-reliance, the sector faces so many problems, including Poverty, illiteracy, and lack of support by the government and sometimes international organizations in the state. All the peoples in the communities should be educationally oriented by known the purposes of community development and self-reliance in the state, the function including economic

development of the state. The emphasis is on democratising with reliance on what people can do for themselves. The principle of self-help incorporates into the community development process the means of offering ordinary citizens the opportunity to share in making important decisions about their living conditions (Anyanwu 1992). The United Nations defines community development as "a process where community members come together to take collective action and generate solutions to common problems." [1] It is a broad concept, applied to the practices of civic leaders, activists, involved citizens, and professionals to improve various aspects of communities, typically aiming to build stronger and more resilient local communities. Community development is also understood as a professional discipline, and is defined by the International Association for Community Development as "a practice-based profession and an academic discipline that promotes participative democracy, sustainable development, rights, economic opportunity, equality and social justice, through the organisation, education and empowerment of people within their communities, whether these be of locality, identity or interest, in urban and rural settings" (Sulaiman, 2018)

Furthermore, Community development seeks to empower individuals and groups of people with the skills they need to effect change within their communities. These skills are often created through the formation of social groups working for a common agenda. Community developers must understand both how to work with individuals and how to affect communities' positions within the context of larger social institutions (John, 2018)

However, mild form of resistance to change is seen in the way people choose not to get involved in the transformation process. However, those men and women who did not participate in the community development program of Katsina senatorial zone are considered as untapped resources. With the right leader, they are able to "bring new human capital, ideas, and diversity to the community development process" (Robinson and Green, 2017, p.95). Any potential solution in dealing with apathy or the refusal to get involved must start with information dissemination and education. These people must be taught and they must understand the importance of community development. Leaders on the other hand must not assume that the members of the community are already familiar with the benefits of community development. Members of the community must be persuaded that community development is a positive force. If one takes the practical approach, the members of the community will realize that there are two basic aspects of community development that they can focus on, and these are related to infrastructure and crime prevention (Bel, 2018, p.47). The collaboration of the private and public sector would result in improving services such as garbage collection. At the same time, more people would be involved in the monitoring of the delivery of services financed by public funds.

Meanwhile, the Transcendentalists: "Self-Reliance" was published in 1841 by the philosopher Ralph Waldo Emerson. Emerson was a member of the transcendentalist movement, which emerged in the first half of the 19th century in New England as a result of rationalism, this movement goes in line with the factors affecting community development and self-reliance in Katsina Senatorial Zone.

### **Statement of the problem**

Development of any nation cannot occur without effective and sustainable community development. Researchers indicate that, even the developed nations can best be viewed from the angle of development of its local communities. Thus community development is an important yardstick for measuring development of any nation. Therefore, individual participation in Community Development is a key to achieving sustainable development and self-reliance of individuals within the community which in itself is a measure for achieving development. (Denial, & Thomas, 2017). However, despite it's important in achieving national development and creating self-reliance among individuals, yet it challenges which hindered it's smooth running implementation in Katsina Senatorial Zone, community development by the government which requires individual participation and contribution to achieve national development and self-reliance among individuals was face with series of problems, ranges from illiteracy of the individual members of the community, to lack sufficient funding from government and corruption in the administration of the local government which all hindered the achievement of sustainable development through provisions of critical infrastructure and relate self-reliance in Katsina Senatorial Zone. Therefore, the main focus of these research

is to find out the challenges affects government effort in achieving self -reliance create various employment opportunities among individual members of the state.

Saeid Motevalli et al, (2021). The aim of the present study was to investigate the effectiveness of community development and self-reliance on the qualitative academic achievement of girl high school students. This study was conducted by using an experimental design with pretest, posttest, and follow-up with the control group. The participants were 32 students from girl high school students of Tehran which were selected by cluster random sampling from girl high schools and then randomly assigned into control and experimental groups (Each group consisted of 16 students). The instruments used were Dortaj Qualitative Academic Achievement Questionnaire and Motevalli Study Skills Training Module. The experimental group received 8 sessions of psycho-educational group therapy and the control group did not receive any training. Two-way repeated-measures ANOVA was utilized for the analysis of data. Results revealed that there was a significant increase in qualitative academic achievement between pretest with post-test and follow-up among the experimental group. Moreover, there was a significant increase in qualitative academic achievement between post-test and follow-up in the experimental group with the control group. Additionally, the results showed that there is a significant increase in self-efficacy, planning, and motivation and also a significant decrease in emotional effects and lack of outcome control. In conclusion, the results of this study indicated that on the basis of deficit theory using learning and study skills training can lead to enhance student's skills to improve qualitative academic achievement. Further studies are required to examine whether exposing students to study skills training programs can lead them to enhance their qualitative academic achievement.

Nwegbu, Tochukwu & Chukwuji (2015) Examine a Study on Skills Teaching and Its Effects on the Academic Performance of Undergraduate Students of University of Nigeria, Nsukka. The objectives of the study are to: ascertain if the undergraduate students are conversant with the concept of study skills; determine which study skills students adopt to boost their academic performances; investigate the determinants of study skills among undergraduates as they influence their academic performances; ascertain the effects of study skills teaching on students' academic performances; and to determine the relationship between study skills teaching and students' academic performance. The descriptive survey research design was adopted for the study. The population consisted of all undergraduate students in the Department of Library and Information Science, University of Nigeria Nsukka totaling 207. Samples of 145 students were selected through stratified and simple random sampling techniques from the Department using 70% of their respective years of study (years 1, 2, 3, 4). The findings of the study among others revealed that: students are conversant with the concept of study skill as it was taught as a separate course in their first years; students adopt most the study skills that influence their test strategies and test anxiety among all other study skills analyzed; students agreed that adopting new study skills depends on their previous methods of study and the type of lecturer/ way he teaches, including the students financial status. It was also revealed that the relationship between the students' academic performances (Cumulative Grade Point) and their study skills (Adopted Study Skills) is low and negative ( $r = -0.20$ ); and from the tested hypothesis, it was accepted that there is a significant relationship between the students' study skills and their academic performances. It is therefore recommended that students should be advised on the best practices to yield good results in their tests, as this is the study skill they adopt most. Students should also be briefed on how to handle their different lecturers and the way they teach so as to get maximum results from their courses. As it was accepted that there is a significant relationship between the students' study skills and their academic performances, emphasis should be placed on upholding the teaching of study skills for improved academic performances.

Poor academic performance, in most educational system climes has constituted a challenge to stakeholders in the education industry. At the senior secondary school level where the bulk of the prospective undergraduates are found, present a more difficult situation. Researchers have therefore been done to unravel the fundamental cause(s) of poor performance among secondary school in Basic Technology students without a clear cut solution being proffered. Poor performance has become a major issue of concern to the government and other stakeholders in Science Education (Ariyo, 2011). Many parents have been frustrated because their wards could not read Science and Technical courses of their choice due to their inability to do well in the required science subjects. As a result, many researchers in the field of Science Education have

swung into action to find the causes of poor performance in sciences and other Technical courses. Some researchers like Adeyemo (2005) identified several pedagogical factors, socio-psychological variables. Others like Adesoji and Fisuyi (2001) have implicated gender as one other factor that affects achievement in Sciences. Other area of interventions is the area of pedagogy strategies that are also suggested and tried out without much impact to reverse the trend in Social Studies and other Technical courses as a subject.

Poor academic performance, in most educational system climes has constituted a challenge to stakeholders in the education industry. At the senior secondary school level where the bulk of the prospective undergraduates are found, present a more difficult situation. Researchers have therefore been done to unravel the fundamental cause(s) of poor performance among secondary school Biology students without a clear cut solution being proffered. Poor performance has become a major issue of concern to the government and other stakeholders in Science Education (Ariyo, 2011). Many parents have been frustrated because their wards could not read Science courses of their choice due to their inability to do well in the required science subjects. As a result, many researchers in the field of Science Education have swung into action to find the causes of poor performance in sciences. Some researchers like Adeyemo (2005) identified several pedagogical factors, socio-psychological variables. Others like Adesoji and Fisuyi (2001) have implicated gender as one other factor that affects achievement in Sciences. Other area of interventions is the area of pedagogy strategies that are also suggested and tried out without much impact to reverse the trend in Biology as a subject.

Teaching and learning depends on teachers and students personality and self-efficacy, no wonder an effective teacher and students has been conceptualized as one who produces desired results i.e. academic performance. Considering governments' huge investment in public education, its output in term of quality of students has been observed to be unequal with government expenditure. The desire to know the causes of students' poor performance in Technical courses has been the focus of researchers for some time now. Adodo (2007) opined that one key factor to success of students' academic performance is teachers' personality. Abidemi, Abidoeye, (Afolabi& Ahmed, 2022) lamented that Technical courses teachers' motivation have significant relationship with students' performance while school type and gender also has influence on the relationship. Ibe and Maduabum (2001); Abidemi et al (2022) argued that candidates' performance at the West African Senior Secondary Certificate Examination (WASSCE) conducted by West African Examination Council (WAEC) have consistently remained poor with the Biology and other Technical courses having the highest enrolments but the poorest result over the years.

Unfortunately, accessible statistics from West Africa Examination Council shows that students still perform poorly in biology in May/June examination. For Example, in 2013 the overall enrolment was 1,648,363, the percentage of students who pass at credit level and beyond in biology was 51.73% whereas 48.27% failed. In 2014, the overall enrolment was 1,365,384, the percentage of students who pass at credit level and beyond was 56.17% whereas 43.83% failed. In 2015, the overall enrolment was 1,390,234 the percentage of students who pass at credit level and beyond was 57.42% whereas 42.58% failed. In 2016, the overall enrolment was 1,200,367, the percentage of students who pass at credit level and beyond was 61.68% whereas 38.32% failed. This shows inconsistency among the performance of biology students (WAEC, 2016).

Academic experiences of success or failure significantly affect the students' personality traits and self-efficacy being enlightened by the role of evaluation. Therefore, it would be possible to improve levels of academic performance by previously optimizing levels of self-efficacy and levels of perceived competence. Academic self-efficacy are emotional strengths seemed to play an important roles in enabling academic success despite their special disabilities. Perceived high-academic self-efficacy derived from two sources: students' focus on strengths and achievement in their learning and in their area of interest. Once a positive effect, the perceived high competence high motivation, academic success, high-academic self-efficacy, is established it will continue to enable students' positive emotional and behavioral outcomes in their learning. Hence, it is important to emphasize students' assets and goods more than the mediation of their weaknesses in implementing supporting strategies. It is on the strength of this that, this study will investigates students' community development traits (the big five factors) and self-efficacy to see if a relationship exists between them and academic performance of senior secondary school

students in Biology and possibly determine the extent of prediction by each component of the Big five model of personality traits.

This study would bridge the information gap regarding the nature of academic failure, to create awareness on cognitive and psychomotor effect of academic failure and to provide a picture of the life world of Community development and self-efficacy academic performance in secondary schools system. It is against this background, therefore, that the state of problems in this study is to find out the academic performance in Social Studies and other Technical Courses with respect to personality Community Development and self-efficacy among secondary school students in Katsina State. Therefore, this study attempted to identify the problems in related to students' personality traits and self-efficacy analyses them and suggest proper solutions with the hope of reducing it to the barest minimum. The results of this study bridge the knowledge gap identified in the literature and highlight a need for further understanding the concept of Community Development and self-efficacy Amon the students of Zonal Education Quality Assurance, Katsina State.

Therefore, the main focus of these research is to find out the challenges that affects government effort in achieving self -reliance create various employment opportunities among individual members of Katsina Senatorial Zone.

### **Objective The Study**

The general objective of this research study is to assess the use of Community Development and self-reliance in Katsina Senatorial Zone, Katsina state. Specifically, the study was meant to:

- i. Examine the level of participation of people in Community Development in Katsina Senatorial Zone.
- ii. Assessing causative factors toward backwardness in Katsina Senatorial Zone.
- iii. Examine the Community Development Programs in Katsina Senatorial Zone.
- iv. Find out if there is any assistance from government or N.G.Os geared towards Community Development in the Zone.

### **LITERATURE REVIEW**

A community can also be defined by describing the social and political networks that links individual, community organizations, and leaders. Understanding these networks is critical to planning efforts in engagement. For example, tracing social among individuals may help engagement leaders to identify a community's leadership, understand its behavior patterns identify its high-risk groups, and strengthen its networks (Minkler et al., 2017). The community is both the means and the end of community development. Development is a multi-dimensional and multifaceted phenomenon Nelson, (2016). There are many views on the concept as there are scholars It is a concept that is value loaded It is generally seen as almost synonymous to improvement. Development can be seen from various angles or spheres economic, political, social, and even religious. Rogers (2015 & 2019) sees development as a type of social change in which new ideas are introduced into a social system to enhance the living conditions of the people according to Oduaran (2020) development imply some forms of changes usually from prior bad or poor condition to a better one. According to Rodney (2017), development is a many sided process. At the individual level, it implies increased skill and capacity, greater freedom, creativity, self-discipline, responsibility and material wellbeing. At the level of social groups, development implies an increasing capacity to regulate both internal and external relationships, Rogers (2018) defines development as a type of social change in which new ideas are introduced into a social system in order to produce a high per capital income and levels of living through more modern production methods and improved social organization.

However, Wild in his book. Perceptions of Development, also defines development as an inevitable but certainly uni-linear movement towards a condition of maximum industrialization modern technology, high (est) GNP and high(est) material standards of living. He went further to say that philosophically development implies 'progress' which itself implies evolution toward some ultimate good. Development, thus, is an elusive term meaning different things to different groups of social scientists. Most would agree however that development implies more than just arise in real national income; that it must be a sustained secular rise in real income accompanied by changes in social attitudes and customs, which have in the past impeded economic progress.

However, when putting the two terms together community development means that a community itself engages in a process aimed at improving the social, economic and environmental situation of the community. The community itself takes action and participates together. It is through this action that the community becomes more vital, not just economically ° but as a strong functioning community in itself. Community development improves the ability of communities to collectively make better decision about the use of resources such as infrastructure, labour and knowledge.

Hence, Community Development as an area of practice commonly conceived as a process, project, programme or movement. This perspective may have to be emphasized on ‘what we do’ or ‘how we do it’. The former emphasized a planned, specific and detailed programme for promoting the living condition of people, on the other hand the latter stresses the communal life and the way people plan and act together. At whatever perspective or context, community Development will aggregate itself to-certain basic objectives which include the promotion of collaborative activities aimed at emancipating the Community from its regressive traditional stage of poverty, unemployment, Crimes, ignorance inequality, disease etc. so-as to achieve a significant improvement in social, political, economic, cultural aspect of the people. Mayor et al (2018).

Similarly, Community Development has been sometimes explicit and sometimes implicit goal that makes the greatest community people, among to achieve through the collective effort a better life, and has occurred through history. In the 19<sup>th</sup> century, the work of the early socialist thinkers Robert Owen (2017 — 2018), sought to create Utopian or intertwine Utopian community with mixed success in the United States, in the (1960’s,) the term Community Development began to complement and generally replace the idea of urban renewal which totally focused on physical development projects at the expense of working class communities such as the Ford Foundation and the government officials such as Senator Robert p. Kennedy took an interest in local nonprofit organization that attempted to apply business and management skills to the social mission of applying low-income residents and their neighbors’. Eventually, such groups became known as Community Development Corporation or CDC's.

One of the principal objectives of Community Development and Self-Reliance: As a matter a fact, in the practice of Community Development, desire for self-reliance has to be recreated in the mind of people. Now that the economy is over the idea of fatalism where we expect progress to come, that during the 70s, 80s and 90s, many self-reliance, were initiated and executed there was better effort to ensure past effective reawakening or indoctrination of the people in the same direction and where such was created it could not be sustained, thus the operation feed the nation (OFN) and Green Land Revolution (GLR) programs were only successful in furthering over dependency on government. Sometimes, to create various employment opportunities to reduce the rate of unemployment and overdependence on government.

## **METHODOLOGY**

Quantitative and qualitative techniques methods will be adopted for this research study. A random sampling method will be used, hence questionnaire and reasonable interviews will be personally administered by the researcher to respondents, and questionnaire will be used as an instrument for data collection to be used. It will be validate by research experts in the Department of Educational Psychology and Counselling and Statistics and will be used based on their comments before administering. Theoretical framework, by outline ‘the primary functions of Community Development and Self-Reliance. The data collected be using modern computer software (SPSS) package 23 respectively with frequency tables, percentages and average applied which systematically ranked based on the scores. Hence, review of related literature where applicable using Descriptive Survey or Mixed Method respectively.

### **The Data Collection Procedure**

The data survey collected through the answering of the research questionnaire related to community development and self reliance in Katsina Senatorial Zone Katsina State, Nigeria.

### **Data Analysis**

The data was analysed through the use of statistical package for social science (SPSS) version 23 respectively.

**Table 1: Descriptive statistics for the first item in the survey (frequency and percentage)**

*Q1. Community does not play an important role in creating various employment opportunities in Katsina Senatorial Zone, Katsina State, Nigeria.*

	Frequency	Percentage
SD	27	67.5%
D	4	10%
UD	2	5%
A	5	12%
SA	2	5%
Total	40	100%

According to the table of frequency and percentage above, out of 40 respondents, 31 respondents (27 & 4) would not agree that the community does not create various employment opportunities, only 2 respondents are undecided, 7 respondents (5 and 2) are strongly agree that community development does not create various employment opportunities in Katsina Senatorial Zone, Katsina State.

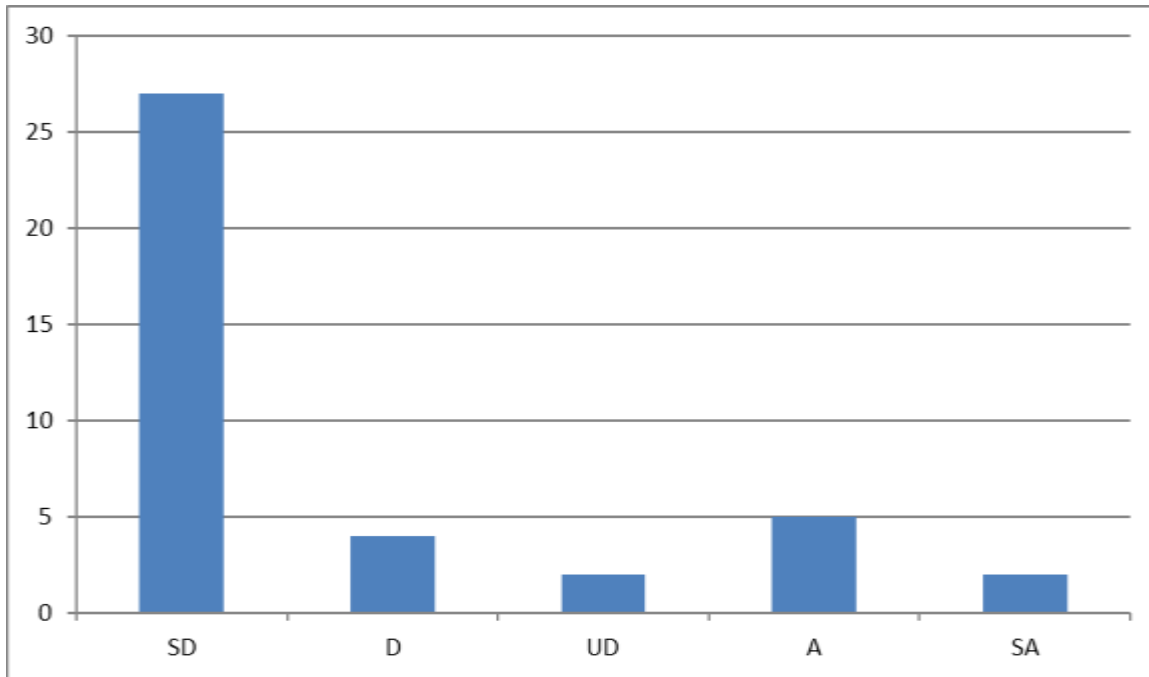


Chart 1: Bar diagram for the first item in the survey

According to the above bar diagram, the largest respondent agree that community plays an important role in creating various employment opportunities in the state.

***Q2. Self reliance lead to community development***

**Table 2: Descriptive statistic for the second item in the survey frequency and percentage**

	Frequency	Percentage
SD	2	5%
D	3	7.5%
UD	8	20%
A	19	47.55
SA	8	20%
Total	40	100%

According to table of frequency and percentage above out of 40 respondents, only 5 (2 and 3) believe that self reliance will not lead to community development, and only 8 are undecided and 27 (19 & 8) are agree that self reliance lead to community development.

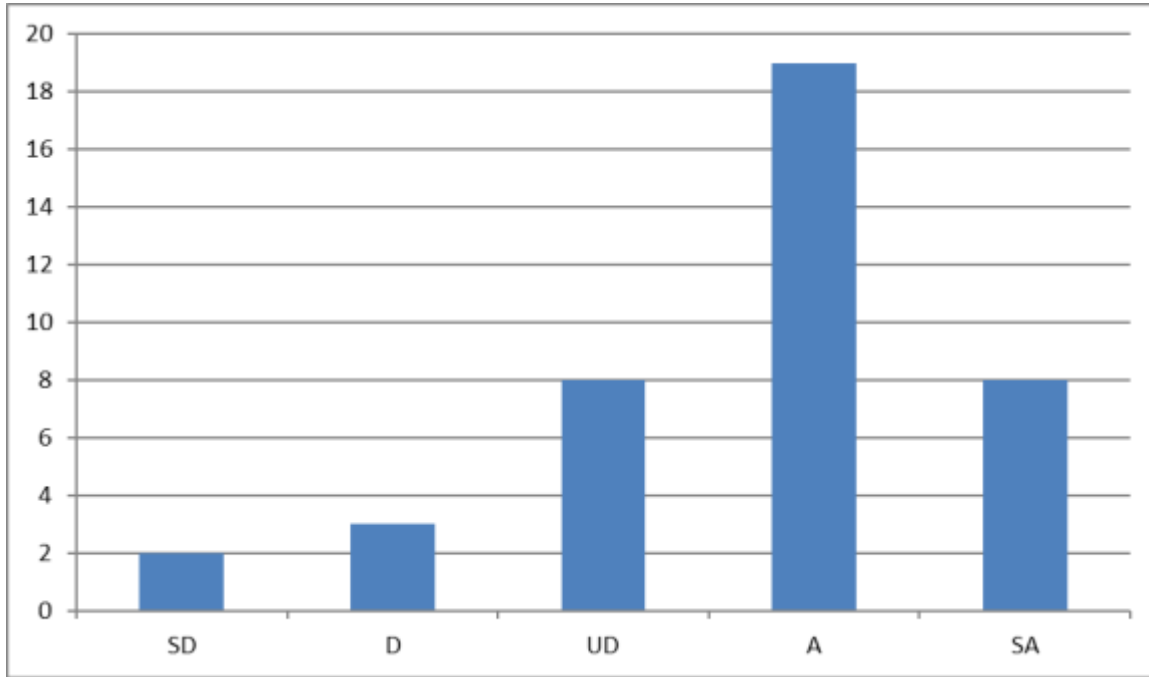


Chart 2: Bar diagram for the second item in the survey

According to the above bar diagram, the largest number of respondents thought that the rules and procedure were clear to follow.

**Q3. Self reliance has no impact on community development**

Table 3: Descriptive survey for the third item in the survey frequency and percentage

	Frequency	Percentage
SD	18	45.1%
D	13	32.5%
UD	2	5%
A	6	15%
SA	1	2.5%
Total	40	100%

According to the above table of frequency and percentage above, out of 40 respondents 31 i.e. (18 & 3) were not agree that self reliance has no impact on community development, only two respondents were undecided while 7 respondents i.e. (6 & 1) were agree with the statement.



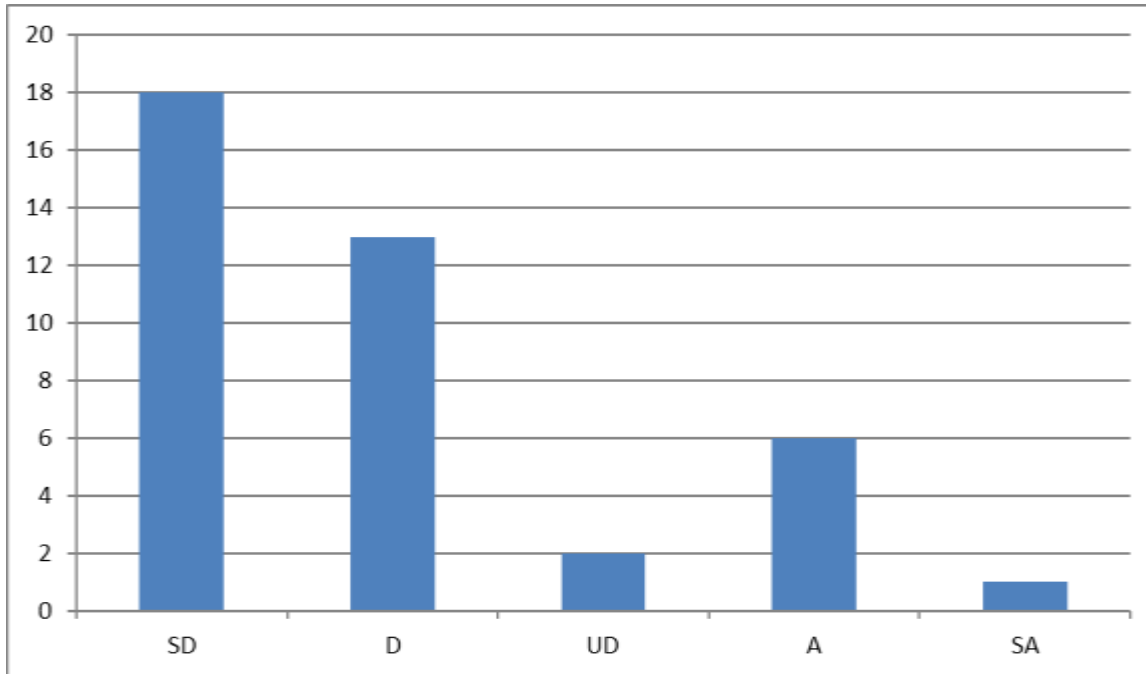


Chart 3: Bar diagram for the third item in the survey

According to the above diagram, the largest number of respondents were not agree that self reliance has no impact on community development 32 i.e. (17 and 15) and only 6 were undecided and only 2 i.e. (1 & 1) were strongly agree with the statement.

**Q4. I am happy with the professional opportunities in my community**

Table 4: Descriptive statistic for fourth item in the survey frequency and percentage

	Frequency	Percentage
SD	17	42.5%
D	15	37.5%
UD	6	15%
A	1	2.5%
SA	1	2%
Total	40	100%

According to the table of frequency and percentage above, out of 40 respondents, 32 i.e. (17 & 15) were not happy with the professional development opportunities in their various respective communities, only 6 respondents were undecided and only 2 respondents i.e. (1 & 1) were happy with it.

I am happy with the professional development opportunities in my communities

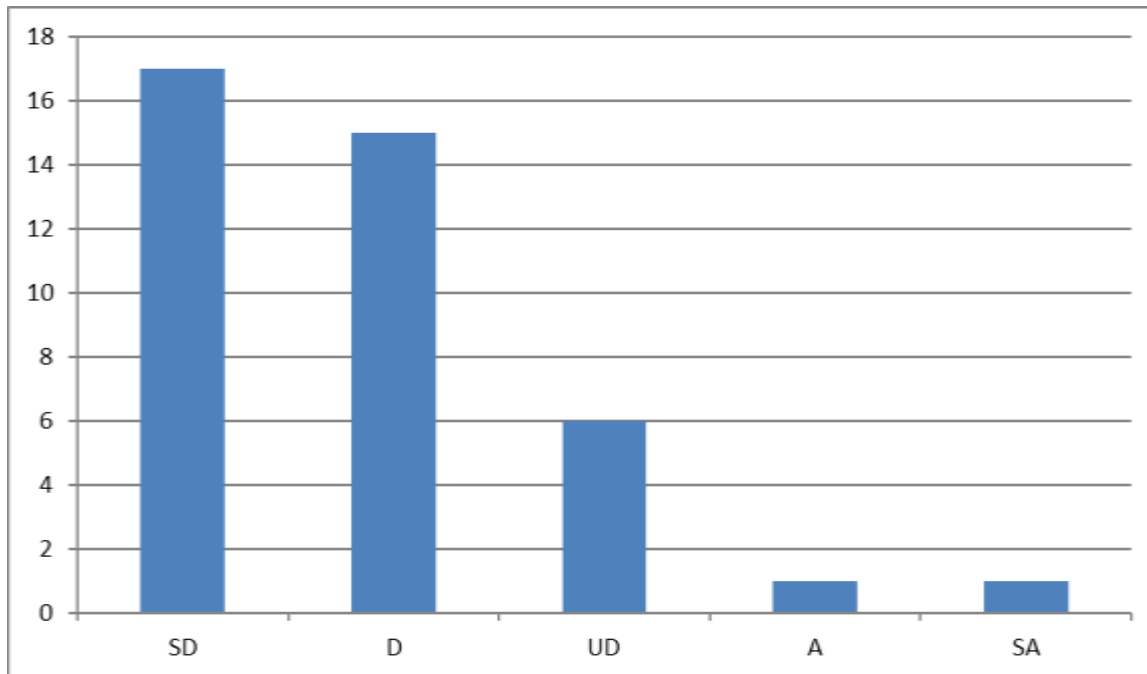


Chart 4: Bar diagram for the fourth item in the survey

According to the above diagram, the largest number of respondents were not happy with their professional opportunities offer in their various respective communities.

*Q5. Community Development and self-reliance create various employment opportunities.*

Table 5: Descriptive statistics for the fifth item in the survey frequency and percentage

	Frequency	Percentage
SD	21	52.5%
D	14	35%
UD	3	7.5%
A	2	5%
SA	0	0%
Total	40	100%

According to the table of frequency and percentage above, out of 40 participant, 35 respondent i.e. (21 & 14) were not agree that community development and self reliance do not create various employment opportunities, only 3 respondents were undecided and only 2 i.e. (1 & 1) were strongly agree with the statement.

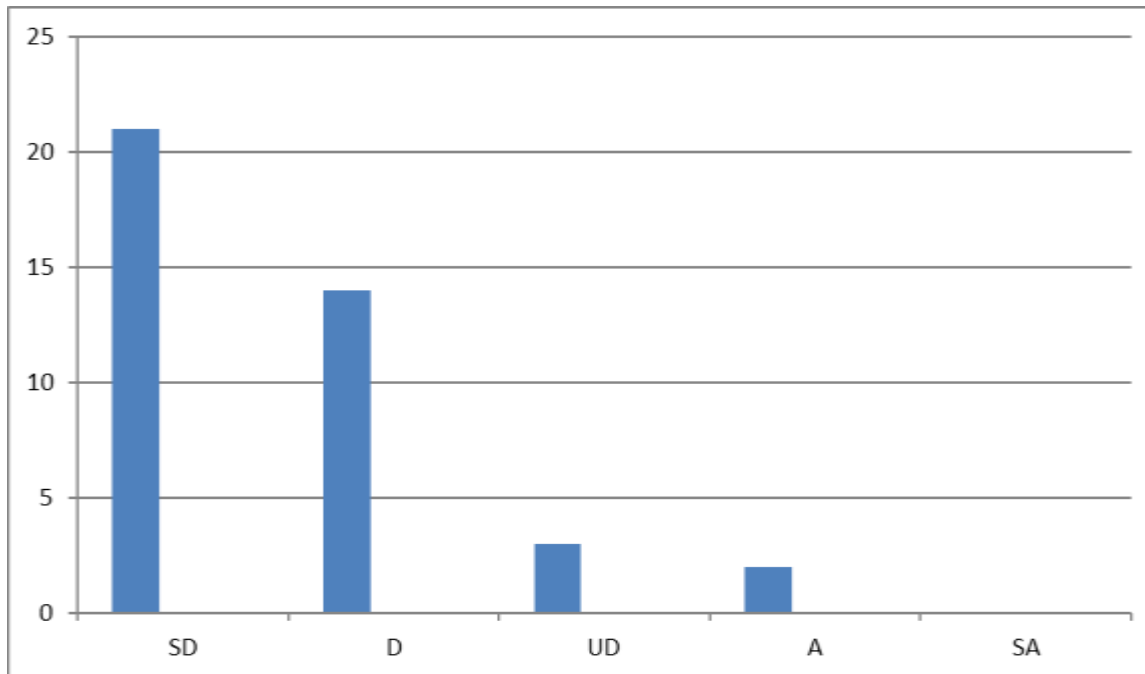


Chart 5: Diagram for the fifth item in the survey

According to the above diagram, the largest number of respondent was strongly disagree that community development and self reliance do not create various employment opportunities in communities, and only 3 were undecided and 2 i.e. (2 & 0) were agree with the statement.

**Q6. I am fully satisfied with current community self reliance services**

Table 6: Descriptive statistics for the six item in the survey and frequency

	Frequency	Percentage
SD	6	15%
D	18	45%
UD	14	35%
A	2	5%
SA	0	0%
Total	40	100%

According to above frequency and percentage above, out of 40 respondents, 34 i.e. (6 and 18) were not fully satisfied with the current economic self reliance services in their communities, 14 respondents were undecided and only 2 respondents were happy with the statement.

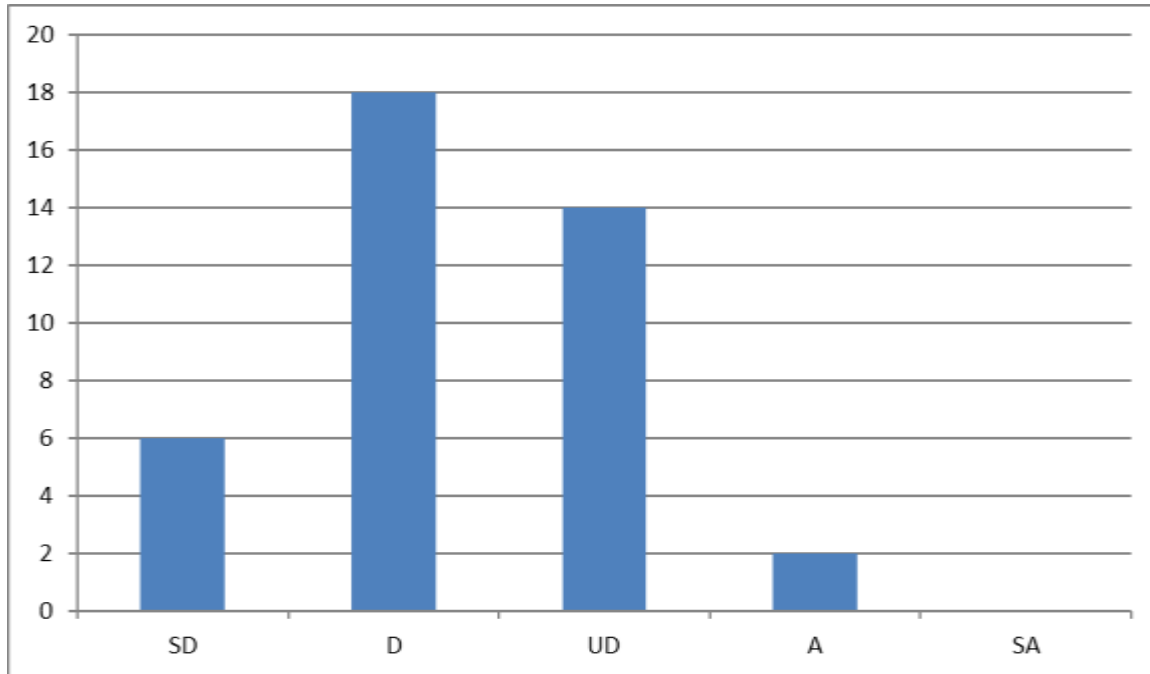


Chart 6: Bar diagram for the six item in the survey

According to the above bar diagram, there are many undecided, the largest number of respondents satisfied with current community development and self reliance.

*Q7. The good politician proved good community development services*

Table 7: Descriptive statistics for the seventh item in the survey and frequency

	Frequency	Percentage
SD	15	37.5%
D	14	35%
UD	2	5%
A	7	17%
SA	2	5%
Total	40	100%

From the above table of percentage and frequency out of 40 participant 29 respondents i.e. (15 and 14) were not agree with the statement, only 2 respondent were undecided and only 9 i.e. (7 and 2) were not agree with the statement.

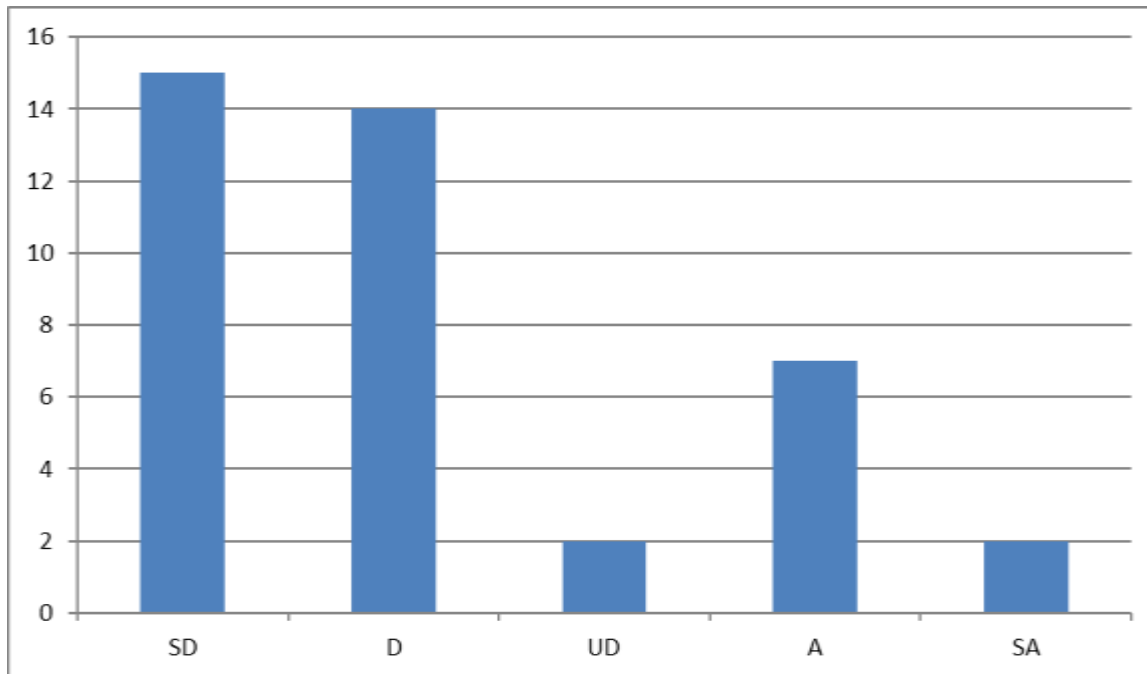


Chart 7: Bar diagram for the seventh item

According to the above table of frequency and percentage 28 respondents i.e. (16 and 12) did not agree that politicians proved bring community development services to the people of the communities, and only 4 were undecided while 8 respondents i.e. (6 and 2) were strongly agree with the statement.

From the above table or diagram it reveals that largest number of respondents do not agree with the statement, saying politicians provide enough community development services very few are undecided and only 8 agree with the statement.

*Q8. I am satisfied with the community services provided by the Government*

Table 8: Descriptive statistics for the eight items in the survey frequency percentage

	Frequency	Percentage
SD	16	40%
D	12	30%
UD	4	10%
A	6	15%
SA	2	5%
Total	40	100%

According to the above table of percentage and frequency out of the 40 respondents 29 i.e. (15 and 14) were not agree with the statement and only 2 were undecided and only eight 8 respondents were agree with the statement.

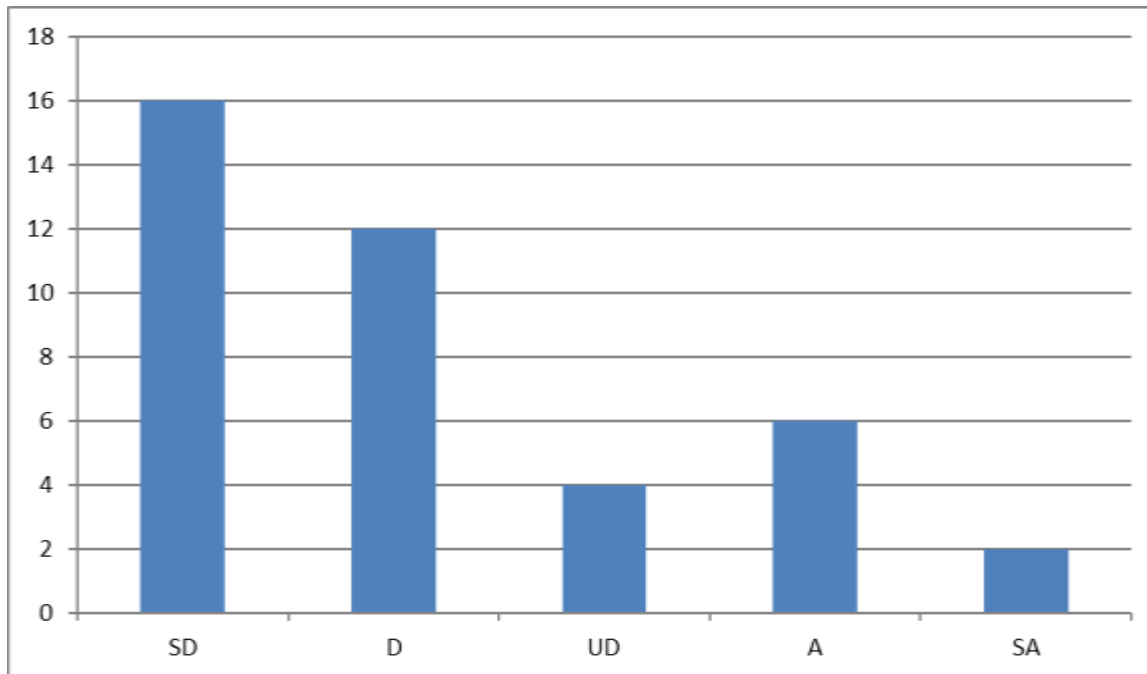


Chart 8: Bar diagram for the eight item in the survey

According to the bar diagram, the largest number of participant did not satisfied with the government provided good community services to the populace of the state and very few from the respondents acknowledge with the government community services.

Table 9: Pearson’s Product Moment Correlation

	Scale of percentage
Motivation of people person product moment	0.986
Cc (retail)	0.000
Total	

According to the above table, there is a strong positive relationship between the peoples of the communities and their community development pearson’s value of 0.978 (Pammer, 2022). In line with  $p > 0.05$ , therefore, there is a significant relationship between the dependent and independent variables.

**Average of Peoples Communities Motivation**

According to Johnson et al (2021), there four level of motivation, “Because “You Told Me To” is level 1, Because You Want to” is level 2, Because I want to is level 3, and Because it makes a Difference is level 4.

Level 1 signifies that peoples of the communities do their community services because they were told by the government to do all their good community work services in the community. At level 2 people of the communities do their community development services because they want do it. For the sake of development of the communities. At level 3, the peoples of the community feel a great sense of responsibility in their community development services. At level 4, the people of the communities believe in their work and become engaged in it because it will no doubt create the differences.

However, from the questionnaire designed, for the research, the respondents gives the following responding,

Level	Frequency
Level 1: “Because you told me to”	22
Level 2: “Because you want me to”	6
Level 3: “Because I want to”	10
Level 4: Because it makes difference”	02
Total	40
Average	21.30

Above table reveals that 22 peoples of the community do their community work services because there were told to do so, while only 6 peoples of the community do it because they want it, and only 10 people of the community do the work because they want to do so, and only 2 people do the work just to crate the differences Scatter plot of peoples motivation, the dependent and independent variable and their performance in the community services

### **Motivation of the peoples**

The scatter plot above reveals that the point fall very close to the regression lines, indicates the positive linear relationship between the peoples of the communities motivation independent variables and their performance, the dependent variable, when independent variable increases, the dependent variable will also increases and vice versa.

The sample linear regression analysis better expresses the relationship between the dependent and independent variables  $f(13.8) = 1,476.901$ ,  $p < 0.05$ . In this regard peoples motivation toward the development of the community about 91.02% of the variation of their performance whereas the error term account for 3.7%, this reveals that peoples motivation significantly predict community development and self reliance services in the community.

### **CONCLUSION**

The research study reveals that the peoples of the community who constitute the sample of this study are not motivated in creating good community services rather, the engage in the community development services to please the government and their community leaders, it is finally concluded that peoples motivation have strong relationship with creation of various employment opportunities at various communities in Katsina metropolis, Katsina State.

#### **Hypotheses**

From the answers result received obtained from various respondents provided by 40 respondents in the survey, the researchers have accepted the hypothesis Hi1 and Hi2, which say they hypothesis that peoples are not motivated in their communities and that people motivation is correlate with their government performance.

Hi1: Peoples are not motivated in their community

Hi2: There is correlation between motivation of peoples of the communities and good performance of the government for the people.

### **RECOMMENDATIONS**

1. The government focus on providing inceptive rewards for the peoples of the communities or putting special attention in creating various employment opportunities in Katsina metropolis, Katsina State.
2. Creating good social welfare will develop all the local communities in the state.
3. Professional development provided the peoples of the communities with the opportunities to go above and beyond the knowledge in enjoying good atmosphere at various communities in the state.
4. The study will serve as a means through which effective Community Development and self-reliance can be a strong predictors for success in tackling the rate of unemployment in Katsina State.
5. The research findings will help in enhancing sustainable level of implementation of NGOs programs to create various employment opportunities in Katsina state.
6. The research findings will also help in identifying the problems responsible for the adequacy of community development and self-reliance programs in the state.
7. The Study will also provide effective ways to overcome the challenges of community development and self-reliance programs in Katsina Metropolis.

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