CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Rural development or transformation has remained a burning issue in development efforts all over the world. This would probably remain so for several reasons. In developing countries including Nigeria, majority of the people live and find their means of livelihood in rural communities which are considered the single most coherent socio-political unit next to the family (Chiegwe, 2007). Furthermore, rural areas are characterized by high level of illiteracy, poverty, ignorance, disease, low income per head, poor infrastructure and poor living conditions. The situation makes life uncomfortable and has continued to fuel the mass influx of people from rural areas to the urban centres (Nwobi 1997; Osunde and Omoruyi 1999). Rural transformation is currently considered to be a very virile means of stemming the tide or scourge of rural-urban migration. Consequently, the problem of developing rural communities is now a major concern in the development planning of developing economies. Adewale, Obanewa and Asokhia (2002), observed that the popularization of rural development and transformation as government policy in Nigeria is aimed at integrating the rural populace into the national development process, The author add that, in this way the idea of rural development is fast growing as a priority in the basic human needs of rural people.

In the last three decades, successive governments in Nigeria have found life in rural communities most unbearable and intolerable. The situation is accentuated basically by poor economic base, lack of financial resources and the fact that the rural populace, who constitute about 70 per cent of the entire population, have benefited relatively little from government programme on rapid economic growth the country has witnessed over the years. This has prompted successive governments to undertake the provision of development programmes and planning (Esenjor, 1992; Oduaran, 1994; Anyanwu, 2002). Besides, the problem of underdevelopment is given expression in the great disparity between the rural areas and urban areas. This further lays credence to the increasing demand for rural transformation in development planning. The situation of underdevelopment also accounts for the reason for development policies of past governments with emphasis on rural development.

Rural development is seen as a systematic process geared towards improving the living conditions of rural dwellers through the provision of rural infrastructure. According to Jibowo (2005), rural development programmes involve the provision of infrastructural facilities, particularly feeder roads, rural water through earth dams, deep wells and boreholes. The policy of rural development by government seeks to effectively ensure that the efforts of various community organizations are united with those of government to bring about the needed improvement in the socio-economic and cultural well-being of the people in the rural areas as well as integrate them into national development process. Rural development emphasizes the

involvement of the people themselves and community initiatives. It also endorses the provision of financial and technical assistance by the various level of governments and the encouragement and motivation of relevant international organizations to support community-driven programmes or projects.

The broad goal of the rural development policy of the Federal Government according to the National Policy on Rural Development (2004) is geared towards establishing an organized system of service delivery at the community level that will enable the people to become self-reliant and to participate fully in the development of the country. Essentially, the policy on rural development seeks to ensure that the communities are fully integrated into the life of the nation through the development and promotion of specific community development programme or project.

According to the Blueprint of the National Community Development Policy, (2004) rural development programme is specifically aimed at achieving the following objectives.

- encouraging cooperation between communities, government and the private sector participation in the improvement of the living conditions of the rural communities;

- fostering the spirit of communal efforts and initiatives in the improvement of the socio-economic conditions of the rural communities.

- assisting the local or rural communities in organizing themselves to embark on self-help projects;

- educating and stimulating individuals and groups to accept change for the improvement of their living standard.

- encouraging inter-communal interaction that will promote exchange of ideas for social, economic and cultural development of the communities;

- Creating effective capacity building opportunities at the community level in order to upgrade the skills of the people and their quality of life.

- encouraging the spirit of patriotism and

- resolving conflicts between communities.

It is obvious from the points highlighted above that government's rural development policy advocates strongly people's participation. Rural development in this case means humanization. The focus and aim is to make the poor more human; lift them out of degrading and dehumanizing socio-economic conditions of oppression such as: unemployment, ill-health, superstition, ignorance and give them a chance of living a better and enhanced life. This means a process of encouraging and motivating the people and enabling them analyze their problems and find solution to them through their own initiatives (Freire, 1973)

Believing strongly in the need for collective or cooperative efforts in the socio-economic and cultural transformation of rural communities, the Nigerian government has evolved a bewildering array of rural development strategies including the establishment of institutional framework, the development and strengthening of local structures and institutions and

encouragement of outfits claiming to be rural development agent. Colossal amount of money has also been invested in rural development programmes.

In the 1970s, there was a tremendous improvement in the efforts of government in promoting rural development. During the third National Development Plan period (1975-1980) conscious effort was made by the Federal Government to translate official recognition given to rural development into action-oriented project by integrating it into the national development planning framework (Oduaran, 1994). This recognition and renewed interest of government was given expression in the establishment of various institutions namely, the Directorate of Food, Roads and Rural Infrastructures (DFFRI); Community Banks, to mention but a few. In broad terms, Directorate of Food, Road and Rural Infrastructures which was established in 1986, was given the mandate to improve the quality of life and the living standard of the rural dwellers through the execution of projects such as the construction and rehabilitation of roads, promotion of productive economic activities, provision of pipe-borne water and rural electrification. Ostensibly, DFFRI's development approach was predicated on the philosophy of effectively mobilized mass participation starting from the grassroots to all parts of the country. This was also apparent in the mandate given to community banks. The objectives of the community banking scheme include:

- the promotion of rural development by providing financial and banking services as well as other facilities to communities inadequately supplied with such services;

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- rapid enhancement of the development of productive activities in the rural areas and raise the improvement of the economic status of both the rural people and the rural areas;

- promotion of the emergence of an effective and integrated national financial system that responds to the needs of the whole economy from the community level through to other levels of government;

- inculcation of disciplined banking habits among the masses of low income workers in the country, especially those in the rural areas and;

- Fostering the spirit of community ownership and use of economic assets and the maintenance of such facilities on a sustainable basis (Olumeyan, 1993 and Omiunu, 2005).

These efforts of government then were targeted towards raising the living condition or standard of the rural people and their communities by alleviating their degenerated condition of impoverishment and neglect. Rural communities till date have continued to witness the out-pouring of rosy and beautiful development slogans and initiatives from government. It is expected that the people's urge for development will be cultivated and united with those of government in the quest for an accelerated development of the rural sector.

There is no denying the fact that laudable efforts have been made to accelerate rural development in the country. For example, an attempt to extend health care to rural people or community in the country led to the introduction of Public Health Care programme (PHC) which covers maternal and childcare, family planning and immunization. According to Filmer,

Hammar, Pritchell (2002) and Imhabekhai (2009); other efforts include the introduction of the Better Life For Rural Women in September, 1987, the establishment of the Directorate for Food, Roads and Rural Infrastructures (DFFRI) in May 1987, the initiation of Family Support Programme (FSP) in 1994, the Economic Advancement Programme (1996) and the establishment of Community Banks in 1991. The establishment of Community Banks was a fall out of rural community banking which was introduced in 1977 (Imhabekhai, 2009). To give force to the efforts of Government in the area, the Nigerian Agricultural Cooperative and Rural Development Banks (NACRDB) was established and charged with the responsibility of providing micro-credit loan scheme to rural populace. We have also witnessed the National Poverty Eradication Programme (NAPEP) aimed at making life more bearable or palatable, especially in the rural communities. These efforts led to the introduction of Youth Empowerment Scheme (YES), Rural Infrastructures Development Scheme (RIDS), Natural Resources Development and Conservation Scheme (NRDCS) among others. The states have not been left out in the efforts aimed at promoting the well-being of the rural dwellers. The national policy has also been carefully articulated and entrenched in the States rural development plans. A number of programmes have been initiated and implemented based on the policy thrust as a means of promoting the socio-economic and cultural life of the rural populace. The rural development efforts have been very pronounced and widespread. In this regard, the renewed efforts according to Omoh (2003), crystallized into the National Economic Empowerment and Development Strategy (NEEDS).

This plan was to foster people-oriented development programme throughout the country.

In the real sense, the nation's urban-biased development approach adopted before now has not helped matters. This has resulted in the peripheralization or decline and marginalization of the rural region. In the same vein, Imhabekhai (2009), observed that rural Nigerians are often excluded, marginalized and deprived in the area. The area they live in lack basic social amenities such as portable water, good road, health care, good schools, good housing as well as infrastructural facility like electricity. This has been a source of worry and concern for well-meaning Nigerians considering the fact that the rural populace constitutes the greater proportion of the nation's vital resources. The 1991 population census of the country put the distribution of the population between rural and urban settlements at 56,703,765 people or 63.72 per cent as rural populace, while 32,288,455 people or 36.28 per cent as urban dwellers. This shows that a larger proportion of the Nigerian population live and find their means of livelihood in the rural areas as over 65% of them are involved in Agriculture Yet, rural areas have suffered untold neglect, decline and marginalization.

One of the most remarkable attributes of traditional rural communities was their regular resort to collective community effort as a means of meeting common challenges. For many centuries through this indigenous arrangement, communities were built and fortified for their collective security; roads were constructed, bridges were built to facilitate transportation, and forests cleared to make way for farmland and boost

agricultural activities. Before the advent of the white-man or colonial rule, the Nigerian communities had perfected this local mechanism through which the people identify common needs, mobilize existing human and material resources for meeting the identified needs and execute them collectively. This communal system helped to inculcate in the young ones, the spirit of self-help and self-reliance, while also frequently reinforcing the idea that the members of each community were the primary architects of their own destiny (NYSC 20 years of Service Report, 1994).

Attempt at redressing this decline in infrastructural facility and promoting development led to increased interest in rural development. The renewed interest in rural development in recent years is also accentuated by the realization that the bulk of the Nigerian population, (64% to be precise) are rural dwellers (Imhabekhai, 2009). It is true that a situation where the greater proportion of the nation's population and vital resources for development are poverty stricken and cannot play the expected active roles in development activities, will make the rate of development to remain low.

A lot of efforts have been undertaken particularly in Edo State to promote desirable changes that would usher in meaningful living standard for the rural people. These efforts have gained expression in the provision of a number of projects initiated for the people in Edo State. A great number of projects have been reportedly executed throughout the state. For example, in Edo Central, programmes executed include: erosion control, the building of civic centre, renovation of primary schools, building of town hall, health centres, provision of electricity, rehabilitation of roads and provision of bore

hole. In Edo South, the projects/programmes executed mainly include, the provision of bore-boles, electricity, creation of access road, construction of primary school buildings, construction of a modern town hall, health centre, construction and capacity building in terms of financial and technical assistance to local communities, while in Edo North, projects such as market, town hall, electricity, tarring of roads, construction of bridge in Okaigben-Ewohimi and Esiori-Evha, school buildings, creation of access roads, health centres and school library in Okpe/Ijaja have been executed.

These programmes are provided to raise the quality of life of the rural people and alleviate the undesirable 'conditions of impoverishment and neglect. The success of the programme depends largely on community participation or the involvement of the people. The propensity of the people's involvement or participation also depend on their perception of the programmes. The people's perception is useful in ensuring the success of such programmes. If the people perceive the programmes as useful and meant for their own good, it can help to ginger them into working to ensure that the programmes succeed and also accept them. This is one of the ways the programmes will be expected to impact positively on their lives.

Interest in rural development programmes as means of improving the socio-economic development of the rural areas is increasing or has continued to gather momentum. There is the dire need to obtain empirical evidence through the perception of the people who are involved in the implementation of the programme to ascertain whether or not the desired progress is being achieved or can be attained as regards the efforts being made to promote

desirable changes that would usher in meaningful living standard for the people. This is the task which this study seeks to accomplish.

1.2   Statement of the Problem

There has been a lot of propaganda on the rural development programmes in Edo State. Some people have asserted that inspite of the plethora of programmes which reportedly have been executed by past governments in Edo State, there appear not to be any concrete evidence of their impact. On the other hand, some others have argued that the programmes have impacted positively on the people. It is therefore, not certain what the true situation is. Besides, adults in rural communities are major stakeholders in the programmes. Their participation is expected to play significant role in ensuring the success of the programmes. Furthermore, adults' input as major participants have not been taken into consideration in the daily routine review or assessment of the programmes. Yet, adults input in terms of their view on the programmes implementation is necessary in seeking to improve the quality of the programmes and ensuring that they achieve the purpose for which they are provided. In the circumstance, therefore, it is proper to obtain empirical evidence on the implementation of the programmes based on the views of the adults in order to ascertain the true situation of things. Hence, the central problem being investigated in this study is: What is the perception of adults involved in the programmes on the implementation of the rural development programmes, especially in terms of their usefulness and the extent to which the people are involved?

1.3   Theoretical Framework

The theoretical framework of this study is hinged on the sustainable development theory, the comparison/goal analysis theory and the perception theory.

1.3.1   Theory of Sustainable Development

This theory was developed against the background of the criticism leveled against the Basic Needs theory which led to the search for an alternative theory that can fully explain the issue of development. The establishment of the United Nation's Commission on Environment and Development in November 1983, and the subsequent Earth Summit led to the official adoption of sustainable development approach to development (Jegede, 1997).

The idea of sustainable development is predicated on the assumption that any development model that fails to consider the place of nature in development will either fail or fail to sustain humanity (Nwangwu, 2001). In essence, the major aim of sustainable development model is to create harmonious existence between man and his natural environment. Sustainable development model or theory places emphasis on the quality of life of the people. The theory believes that any development activity that does not impact positively on the life of the people and make adequate allowance for the development of future generations cannot be regarded as development in the real sense.

Sustainable development emphasizes qualitative survival of individuals and organisms in a given society and the quality of life of future

generations of that society in particular. The theory criticizes the indiscriminate and indiscrete exploitation and utilization of societal resources without recourse to sustainable living or without regard to the future of generations yet unborn. It also preaches against the culture of personal accumulation of resources such as properties, land and wealth of one member or a group of people at the detriment of others in the same society. It advocates equitable or even distribution of resources in a given society. Thus, it gives recognition to the practice of communism. The task of equitable distribution of resources may not be easily attained. This is because nature itself did not distribute natural resources equally. Nature did not provide resources evenly in the same society. To this extent, nature seems to have favoured or permitted uneven or unequal distribution of resources (Oladapo 1999).

Sustainable development theory stresses the importance of nature and resources to the inhabitants of a given society. Thus, the inhabitants of a given society must be made to understand the fact that they are supposed to co-exist with the natural resources available in that society. They are to see the nature as co-inhabitants of the society and not a thing to be depleted or utilized without making effort to replace it. Consequently, inhabitants of the society are to defend their existence so as to be able to leave a better quality of life for generations yet unborn. By implication therefore, people's perception of their environment must be re-oriented. People must be conscientized about the importance of their natural habitat or environment

and the need to sustain or keep it for future generation yet unborn to benefit from.

Sustainable development is the goal of rural development efforts. It is crucial to rural development efforts because government seeks to promote rural development with a view to improving the quality of life of the people while at the same time ensuring that the life of future generations is not jeopardized. Rural development can only succeed if it can improve the quality of life of the people and help promote the spirit of sustainability in them.

Furthermore, rural development programmes are expected to emphasis qualitative survival of all citizens in the community, and the quality of life of future generations in particular. In seeking to achieve this, the people must practise communal living that can guarantee or ensure equitable distribution of available resources and promote collective efforts for ensuring that the planned process of change is achieved.

1.3.2 The Comparison/Goal Analysis Theory

This theory sees evaluation as a means of comparing the objectives of the programme with what has been achieved within a stipulated time period by carefully reappraising the obtained outcomes with expected outcomes, thereby generating information on how to close the existing gap between what is and what should be. The Goal Analysis Theory/Model is appropriate for evaluative studies on projects for adults such as rural development programmes and agricultural extension development programmes.

Figure 1 explains the theory.

New Desired Performances

Revision of Programme

Actual Performance

Programme

Stated   Performance

Goals

Improved Living Condition

(programme standard)

Discrepancy
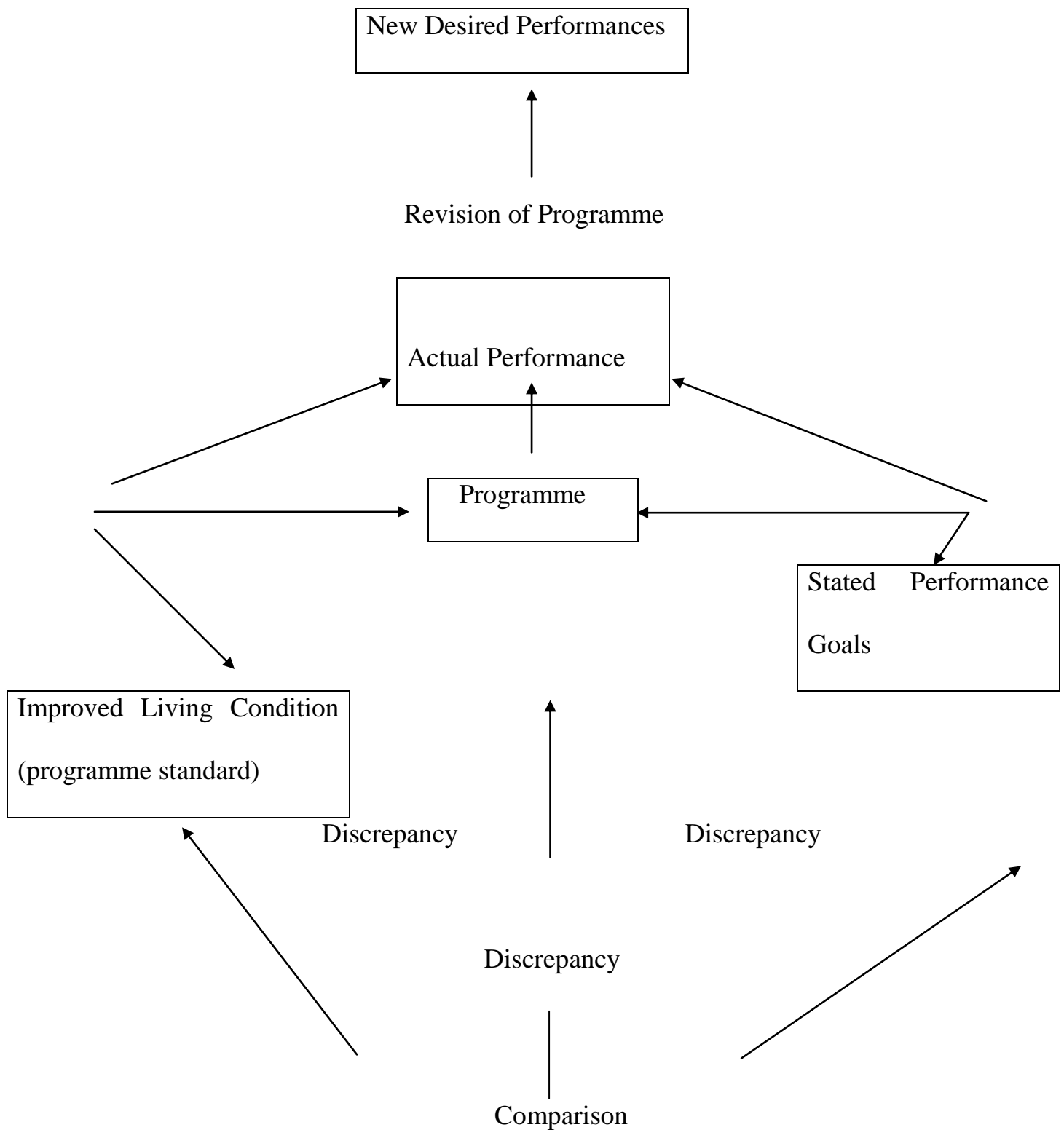
Discrepancy

Discrepancy

Comparison

Figure I: Schematic view of Comparison/Goal Analysis Theory
Source: Tyler (1954)

The figure I shows how the implementation of rural development programme should be evaluated. The figure shows that the process should focus on comparing actual performance of the programme implementation with intended outcome. The theory suggests looking at the implementation of the programme to determine if there is any discrepancy in terms of the stated goals in order to provide feedback that will improve the standard of the programme.

This theory was propounded by Tyler (1954). The theory conceptualized that evaluation of programmes should focus on ascertaining the extent to which the actual outcomes agree with the expected outcomes as a means of determining the success or otherwise of the programme. To that extent, the independent variables consist of the changes that occur as a result of the manipulation of the independent variables. Here, it is seen as the outcomes in the study as given expression in actual performance in terms of improved standard of living for the people.

1.3.3 Stufflebeam Multivariate Model

The stufflebeam evaluation model constitutes part of the decision-oriented model. The model was propounded in 1972 by Stufflebeam. It is often or commonly referred to as CIPP model. The model is structured by the decision to be made. In the model, we talk of evaluation of context (C), Input (I), process (p) and Product (P). The major instruments and techniques that have been used in the model are questionnaire, observations, readability indices, experimental studies and cost effectiveness analysis. The variables that may be determined under this type of evaluation are:

CONTEXT/INPUT

- Facilitators quality, quantity, predispositions.

- Participants – intellectual ability, socio-economic background, cognitive style

- Environment – setting for the programme, administration, economic resources, and cultural settings.

PROCESS

- Materials/Equipment – nature and strategies for development

- Change agent technique – change agent, material interaction, change agent/participant interaction and participant – material interaction.

- Supportive strategies – change agent training, interaction with policy makers resource person.

PRODUCT

- Cognitive, effective and psychomotor outcome for each of the participant, change agent and innovation in the programme.

These areas constitute the focus when applied to the evaluation of programme, particularly development-oriented programme.

In employing the Stufflebeam multivariate model (i.e. the context of – input-process-product model), the context was used in order to provide information on the setting of the programmes that will enable planners make planning decisions. The input was used to provide information on requirements and strategies to be employed to solve the problem encountered in the attainment of the objectives of the rural development

programme. Since the implementation of the programme has begun, the process evaluation model was used to assess the effectiveness of the methods and procedures applied. The product evaluation model was employed to determine whether or not the objectives of the programme are being attained and also provide a basis for interpreting the outcome of the programmes.

1.3.4 The Perception Theory

Under this, three kinds of theories have been proposed to account for the way percepts are identified and given which is the major reason people perceive situations differently. They include:

- Template Matching Theory

- Structural Description Theory

- Analysis-by-Synthesis Theory

According to Neisser in Travers (1989), Template matching theory is similar to matching a particular percept with a composite photograph of related and similar previous experiences. A second theory states that recognition takes place in terms of the distinctive features or attributes. Considerable proof supports this theory. One form of the feature analysis theory is referred to as a structural description theory. The third theory of recognition is that known as analysis-by-synthesis, which represents more than one theory. There is some evidence that some perception may take place through an analysis-by-synthesis process.

However, for the purpose of this study, an evaluative study of the perception of the adult on rural development projects in Edo State, it has

been discovered after careful study and consultation; that the template matching theory is found to be most suitable for this study. The relevance of this theory is extensively discussed elsewhere in this section.

The Template Matching Theory

This particular perception theory has been found out to be the oldest of all perceptual theories (Neisser in Traers 1989). According to this theory, one may structure a tree as an object against the background of its surrounding and then attempt it by trying to match it with other representations of trees stored in memory. The representations of trees stored in memory are templates, and if a reasonable match with one of these is achieved, the object is identified as a tree.

Template matching theorists sometimes make the assumption that each previous experience is stored separately and the new experience is matched with the recorded previous ones that fit best. The assumption here is that the capacity of the nervous system to store information is vast. This probably seems implausible and at variance with most authorities, which suggest that the nervous system does not have a vast capacity for information storage. There is, however, another kind of template matching theory that does not make such extra-ordinary demands on the nervous system.

The alternative template matching theory postulates that the traces of previous experiences are not stored separately, but are somehow consolidated into a composite trace. An analogy to this is a composite photograph of a group of people, which is produced by photographing paper on one of the negatives separately for a short time. Such composite

photographs according to this theory brings out differences in appearances between groups of people. There is a possibility that an analogous kind of consideration may take place in memory and may result in the information of a limited number of templates. This form of template theory has plausibility that has appeal to many psychologists.

Based on this analysis, it is clear why people perceive situation, event, object, idea, phenomenon etc differently. This can be traced to how they are able to interpret ideas and information already stored in their memory and how they can match new ideas with stored ones.

In Edo State for instance, different people may have perceived differently the activities of the rural development projects or programmes strictly because of how they can match their new ideas with their previous ones. It might not be out of place for instance that some people in the communities may have perceived the activities of the rural development projects as political while others may see it as people oriented.

This theory stresses the relevance of public knowledge of projects or implementation in the community. This help individuals to perceive ideas and situations correctly. There must be proper and adequate strategies put in place to sensitize the people in order to avoid the problems of misperception and misconception.

When and how our psychology is implicated in the perception process and what exactly the process of perception are, as well as whether our perception go beyond reality are issues that template perception theory tend to explain. It tends to provide an understanding and conceptualize the

process of perception as a relationship between the external and internal. The understanding of the relationship herein assists the individual in making decisions or judgments on any issue. This explains why the individual physiology and psychology are said to influence his perception. What is crucial in the perceptual template of the individual is the concept or idea conveyed in the process. This constitutes the perceptual field which makes up the environment that will affect the sensory physiology of the individual. The perceptual field of individuals is specific and for some individual, might share some common perceptual feature. This makes the interpretation of any perceptual field totally an act of the observer. Any interpretation however, goes beyond the immediate act of perception. The speed with which we can and do perceive objects such as houses or buildings, roads, tables etc, marks the fact that considerable processing is involved and the physiological aspect of perception interwoven with activation of thought. Beyond the perceptual field, there are mechanisms that result in perceptual field at a time and at a particular place. This perception or perceptual field is the result of state of reality as perceived by the perceiving species. The term reality refers to that perceived by the perceiver. In the case of human, it is their personal reality, their unique interpretation of events. But reality with big "R" refers to that beyond a perceptual field. Reality, perceptual field and the changes in the perceptual system of the perceiver are aspects of the physical universe. In the case of virtual reality, the reality may be trees and sky. This term denotes the three aspects of the physical universe implicated in the perceptual event. There is also a reacting pact which is a particular part of an individual

directly involved in the environment. In humans, it is known to be the part of the brain and nervous system. Sight perception depends on the flow of photons in through the pupils and absolved in the retina. The photons exist beyond the confines of us, and without them, there can be no sight perception. Therefore with the operation of our senses, we do know that there is something that can and is influencing the sensory mechanism. Modern perceptual reality is a testimony to the extent our senses can be manipulated. It can reasonably be postulated that hearing, vision etc each involve different neurons. Besides these perceptual system can be active without any psychological factor. It is very difficult for people to engage in any interpreted perception. It is clear from the analyses that there are two levels of perceptions. There are immediate perceptions which are direct and indirect perception. The immediate perception move beyond perceiving things such as when one attends to what he is perceiving. It is strictly physiologically driven and a more normal perception of psychological factors. The mechanisms of immediate perceptions are set of physical events in the physical universe. The external reality is generating a perceptual field that is influencing eye which in turn is influencing the neurons of the visual cortex. The visual cortex is the reacting part. Immediate perception means that the individual immediately perceives reality through a perceptual field. If one is observing a perceptual field and that field changed and yet that field cannot affect his physiology, then for that individual, there was no change. The universe will remain as it was prior to the change. For humans, there is another whole dimension to the perceptual act involving the interpretation

and classification of perceptual events. All I seek to show is that sight perception is not possible without photons and that photons influence the neurons involved in sight. Analysing the events and objects of every day existence is difficult because if there are some aspects of reality that underline perception, then analyzing everyday experience will amount to analyzing those factors at their most complex stage. This will make clear perception inevitably difficult if not impossible. Therefore an obvious failure of sight perception is the absence of photons. For perception to be possible, the perceptual field need not be uniform. However, it must have certain characteristics for perception to be possible. The perceptual system of the individual is both physiological and potentially psychological. An event is first an immediate perception consisting of objects in the physical world. In the absence of an observer, there is no event, then it can be speculated that an event occur which produce the observed effects. But such observations are speculative on the part of the observer because nothing can eliminate all the uncertainties associated with them. In other words, probability is not certainty. Therefore all perception is observer relative because immediate perception changes the bases of all perception and includes changes in the perceptual system of the observer.

Within the theory, all acts of perceptions are events. In this case, the event is every detail and the whole scene. One large perceptual event consists of multitude of smaller and smaller perceptual events. An individual reflects on issues viewing it through its templates or window to form it into a whole.

Conclusively, perception shows the relationship between the intensity of physical stimuli and their perceptual effects. Perceptual experiences often shape our beliefs but these perceptions are based on existing beliefs. Perception therefore is not a bottom-up process, instead our brain uses what is referred to as predictive coding in the templates for making comparison and developing an impression. The process of perception routinely alters what we see. When people view something with a preconceived idea about it, they tend to take those ideas and see them whether or not they are there. Preconception can therefore influence how we perceive things. A time-to-goal information is the fundamental percept in perception.

The Relationship/Linkage of the Perception Theory to the Study

The importance of this theoretical framework to the study stem from the fact that it shows how people react, behave, assess and interpret ideas, event, objects etc. Therefore, it throws light on why people perceive differently.

Also, this theory portrays the rural adults or people as historical and social beings. This means that it is impossible to ignore the background of the adult people which explains their observational, cultural and sociological composition. It is this cultural foundation that their forms of behaviour and perception of reality are composed. It is therefore, necessary for any rural development initiative to take into cognizance the cultural universe of the rural dwellers before embarking on any development activity.

Furthermore, the theory also revealed that the process of communication and dialogue is symbiotic. This enables the individual to

perceive correctly without any form of misconception. This was shown clearly in the following observation: "For dialogue is not to invade, not to manipulate, not to make slogan, it is to devote oneself and the other to the constant transformation of reality" (Freire, 1976).

Based on this theory therefore, It is believed that the rural development projects in Edo State are those that meet the yearnings and aspirations of the community. This will provide or help the people to have a template that can be used to match their new experience and also encourage full participation, and make the projects or programmes people–oriented and promote all round development in the area. This theory has shown that the perception of people is important in assessing the relevance or usefulness of development-oriented programmes or projects. It will enable us understand the essence of precept or perception and why the perception of the people may vary or differ on the issue.

Purpose of the Study

The purpose of the study was to;

1. Identify the types of rural development projects embarked upon or provided in Edo State;

2. Determine how the adult perceive the projects or programmes in terms of their usefulness;

3. Ascertain the adults overall rating of the implementation of the programmes;

4. Establish the perception of the adults on the extent to which the rural populace are involved in the implementation of the programmes;

5. Investigate the extent to which objectives of the programmes have been achieved as perceived by the adults;

6. Ascertain the views of adults on whether programmes initiated and implemented are durable;

7. Determine if the implementation of the programmes has impacted positively on the lives of the people;

8. Identify the adults perceptions of the strategies employed for the implementation of the rural development programmes/projects.

1.5 Research Questions

In order to resolve the major issues raised in the statement of the problem, and achieve the purpose of the study, the following questions were formulated to guide the study

1. What types of rural development projects are provided in Edo State?

2. How do the adults perceive the projects?

3. What is the adults overall rating of the execution of the programmes or projects in terms of the level of success?

4. To what extent are the rural populace involved in the execution or implementation of the projects?

5. What is the adults' perception of the extent to which the objectives of the programmes have been achieved?

6. What is the adult perception of the state of duration of projects provided?

7. Do adults perceive the programmes provided to have any positive impact on the life of the people?

8. What are the strategies employed for the implementation of the programmes as perceived by the adults?

1.6 Research Hypotheses

The following hypotheses were formulated for the study.

Ho_1: There will be no significant difference in the perception of male and female adults on the type of rural development projects executed in the three Senatorial Districts of the State.

Ho_2: The perception rating score of the adults on the usefulness of rural development projects provided will not be significantly different in the three Senatorial Districts.

Ho_3: There is no significant difference in the perception score of the adults across the three Senatorial Districts in their overall rating on the execution of rural development projects in terms of the level of success attained.

Ho_4: Male and female adults will not differ in their perception score on the extent to which the rural people are involved in the implementation or execution of the projects in the three Senatorial Districts.

Ho_5: Male and female adults perception score on the extent to which the objectives of the programmes have been achieved in the three Senatorial Districts will not be significantly different.

Ho_6: There will be no significant difference in the perception score of the adults on the extent of durability of the projects provided in the three Senatorial Districts.

Ho$_7$: The projects or programmes implemented have no significant impact on the lives of the people in the three senatorial districts of the State.

Ho$_8$: There will be no significant difference in the perception score of adults in the three senatorial districts on the strategies employed for the execution of the projects.

1.7 Scope/Delimitation of the Study

This study focuses on evaluating the implementation of rural development programmes based on the perception of the adults populace who are reportedly involved. The rural development programmes of interest includes poverty alleviation programmes comprising of income generating projects, provision of skill development programme, and provision of bore hole, market, schools as well as rural animation programme initiated to promote and enhance the quality of life in rural communities. The opinion of the adults as major stakeholders was explored in relation to the various development projects provided in the area, to ascertain the level of usefulness, the extent of attainment of the objectives of the programmes, extent of involvement of the rural dwellers, the level of performance as well as the strategies employed for their implementation.

1.8 Limitation of the Study

One of the limitations of this study arises from the fact that it focuses on Edo State. This is only one state out of the thirty-six States, including the Federal Capital Territory, Abuja. As a result of this, it will be pretty difficult generalizing with the findings made beyond the area of study. In other

words, this situation may limit the extent to which generalization can be made with the findings of the study.

Another potent limitation came from the scarcity of information on rural development programmes/projects performance or implementation and the general public apathy towards providing vital information for research. There is paucity of information arising from few empirical studies carried out to evaluate the implementation of development-oriented based programmes in rural communities. Generally speaking, people are scared and skeptical in volunteering information when it comes to research.

The other limitations are time and financial constraints. The available and financial resources were grossly inadequate. This partly explains why only one (1) state was chosen for the research. The findings of this study may, therefore, be limited in terms of application of findings and recommendation. This would require that the study be replicated in other parts of the federation

1.9   Significance of the Study

This study is significant for a number of reasons. In the first place, it is expected to provide new sets of data based on empirical study on rural development programmes implementation. It is also hoped that the data to be generated will assist policy makers and implementers of community development programmes to take appropriate measures that would ensure proper or successful implementation of rural development programmes.

As a corollary of the above, findings made will help to raise the level of people's awareness of the need to identify with, and participate in the implementation of rural development programmes.

Also, the findings of the study will provide government agencies, non-governmental agencies and members of rural communities with vital information that will enable them take a decision as to whether or not to evolve new strategies for implementing rural development programmes in the state. These new strategies will serve as models which could be tried out in other rural communities in Nigeria.

Furthermore, it will help policy makers evolve and adopt measures that would ensure the programmes are not only successfully and effectively implemented, but also durable for the benefit of future generations.

Besides, to the best of the researcher's knowledge, only a few evaluative studies of government projects in the rural area have been undertaken. Even then, none has been comprehensive and holistic. There has been periodic evaluation by some of the implementers of these programmes after implementation as a routine process. This study is therefore, significant because it looks at the overall government intervention in rural areas of Edo State. Consequently, new data generated and analysed will yield better insight into problems and prospects of implementing rural development projects by government's change agents.

1.10 Operational Definition of Terms

In the course of this study certain terms were used in a sense intended to reflect the nature of the investigation. In the context of this study, the under-listed terms are defined in order to avoid ambiguity and misinterpretation

Adult: These refer to persons who are involved in rural development projects in the State. They include the rural development personnel and rural adults dwellers who part-take in the execution of the programmes

Perception: This is used to mean the sensory experience as expressed in the opinions or views of the adults on their understanding of what and how they see the various issues relating to rural development programmes implementation.

Effectiveness of the Implementation of Rural Development Programme: This does not refer to the availability of specific activities initiated but, how the stakeholders perceive the actual delivery or execution of the activities initiated. It is possible that the activities and plans for their execution have been made available and strategies may vary from one locality to another.

Rural Development: Here, refers to the processes undertaken to bring about innovative ideas to full realization. The process of transforming poor/rural condition into a modern place for people to dwell/live.

Programmes Implementation: This refers to the process of delivery of the activities initiated to bring about the desired improvement in the life of the people or their overall well-being.

Rurality: A small settlement made up of people who have agreed to come together, share the same culture and work collectively towards the attainment of a common goal.

Rural Setting: This refers to a settlement basically agrarian and occupied by a group of people majority of whom are peasant farmers.

Evaluation: Evaluation is used to refer to the process of ascertaining the usefulness, worth, relevance of programmes or projects or an activity. The process is based on how the people or beneficiaries of the programmes perceive it.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the existing literature was reviewed under the following broad headings:

- Conceptualizing Adult as a Concept

- Thoughts/Perspectives on Programme Evaluation

- Periscoping Rural Development

- Issues of Rurality and Development

- Issues of Evaluation

- Approaches and Models of Evaluation

- Perspectives on Problems of Rural Development Implementation.

- Problems of Rural Development

- Studies/Perspectives on Perception

- Review of Related Empirical Studies and Trends in Rural Development

- Summary of Literature Review

2.1   Conceptualizing Adult as a Concept

The concept of adulthood is one of the most difficult terms to define among adult education practitioners. It has not always been easy defining the word "adult" because of the inherent variations involved in its conceptualization across cultures. Even the same culture, the word adult is

used in varied senses. This has been the greatest problem scholars within the discipline have had to contend with. This explains why there has been a lot of controversies in the definition and explanation of who is an adult. The difficulty involved in arriving at a universally accepted definition of adults made scholars develop a list of parameters for delineating adulthood.

One of such criteria is the historical criterion. This perspective of adulthood refers to the adult as one who is able to correctly recall or give accurate account of past and crucial events in his country.
However, it is not uncommon to find children give correct and accurate account of event in their country due to knowledge explosion and almost individual access to information. Based on the historical criterion, such children should be regarded as adults. On the other hand, there have been instances where someone who has spent a considerable length of years on earth is unable to recall past events in his country simply because he/she has been away for a long time. By all societal standards, such a person is matured enough physically, psychologically and otherwise to be seen as an adult. Based on the historical criterion, such individual cannot be regarded as an adult. But will that be proper? This is the issue that this criterion has not been able to resolve.

The chronological criterion is another index for defining an adult. This criterion considers adulthood based on age. This is the most common and most popular index used all over the world for delineating adulthood. For instance, the Nigerian constitution regards age eighteen as the chronological age for adulthood. Any child therefore that attain this age is regarded as an

adult and so is answerable to any action taken and eligible to vote. However, such individual cannot be voted for or seek elective position until he or she attains the age of twenty-one years. Within the same Nigerian polity, an individual cannot be voted for as president of the country until he/she has attained the age of fifty (50) years. As could be seen, there are different ages for defining adult in the society. Similar situation obtains in other cultures. There is at present, a specific age universally accepted for defining an adult.

There is also the economic criterion. Oladapo (1999) quoting Oduaran, stated that an economist will define an adult as somebody who is economically independent and responsible to himself/herself also others. This situation is also not free from controversies as it can be interpreted in different forms and diverse ways. There are cases of very many children who have no parents but have to hawk wares on the street and market places to fend for them selves. Many survive on such activity and in doing such menial jobs. The question now is: Can these children be regarded as adults?

The psychological criterion comes next. The psychologist will define an adult as one who is bold enough to stand before a crowd and talk. An adult is somebody who is able to control his emotions and is psychologically confident. An adult from the psychological perspective is one who is very brave. He is someone who is always ready to help others, enjoy doing good and most importantly, keeps his head when others are loosing theirs.

However, it is common to see children perform these roles. Nowadays, it is not uncommon to see children stand and address a gathering or participate in debate and speak intelligently and confidently too. In the

same vein, there are persons who have attained the age of about sixty years who cannot address a gathering or express themselves or talk confidently in public. Can we now regard a child who is able to do this as an adult and the sixty year old as a child?

Another criterion often used to define an adult is the biological/ physiological criterion. The biological criterion considers adulthood based on physical appearance and biological changes that are observed in the individual. Physically, an individual is regarded as an adult if he/she is physically matured and biologically developed. In other words, all the features must be physically developed. If the individual is a boy, he must developed pubis hairs and be mature enough to impregnate a girl but may not be mature enough to marry. If a girl, the individual must have been menstruating and the breast must have become big enough physically and must be capable of becoming a mother. Other signs of adulthood based on this criterion include wrinkled skin and grey hair. The adult is biological impaired in sight and hearing, he/she can no longer walk as fast as he/she used to because the bones have become stiffened and disintegrated. The wrist becomes stiffened and rigid. There are lots of problems associated with this criterion for defining an adult. For instance, nowadays, children develop faster than expected. There are instances of a 9 year old girl giving birth and an 11 year old boy impregnating a girl. There have been improvement in human development due to improvement healthcare and hygiene and good medication or medical care for individuals. These children cannot be regarded as adults. Besides, some children because of their experiences in

life can grow older that their real age. All these signs associated with adults like grey hair, wrinkled face, stiffened wrist can appear in an under age or children because of the stress of life. Can such children be regarded as adults?

As could be seen, the use of the various criteria has not been able to help us arrive at a universally accepted definition of an adult. The use of these criteria is certainly in adequate in delineating adulthood. This is because it is very difficult to draw a thick line of demarcation between childhood and adulthood. Hence Oladapo (1999) citing Okedara, adulthood can only be defined by the society to which an individual belongs. This is in line with UNESCO (1976) is definition in which an adult is regarded as someone who is so regarded by the society to which he/she belongs. This means that adulthood is relative since an adult in one society may not be regarded as an adult in another society.

In most societies, adulthood is attained in stages. There has never been a uniform stage for attainment of adulthood. Based on this, only the society can determine who is an adult.

However, to enable determine who an adult is, a number of criteria has been put forward. They include

- So recognized by the society to which he/she belong

- Physically matured

- Economically independent

- Socially responsible

- Politically responsible

- A spouse, a parent or an active citizen. (Oduaran 1991).

Therefore, for an individual to be regarded as an adult, he/she must be seen to be of age, must be very composed and comported, have a means of livelihood and must be prepared to contribute to national development, the environment and the people therein. He/she must be broad minded and always prepared to discharge his/her civic responsibilities and carry out his/her societal roles responsibly. He/she must be physically matured, economically and socially responsible.

2.3 Thoughts/ Perspectives on Rural Programme Evaluation

In Programme evaluation, evaluators believe that there are certain important issues that should be examined and articulated in the process for the purpose of improving the programme. According to Obashoro-John (2004), these issues open up the procedure and evaluation models that will be employed. Quoting USAID (1997) and Knox (1986), she identified these issues as effectiveness, impute, evidence, benefits, frequency, feed – back, economic efficiency, sustainability, relevance, replicability, commitment, objectivity, objectives, standard and values. She stressed that these issues and ideas about evaluation cannot be ignored.

In relation to rural development programme evaluation, Sabhlok (2006) observed that a consideration of these issues or their recognition in the course of rural transformation will promote people's well-being. Similarly, Fernand (2006) opined that since the focus of rural development is people's well-being; these issues must be incorporated into the process if it

must be perceived to meet the yearnings and aspirations of the people and promote self-reliance and better quality of life.

This means that people's participation in rural development programme implementation is at different levels. The levels could include the initial stage of assessing needs, programme planning to the stage of evaluation or assessment of efforts made. This view was also corroborated by Gaonkar (2004), when he said that people's involvement is crucial at the initial and later levels of development efforts.

In every human activity, people are expected to take crucial decisions and whatever decision that is taken wisely or otherwise determines the quality of progress they make in terms of advancing the course of their development. States, communities, local government and individuals are often involved in this process in relation to the development of their areas. This, according to Imhabekhai (2009), explains why evaluation of the process must be carried out to ascertain the extent to which such decisions have produced the desired effects or impact in the lives of the people. In essence, evaluation of programme made in connection with group related activities must take into cognizance the role of the generality of the group as a collective social action. This again justifies the assertion that progress is better assessed by the people themselves (Gaonkar, 2004).

It is obvious that from the foregoing, the task of evaluating progress in relation to group activities must take into consideration the involvement of the people if such task is to be valued and taken seriously. This undoubtedly help the local people to initiate, control and take corrective action. This is

the programme learning process as described by Obashoro-John (2004). This process promotes self-evaluative, adaptive, simple and qualitative approaches or strategies in the evaluation and monitoring process through local people's involvement.

The crucial issue in rural development programme evaluation is who measures change and who benefits from learning about this change. Hence, Estrella and Gaventa (2000), noted that in evaluation of programme, measuring change has different purposes, depending, however, on the needs and objectives of all the stakeholders. These basically include:

- Improving project planning and management,

- Strengthening organization and promoting institutional learning and

- Informing policy formulation and further implementation efforts.

This again lays credence to the belief that the group, that is, the stakeholders need it to become more accountable, giving them the chance to speak out about local impacts, motivate them to sustain local initiatives and manage conflicts capable of evolving in the process and, also assess ethical and environmental performance (Sahdok, 2006).

Evaluation of community-based programme from the standpoint of major stakeholders will aid monitoring for action; help those involved to take appropriate decisions and actions, gives room or enable them redefine development and its impacts and create a communication channel between those in power and those living with the consequences of development decisions; allow the people to celebrate success and learn from failures, empowers the people and put them in charge as well as help them develop

skills which show that their views count. These constitute very crucial issues in participatory evaluation framework. Fernand (2006), argues that this is particularly true in the case of evaluation and monitoring of macro-finance project for rural communities. This speaks volume and is crucial for effective participatory evaluation activity at the grassroots level. This implies that stake-holders voice should form an integral part of a project or programme evaluation framework or design since it seeks to give local people voice to create and determine expected results.

Another crucial issue in the assessment of programme with particular reference to impact is that the stakeholders are better placed to provide information on whether the ultimate development goal of the programme has been accomplished, the knowledge of the unintended and intended impact and any differential impact among subgroups. Furthermore, the evaluation procedure is expected to provide more adequate evidence and to improve the soundness of judgement. This is so because, according to Imhabekhai (2009) and Omoruyi (2008) people usually associated with programmes are better placed to provide the needed evidence on programme effectiveness. This evidence, based on achievement may be used for programme improvement.

More importantly, the views or opinions of the stakeholders in the assessment of the programme draw attention to who receives evaluation result. It is important that there is continuing internal feedback to give room for adjustments in on-going programme. It should be ensured that periodic

feedback on programme implementation effectiveness gets to those who need such information for decision-making.

Secbohm and Gilchrist (2008) also posit that the long term financial, institutional and environmental sustainability or duration of programme, that is, how self-sufficient or independent the programme/activity is, is better determined through the stakeholders perception. This they argued will enable programme implementers manage operation and take strategic decisions to solve any problem that may evolve. One crucial decision that must be taken is whether or not the programme can survive without external assistance or imput. This crucial decision can be facilitated through the information made available by the major stakeholders. This point was also amplified by Falayajo (2004) that sustainability is better assured and assessed when it is related to the target audience. This is because they can tell if improvement has actually occurred. Those who are affected by evaluation must, therefore, participate in the process because this will ensure the likelihood of result usage (Scotish Community Development Centre Report, 2006).

From the foregoing, it is obvious that the involvement of stakeholders in the assessment or evaluation of community-based activity is very crucial. Scholars agree that stakeholders involvement ensure or foster participatory evaluation process which helps in promoting planning and management and also strengthens organization and institutional learning. More than anything else, such effort helps to develop skills which show that their views count and in the long run lead to or inform policy formulation.

2.4 Periscoping Rural Development

In the Nigerian context, rural development is often used interchangeably with rural transformation. Quite often, rural development is preferred. Omoruyi (2008), observed that the commonality of the usage of the concepts presupposes that special development schemes are provided for the rural areas against other areas. However, the two concepts can be conceived differently because development assumes a wider dimension than transformation.

According to Akinola, Majoyomi and Folarimi (2001), to some people rural development has to do with the provision of amenities and infrastructural facilities in the rural areas. This includes facilities and services, market facilities, Hospitals, Clinic, and Dispensaries, Schools and Electricity etc in the area. However, Oyaide (1989) observed that the installation or provision of infrastructural facilities all over the rural areas does not by itself constitute rural development. Eheazu, (1987) argued that in which ever way the concept is described, it involves a process of development in the rural context which seeks to bring about positive economic, social and cultural changes aimed at raising the living standard, quality of life and dignity of the rural dwellers. To that extent, rural development in essence would refer to the process of transforming the rural area economy with a view or aim of satisfying the material needs and aspirations of the rural masses and promote individual and collective interest to participate in the process of development. Rural development also involves bringing about improvement in multi-sectorial activities like

agriculture, rural industrial promotion, provision or creation of infrastructure, the establishment of structures that will allow for mass participation. It seeks to bring about improvement in the living standard of the rural masses with a view to encouraging and stimulating the people to participate in the restructuring or transformation of rural area. Its objective therefore, is to ensure improved income distribution, full and productive employment, increased productivity, improve food for self sufficiency and the provision of basic amenities and needs. This presupposes that rural development focuses on both physical and non physical improvement for the people. The non physical aspects borders on the promotion of charge that will enable them participate meaningfully in the planned process of change for their community.

In this regard, Lodermilk cited in Anyanwu (2000), described rural development as a continuous process of planned social, political and economic change in rural social structure and organization which provide for adequate incentives, production possibilities, and services to help the rural people achieve higher level of living, knowledge and skills. It is therefore, targeted at maintaining or helping to modify physical and social environment of the area as well as maintain progress to establish and implement development activities over time.

Based on the aforementioned points it can be inferred that rural development aims at improving the living standard of the rural populace majority of whom are low income earners and making their process of development self-sustaining. It is a broad-based process of reorganization of

the rural areas which seeks to mobilize the masses for meaningful participation in the planned process of change as a means of enhancing their capacity to cope effectively with the daily tasks of their lives and with changes as a result of that. This, according to Omoruyi (2008), implies that rural development cannot be seen solely in terms of growth in economic or productive activities and income but also in the light of its close association of transformation in the prevalent economic and social structure. In seeking to promote rural development, the rural masses or populace are educated with a view to eradicating factors of low agricultural productivity, poor farming techniques, unfavourable traditional attitudes, ambivalence in the initiation and adoption of new methods, uneven land distribution system and the phenomenal migration of the more energetic youth to the town. Hence, the ultimate goal of rural development is the improvement in the well-being or quality of life of rural populace.

2.5   Issues of Rurality and Development

It is not easy defining the term 'rural'. There are different ways of looking at the meaning of the word. In other words, the term has been the subject of different interpretations. The reason according to Imhabekhai (2009), is that the term could assume economic, sociological, ethnic and racial connotations.   Sometimes, the term is limited to spatial and occupational contexts and the degree of desegregation in social service (Dakin cited in Omoruyi 2007). With relation to the populations living in small areas of low density, there are wide variations in the cutting point used operationally to distinguish rural from urban societies. The authors adds that

there is no agreement on the qualitative attributes that distinguish a rural from an urban society. All this explains why the term 'rural' has been viewed in different ways.

In addition, recent researches have shown that some of the characteristics that were earlier regarded as indices of rural societies may also be found in the urban cities. One of such characteristics is close relationship. This was initially the characteristics of rural area, but today it is now a feature of urban areas. Again, the migration of people from the rural areas to urban areas has recently increased the linkage and interdependence of the rural and urban.

Before the 1970s, rural areas in Africa, were characterized by lack of good roads, poor ventilation in homes and buildings, lack of electricity, lack of pipe borne .water, hospitals and other social and economic infrastructural facilities. Today, most of these social and economic amenities are now available in rural areas. Besides, people now have access to information through the mass media. These improvements are traceable to government effort since the 1980s as many leaders or government tried to develop the rural areas. In Nigeria for instance Oladapo (1998), reported that different programmes like rural electrification, provision of bore hole in rural areas, road rehabilitation and rural health care delivery system have been introduced into the rural areas. All these projects or programmes have given the rural areas a new and better look. It is now difficult to differentiate rural areas from urban centres using the indices of lack of social amenities as yardstick. This explains why the only two demographic variables of

absolute size and density of settlement are now being used to describe the concept of rurality. In other words, rurality is now being or currently being defined in terms of population. It is in this light that Philip quoted in Idode (1989) states that rural Nigeria is measured by a spatial index indicating the percentage of population living in the rural areas and by an occupational index, showing the percentage of the labour force in agricultural occupation. For this reason, it has been pretty difficult to tell which Nigeria population proportion is urban and which is rural. The 1952 Nigeria population census used about 5,000 people or over to delineate an urban area. By simple inference therefore, any locality, town, village, inhabited by people or persons numbering at least 5,000 people can be referred to as an urban area. Whereas a place with a population that is less than 5000 people will be regarded as a rural area. In this case, the issue of the geographical area or landscape of such a locality becomes immaterial in considering the meaning of rurality.

The Nigerian second National Development Plan (1970-1974), estimated at about 20 per cent of the total population of Nigeria as urban dwellers. This estimate was in line with the specifications for identifying a rural area as provided by the 1963 census. In the document, a town with a population of 20,000 people and above was classified as an urban area, while a town with a population of less than 20,000 inhabitants was seen as a rural area.

In its simplest form, therefore, rurality is used to describe a small geographical area as distinct from large settlements of towns inhabited by

people, majority of whom are peasant farmers and where activities are mainly agrarian in nature. Hence, Idode (1989) argues that economic activities within rural areas depend directly or indirectly on the exploitation of land which centres mainly on farming. What is being emphasized in the explanation of rural area include elements of population size, economy and solidarity.

Many Scholars have advanced many and varied explanation of development. A critical review of the literature, according to Oduaran (1994), suggests that development as a concept takes on integers and is, therefore relative. It is a concept that is also value loaded. It is generally and frequently seen as almost a synonym for improvement or growth. The value senses in which development has been used include economic, political social and even cultural.

In the 1950's and 1960's development was used purely in the economic sense. In this regard it was conceived in terms of the capacity of a national economy whose initial economic condition has been more or less static for a long time to generate and sustain the annual increase of its gross National Product rates of five to seven per/cent or more To Davo, quoted in Anyanwu (2000). Its emphasis was on growth in economic and tangible sense with a corresponding improvement in the living condition of the majority of the people. There is no mention of the forces stimulating the process of growth or implied change. It was in the light of this Okafor and Onokerhoraye (1985) referred to development "as the growth per capital Gross National Product (GNP). They add that development is a planned

alteration of the structure of production and employment in such a way that the contribution of agriculture to both declines, while the contribution of the manufacturing sector and service industry grows". This view of the authors was predicated on the belief that the overall per capital Gross National Product would pass down to the people in the form of employment as a necessary condition for the proper distribution of the economic and the social dividends of development.

It was later realised that there could be growth without development. A consideration of the human element in the conception of development is very important. Human beings are subject and not object. Hence to Adewale (2001), they cannot be treated as animal and mineral resources. He argues that to do so is to grossly distort the real meaning of development. He stressed that real development must depend on the balanced growth of the person, both as an economic being and as a social being. This view as expressed by Adewale corroborated and re-echoed the views expressed by Hanbison in 1975 who, while describing development said:

> *that the wealth (development) of a country depend*
>
> *upon more than its natural resources and material*
>
> *capital, it is determined in significant degree by the*
>
> *known ledge, Skills and motivation of its people.*

This understanding led to the adoption of an alternative approach to the conceptualization of development. Consequently, the multi – dimensional process which includes changes in structural growth, the reduction of inequality and eradication of absolute poverty, gained

expression in the new conception of development. Emphasis is now placed on remarkable and sustained improved socio – economic, political and cultural well – being of the people. Real development is therefore, measured in terms of human development index. Properly conceived, development implies:

- ❖ The introduction of new ideas into a social system to produce higher per capital income and better standard of living for the people.

- ❖ Man's capacity to expand his own consciousness and his power over himself, his environment and his society.

- ❖ The power of the people to solve their own problem with their own wisdom, experiences and resources;

- ❖ The optimum realization of the well – being of people in their community.

This means that development when properly conceived should be seen as capable of leading to the realization of the well – being of persons in the community. Thus, when we examine the concept of development within the context of rural development, the emphasis is on the process of development and its effects on the people. The process must also imply the perception of a problem or what can be termed the people's felt – need' which normally generates a feeling of worry and this worry becomes a driving force, propelling the people to move on the path of learning something about the problem themselves and their environment using the technique of communication. The overall aim of development should be the improvement of individuals or members of a community and their living condition.

2.6   The Issue of Evaluation

The concept "evaluation" has been viewed differently by various scholars.   The divergent views on evaluation have been the product of the type of programme, the objectives of the programme, the approaches adopted for the actualization of the programme and the purpose for which evaluation is defined. Besides, educational evaluation is considered a rather recent field of scientific enquiry (Borg and Gall, 1979; Chinapah and Miron, 1990).

Initially, evaluation was seen as the measurement of learners' academic achievements in a subject. Recently, however, according to Bhola (1979) and Obanya (1981), emphasis shifted to evaluation of programme in which the testing of learners for achievement and attitudes constitute only a small part. Akinyemi (1997), quoting Nachimus views evaluation as an objective, systematic and empirical examination of the effects which programmes have on their target in terms of the goals they are meant to achieve. Similarly Bhola (1979), referred to evaluation as the process of judging the merit or worth of something. Guba and Lincoln (1990), made a similar observation when they defined evaluation as the process of describing an evaluand (i.e. the entity being evaluated) and judging its merit and worth. "Merit" as used here means the inherent goodness of something, while "worth" means the comparative usefulness of something in a particular context. While relating evaluation to development work, Anyanwu (1992), referred to evaluation as a process of assessing what development is resulting or has resulted from whatever programme a community has

undertaken. In essence, to him, evaluation is a form of assessment of the results of human actions and achievement. To Jones (1980), evaluation is the process of collecting data about the outcomes of a programme of action relative to the goals and objectives set in advance of that programme. In viewing evaluation this way, its purpose is clearly spelt out. When we are evaluating, we are simply asking the questions 'How are we doing or faring?' 'Are the goals of the endeavor we embark upon likely to be achieved?' If no, what can we do about it? 'If yes, how can we improve on what we are doing?'

A broad definition of evaluation was provided by Stufflbeam cited in Imhabekhai (2009), when he defined it as the process of delineating, obtaining and providing useful information for judging decision alternatives. In another development, Omoruyi (2008) quoting Alkin, describes evaluation as the process of ascertaining the decision areas of concern, selecting appropriate information, and collecting and analyzing information in order to report summary data useful to decision-makers in selecting among alternatives.

Evaluation could further be seen as the process of determining the extent to which the objectives of a programme is being accomplished. The review of the existing literatures on evaluation appear ,to support the view of evaluation as a study that is designed and conducted to assist some audience to judge and improve the worth of some educational object. In addition, some common theme can be seen or observed in the above definitions that can be amplified.

First, evaluation must generate information. This information must be defensible. It should have the quality of being exact and precise. Thus, evaluation should be organized. Most importantly, the information provided must be useable in the improvement of some development, educational or training programme. This orientation of collecting 'information for decision', according to Yoloye (1978), is the most important characteristics of evaluation theory today and its most note-worthy feature.

Secondly, there are different interest groups principally sponsors, experts and beneficiaries who should be concerned about the procedure and outcome of an evaluation exercise.

Thirdly, evaluation should be done in relation to the objectives set in advance of the entity being evaluated.

Fourthly, evaluation process should be supported by well managed, adequate and reliable information system.

Finally, evaluation is not a one-shot affair coming up at the end of a programmes but a process which runs throughout the various stages involved in a programme development and implementation.

The current thinking, therefore, considers evaluation as an all embracing exercise which involve analysis and examination of resources put into a programme. (Bhola 1989; Ohinapah and Miron 1987; Fajonyomi 1985 and Obanya 1981).

Types of Evaluation

Numerous categories, types and kinds of evaluation have been proposed and promoted. Some categorizations of evaluation are highly theoretical and are

rooted in models. Other categorizations are in values – internal evaluation or external evaluation; and controlled versus participatory evaluation. The commonest way of categorizing evaluation according to researchers like Tyler (1950) and Bloom (1971), is to group it into formative and summative evaluation.

Formative Evaluation

This type of evaluation is used during the actual execution stage. Ofoegbu (1997), opined that this type of evaluation involves continuous data collection. Analysis and interpretation of data have to be undertaken to answer the question of how is the programme doing? According to Bloom (1971), to monitor a programme' progress, the indicators measuring the programme output have to be compared with certain criteria. He also identified three general approaches to interpretation:

output indicators are compared with the target expected to be achieved by the programme within a given time. The targets are essentially estimates of the number and type of services that should be provided if a programme is to achieve its objectives;

If it is not possible or desirable to set targets, then an alternative approach is to compare the indicators with the criteria of the baseline rates that existed before the programme was implemented;

Going by the third technique, the outputs from the different activities or components within the programme are compared with each other. This is a management by exception technique, whereby the programme manager measures the output of each programme, compare them regularly and take

appropriate action by learning from the successful components and correcting the failure of the poor performers. The purpose of formative evaluation therefore, is to improve performance through provision of constructive feedback and remediation. In the same vein, Ughamadu et al (1991), observed that an obvious value of formative evaluation is that it provides reinforcement. When successful outcomes take place it also identifies weakness that need remediation. Okpala et al (1993), opined that the task of formative evaluation is to identify potential problems, describe and monitor programmes activities as well as the teaching/learning process.

Thus, the main concern of formative evaluation is to ensure that the programmes succeed through quality control, adequate monitoring of progress and trial testing of material or inputs. In other words, fortmative evaluation is employed to monitor the progress of the programme and to serve as a means of feedback, and enable the planners to restructure the progress or procedure used for implementing the programme. Examinations, interviews, observations etc may be used to obtain information about the programme performance during any formative evaluation. In fact, Ofoegbu (1997), defines it as a systematic evaluation in the process of curriculum construction, teaching/learning for the purpose of improvement. It takes into consideration the programmes input in terms of facilities or resources and outcomes and helps in guiding the development process of the programme

Summative Evaluation

Okpala et al (1993), observe that summative evaluation focuses on the overall effectiveness of a programme. They add that the summative

evaluation does not pass value judgment on the worth of a programme but merely provide a summary report about the effectiveness of the programme, unexpected outcomes and comparisms with alternative programmes. Summative evaluation comes up at the end of a programme. Here one measures the effect of an intended programme.

2. 7   Approaches and Models of Evaluation

Many different models of evaluation have been proposed by specialists in the field. There are many different evaluation models because different specialists have undergone somewhat different experiences in learning and doing evaluation and have used different values and world views in reflecting on their experiences.

Evaluation models are different because they have emerged within different programme settings; within formal education or within out-of-school and non-formal education settings; within mental health settings in an industrialized country or within family life education in the context of a developing country.

Some evaluation models emphasize a more synoptic view of evaluation, suggesting that we evaluate not only the behavior of our so called clients but also our own. Some others suggest the introduction of imagination to our evaluations so that we do not depend only on cold calculation. While some also suggest that the unanticipated consequences of programme action may be as important as the intended and the anticipated outcome. One can therefore, see a clear underlying value direction in the development of evaluation model in the last twenty years.

Some of the evaluation models often referred to in the literature of evaluation are discussed here-under.

Objective Oriented Model

This model of evaluation was proposed by Tyler (1954). This is perhaps the oldest of the available evaluation models in the literature. Evaluation done under this model seeks to make comparison of "intended outcome" with 'actual outcome'. In practical terms in this case, evaluation is equated with testing.

One good thing about this model is that the approach focused on outcomes − a concept most easily understood. Measurement here reflects clearly stated objectives. However, there are serious disadvantage to this model. The information generated by tests is too narrow to constitute a sound and comprehensive basis for judging the merit or worth of the total programme. Besides, information generated by the model is terminal. It is of little direct use for improving the programme.

The Context-Input-Process-Product (CIPP) Model and the EIPOL grid

The CIPP model is often associated with Daniel L. Stufflebeam, who has used this model in various evaluation studies. In this model Stufflebeam (1971), identified the four major educational decision that require evaluation namely, context, input, process and product. In this model popularly called the CIPP model, each of the four letters represents each type of decision. According to the model, the sole purpose of evaluation is to produce information useful for decision-makers. Using the four parameters of the

system (context, input, process and product), the model talks of four types of evaluation to provide information for four types of decision:

Context Evaluation

This is the most basic kind of evaluation. Its purpose is to provide a rationale for the determination of objectives. It defines the relevant environment, describes the desired and actual conditions pertaining to that environment, identifies unmet needs and unused opportunities and diagnoses the problems that prevent needs from being met. Context evaluation in seeking to diagnose the programme and provide essential basis for developing objectives whose achievement will result in programme improvement, begins with a conceptual analysis to identify and define the limits of the domain to be served, as well as the major subparts. Context evaluation involves appeal to theory and authoritative opinion to aid judgments regarding the basic problems which must be solved (Stufflebeam, 1971).

Input Evaluation

According to Stufflebeam (1971), the aim of input evaluation is to provide information for determining how to utilize resources to achieve project objectives. This is accomplished by identifying and assessing.

i.   Relevant capabilities of the responsible agency

ii.   Strategies for achieving programme goals, and designs for implementation of selected strategy.

Process Evaluation

The process evaluation is needed to provide periodic feedback to persons responsible for the implementation of plans and procedures of a programme once the designed course of action has been approved and implementation of the design has commenced. Process evaluation helps to detect defects in the procedural design and implementation, and provides information for improved programme decisions and also helps to maintain a record of the procedure as it occurs.

Stufflebeam cited in Eriakhuemen (2002), states that there are three strategies to be followed in process evaluation. The first is to identify and monitor continuously the potential source of success or failure of a project. These include interpersonal relationship among staff and students, communication channels, logistics, understanding of an agreement with the intent of the programme by persons involved in and affected by it as well as having adequate staff and proper time schedule. The second involves projecting and servicing the pre-programmed decisions to be made by project managers during the implementation of a project.

The third process evaluation strategy is to note the main features to be taught and the amount of discussion that takes place, and to describe what actually takes place. This information will be useful later, especially in deciding why objectives were not met and which might or might not be the fault of the design or the procedures adopted.

Certain points are worthy of note about the relation of process evaluation to the other types of evaluation. First, process evaluation is a

function of the extent to which context and input evaluation have been performed adequately. The more adequate the context and input evaluation, the more certain the project director can be of how well his design will operate, and the less critical is the need for process evaluation. Secondly, process evaluation is more important than product evaluation in the early stages of programme development as designs become less exploratory and more structured. However, there is inter-dependence between process and product evaluation. Process evaluation is needed for changes since the present process cannot be properly determined without knowledge of what effects it is producing. Thus, decisions for restructuring designs or procedures in projects are based upon process evaluation information. Process evaluation provides project decision makers with information needed for anticipating and overcoming procedural difficulties for making programme decisions and for interpreting project outcome.

Product evaluation

The purpose of product evaluation is to measure and interpret achievement/attainment at the end of the project cycle. The methods of product evaluation include developing operational definitions of objectives, measuring criteria associated with the objectives of the activity, comparing these measurements with predetermined absolute or relative standards and making national interpretations of the outcomes using the recorded context, input and process information.

Input and product evaluation can be distinguished easily. Input evaluation occurs prior to the operationalization of change project and

product evaluation occurs during and after the project. Product evaluation investigates the extent to which objectives have been or are being attained; while process evaluation assesses the extent to which procedures are operated as intended. Both types of evaluation provide feedback for controlling and developing change procedure process. Process evaluation makes it possible to determine if there is discrepancy in actual procedure from design, while product evaluation assists in determining whether objectives are being attained. Both kinds of information provide stronger reasons to judge whether a procedure should be continued as it is modified or completely recycled.

According to the author, corresponding to four decision types: context evaluation serves planning decision to determine objectives; input evaluation serves or provides structuring decisions to determine project designs; process evaluation serves implementing decisions to control project operation and, product evaluation serves recycling decisions to judge and react to project attainments.

Responsive Evaluation Model

Responsive evaluation model is associated with Stakes (1973). This model is concerned with acquiring information about institutions, programme/project, defining issues of importance, describing strength and weakness of the issues. It does not concern itself primarily with the stated objectives of the programme. All issues are considered important. Features of this model include:

(i)   Orienting more directly to the programme activities than to programme intents

(ii)   Responding to audience for information;

(iii) Concerning with variables that indicate value.

Stakes (1973), stressed that responsive model of evaluation takes a broad holistic view of the programme, reports descriptively than analytically, and make specific and special efforts to communicate with the learner, personnel and the audience. He noted that the guidelines do not appear in sequence but through interactions in a series of situation which becomes increasingly less informal. Stakes (1973), advised that evaluators using this model should operate more informally but systematically within the environment and interact with people drawing information and conclusions out of the observations and reactions of persons involved. Responsive evaluation depends largely on what is observed, anecdotes, opinions, impressions, discussion etc. Stakes warned that the final report should accurately and descriptively relate to actual performance, effects and attainment of the programme or institutions being evaluated. This model has some merits in that it takes into consideration not only the programme but those who relate directly to the programme such as the learners, the staff and the public for which the programme is meant to serve. Based on this model, it is not right to look at the programme content alone but to consider also the implementer and the consumer of the programme.

Commentaries on the Evaluation Models

All the models of evaluation reviewed here bear relevance to the evaluation of any educational programme, the one being investigated inclusive. It is obvious that not all the models are perfect but they all are useful because each of them has its focus on a specific aspect of the programme. For a comprehensive evaluation of an educational programme such as the one in question, the model that would be most useful shall be a synthesis of all the models so far reviewed. All the models meet the criteria set for programme evaluation. First, evaluation must be consistent with the objectives of the programme. Secondly, evaluation devices should be comprehensive. Tests and other evaluation material should be developed to realize the general outcomes of the curriculum rather than the specific information. However, lack of adequate instrument can be a great handicap to comprehensive evaluation.

The evaluation model employed for the conduct of this study is the Stufflebeam, multivariate model (i.e. the context-input-process-product model). The context was used in order to provide information on the setting of the programme that will enable planners make planning decisions. The input was used to provide information on requirements and strategies employed to solve the problems encountered in the attainment of the objectives of the rural development programme. Since the implementation of the programme has begun, the process evaluation model was used to assess the effectiveness of the methods and procedures applied. The product evaluation was employed to determine whether or not the objectives of the

programmes are being attained and also provide a basis for interpreting the outcome of the programme.

2.8   Perspectives on the Problems of Rural Development

The problems of rural development, particularly in developing countries like ours, are so enormous and intimidating that various countries or nations have continually grapple with plans, strategies, proposals and tried out various means of solving or dealing with them. Genuine efforts aimed at developing the rural areas must involve adequate and considerable attempts to mobilize the available human and material resources to bring about the desired change. The process of bringing about positive change desired in the rural area has been a very difficult one. There has been some problems that could be encountered in the process of seeking to attain success in this regard. In other words, a number of problems reportedly account for the inability to successfully develop the rural areas and achieve the goal of improved living standard for the people.

On his part, Anyanwu (2000) quoting Koiyen observed that the variety of rural development programmes and policies have been ad-hoc, fragmented, uncoordinated and often contradictory. He adds that the remarkable lack of continuity has turned the crucial actors in the programmes into mere pawns in the hands of government officials. Corroborating this view, Akinyemi (1992) observed that the rural populace has often been left out of the actual machinery for the implementation of rural development projects initiated. To this end, he submits, government strategy in fostering aggressive rural development and achieving complete

emancipation of the rural dwellers had failed to provide the driving force for ensuring sustainable rural development.

In a similar development, Oduaran (1994), Balten (1994), and Anyanwu (1991) attributed the problem of rural development to lack of fund, problem of proper coordination of the programme, lack of trained professionals or workers, problem of lack of dedicated, reliable and trustworthy leaders and the problem of illiteracy. These scholars and experts have consistently argued that the greatest problem of rural development arises from lack of dedicated, trustworthy and reliable leaders. The success of any development activity depend on the existence of a reliable, trustworthy and dedicated leader who will serve as a great source of motivation, a confidant and provide the type of leadership needed to effectively coordinate the programme and achieve the desired success.

It is seemingly clear that rural development effort is hampered by a number of problems. This probably explains the low pace of success achieved in promoting an enhanced standard of life for the people. Scholars agree as shown in the review above that the most common and popular of these problems include those of lack of reliable, trustworthy and dedicated leaders, wrong notion of what development activities is all about, ignorance, apathy, poor infrastructure, culture, value and belief system, lack of participation, lack of funds, lack or inadequate trained professionals in the area; lack of proper coordination of activities, lack of political will and the inability to duly consult with the people and involve them in the process. All

these make the attainment of the goal of rural transformation or development Herculean and cumbersome.

2.9 Studies/Perspectives on Perception

Perception implies the psychological process occurring in the brains of organisms. This leads to the organization and interpretation of sensory information received from the stimulus and integrations of sensory information. It is therefore, likely that wrong percepts may lead to wrong concept and interpretation, hence the psychology of perception. When several individuals confront an object or thing in their environment, the input of information that impinges on their respective sense organs e.g. eyes, ears, nose etc is the same for every individual though they perceive differently (Obashoro-John, 2004).

Perception therefore, is a cognitive process, which involves the process of identifying, discriminating, recognizing and judging objects, events, qualities or relations in the environment, by means of sensory information (Miller 1974). The end product of the process: perception according to Habib (1999), involves sensory encoding of information which produces learned and relatively stable mental conception of environment. It is therefore, not a mechanical response to environmental stimuli. Perception is a culturally subjective process.

Urevbu (1988), opined that to perceive implies to be aware of what is present to the sense. This is related to Gibson's position which states that there are five major information systems related to the human beings in the orientation to his external environment. These systems are the visual, the

auditory, the haptic, the taste-smell and the basic orienting system. Each of these five system consists of far more than a collection of receptors that await passively to receive information from the environment. They are active systems for the collection of information. In a nutshell, perception can be summarized as how we see, understand and interpret the situation around us.

Camille (1999), observed that since perception entails the process in which the brain interprets the sensation it received giving them order and meaning, this psychological interpretation of the physical changes must be well organized to produce a free flow communication network. To perceive therefore, is more than being conscious, because being aware is a normal way of being human. Freire (1976), observed that perception involves analysis. It is a way of seeing the world in a precise or almost precise way. "It involves a deeper reaching of the reality of common sense and beyond it".

Ideally, information about the rural development projects in Edo State are perceived according to the aforementioned, such as mental ability, cultural, economic, social variables. There are several possible ways for the grassroots to respond to developmental projects. When people take part in assessing their problems, resources and opportunities, they acquire information and enhance their awareness of the factors that play a role in their lives. Also, it is through the process of effective communication that the people can respond positively to projects in their communities.

Most people in the local communities have a negative perception and attitude to projects because of the huge gap in communication between the rural project implementation team and the rural beneficiaries (Nwagbara 2001). This has make it possible because of the excluded interaction between government or implementing agencies and the people, thereby making the grassroots apathetic to the projects in their communities.

2.10 Review of Related Empirical Studies and Trends in Rural Development Programmes Implementation.

A number of studies have been carried out on rural development programmes implementation, especially outside the country in places like United States of America, Britain and other African countries. These studies are considered relevant and of interest in Nigeria because it will enable us know the patterns or strategies employed in the implementation of rural programmes, what factors or issues are considered while planning and implementing and, the reasons why or the factors that account for the failure or otherwise of many development oriented programmes.

Sharon carried out a study on the effectiveness of the execution of development-oriented programmes in New Zealand in 2000. The aims were to find out the causes of the poor state of implementation of programmes. Five hypotheses were tested in the course of the study. Data were obtained from 610 respondents randomly selected. The instrument used for data collection was a questionnaire designed by the researcher. The data obtained were analysed using percentage and Z – test statistical tool. The study revealed that implementers of programmes in most cases lack the

understanding needed to effectively prosecute the execution of programmes. This situation they found was basically responsible for the poor implementation of development oriented programmes in New Zealand. They suggested that implementers of programmes should be given proper orientation regarding what is expected in the implementation of any programme. It was further recommended that some forms of professional development programme is needed to support the implementation of programme, especially curriculum implementation.

The measures obtained were used to determine the validity of the results derived through the questionnaire administered in the pilot study. Out of the thirteen teachers sampled, five (5) reported none or only slight implementation of the programme, three (3) reported some reasonable level of implementation, while five reported full implementation. This again proved that the programme was not effectively and successfully implemented.

Studies also carried out by Silbeman Fullan and Ponfret cited in Sunmonu (1992) and Okobiah (1998) revealed that development plans are often well conceived and articulated but that the problem is always with implementation of the programme. They also showed in their studies that those charged with the implementation are often ill-prepared for the job they are made to do. These findings point to the fact that there are some gap between plans as documented and experience at the level of implementation. In another study conducted in 1997 Osunde and Omoruyi assessed "the implementation of literacy programme in Benin metropolis. Four research

questions were formulated for the study. Data was collected, using 310 participants randomly selected from literacy centres in Benin metropolis through the use of questionnaire. The questionnaire which was a ten-item instrument was titled "Literacy Implementation Assessment questionnaire (LIAQ). The study utilized 304 usable questionnaires out of the 310 that were given out. Survey research method was used for the study and descriptive statistics comprising of frequency count and simple percentages were utilized for the analysis of data. The finding of the study reveals that the human and material resources available for the implementation of the programme were inadequate. It was also discovered that the participants valued the objective and see them as very good. However, the environment for the programme was found to be un-conducive and not stimulating for effective and efficient programme implementation. They recommended that the environment for implementation should be improved upon, while at the same time, the human and material resources should be given a boost through adequate funding.

2.11   Summary of the Literature Review

Considering the ideas, opinions and studies reviewed, the position held by experts, specialists and researchers on the various issues can be summarized as follows.

On the issue of evaluation; majority opinion revealed that the process is concerned with the determination of the extent to which a planned programme produces the desired impact in the life of those the programme is designed to benefit. The emphasis is usually on the extent to which the

programme is able to achieve the previously identified objectives prior to the commencement of the implementation of the programme plan with a view to ascertaining the relevance, worth and quality or usefulness of the said programme.

In the area of rural development, scholars agreed that its aim is to bring about improved or enhanced living standard for the people. This is achieved by raising their low income and making the process of development self-sustaining. It is considered a broad-based process of reorganization or restructuring of the rural area which seeks to mobilize available human and material resources for meaningful participation in the planned process of change as a means of helping them cope effectively with the daily tasks of their lives and with changes resulting there-from. Rural development is thus universally believed to provide or lead to both changes in the attitudinal disposition of the people and improvement in the physical structures or activities within the community. This is given expression in enhanced or improved socio-economic, political and cultural aspect of life of the people.

On the issue of problems of rural development, the experts agreed that the task of developing the rural areas has been a herculean one. There is also a consensus on the fact that the problems associated with rural development are traceable to lack of dedicated, reliable and trustworthy leaders, inadequate funding, inadequate trained professionals in the area of community development, ignorance, apathy, illiteracy, lack of participation due to indifference on the part of the rural dwellers; lack of proper

coordination of activities; wrong notion of what community development is the problem of cultural value and belief, poor general will and lack of political will. Scholars jointly agreed that these problems have made the attainment of rural development goal difficult. Most empirical studies reviewed focused on assessing the level of implementations of programmes and the factors influencing the level of programme implementation. Not much has been done in the area of ascertaining the impact of the implementation of rural development programmes, the level of effective or degree of attainment of its objectives, the level of sustainability of the programme. This study therefore, seeks to bridge the gap by focusing on the degree of effectiveness, impact of the programme implementation and level of sustainability of programmes provided and implemented in the state. The conclusion that can be drawn from this is that it is not certain whether the various programmes so far initiated for the purpose of transforming the rural areas and raising the living standard of the people have been successfully prosecuted. This underscores the need to explore the situation and obtain empirical data to ascertain the true state of things. To this end, focus is on alternative assessment and input evaluation of the programmes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methods by which the data for this study were obtained and analyzed. These include;

- Research Design

- The Population of the Study

- Sample and Sampling Procedure

- Instrumentation

- Validity and Reliability of the Instrument

- Administration of the Instruments and Method of Data Analysis

3.2   Design of the Study

This study is a descriptive survey research which employed the "ex-post facto" research design. This study is concerned with the appraisal (independent variable) of the rural development programmes (dependent variable) based on the view of the adults as stakeholders. It sought to explore the extent to which the implementation of rural development programmes has been useful and successful, based on the views of the adults who were involved in the implementation process and who were suppose to be beneficiaries of such programmes.

The ex-post facto design was employed because in this study, the researcher had no control over the independent variables; and in fact, no variable was manipulated. The researcher only made an attempt 'after the fact' to find out from the adults as major stakeholders, the extent of

implementation and the level of success attained so far. Furthermore, the manifestations of variations in ex-post facto studies have already occurred. Based on the above, only the responses of the subjects were explored with the aid of a questionnaire in relation to the usefulness of rural development programmes and strategies employed.

3.3   The Population of the Study

The population of this study comprised of an estimated target population of eight hundred and seventy-eight (878) adults who have been involved in rural development programmes in all the eighteen (18) Local Government Areas of Edo State. There exists one form or the other rural and community development programmes in all the local government area. Strategies have also been provided for the implementation of the programmes throughout the State. The people have also established local associations which have been helping in promoting development activities and also involved in the implementation of rural development programmes by government. Among the personnel are adults including the executive leadership of the local association involved in the implementation of rural development programmes throughout the State. The adults who comprised of the rural development programmes personnel and the members of the local association constituted the population of the study. At the time of this study, there were eight hundred and seventy-eight (878) adult populace involved in the programmes made up of 292 rural development programme personnel and 586 rural adults who were involved in the programmes across

the three senatorial districts of the State. The distribution of the personnel in all the local government areas is shown in Table 3.1

Table 3.1   Distribution of Adult personnel involved in Rural Development Programme in Edo State.

Local Government Area	Number of Personnel involved in Rural Development Programmes
Akoko Edo	18
Egor	18
Esan Central	20
Esan North East	19
Esan South East	18
Esan West	14
Etsako Central	12
Etsako East	13
Etsako West	18
Igueben	22
Ikpoba Okha	20
Oredo	19
Orhionmwon	18
Ovia North East	17
Ovia South West	18
Owan East	16
Owan West	16
Uhunmwande	21
Total	**292**

Source: Ministry of Information, Youth and Development, Edo State 2009

3.4　Sample and Sampling Procedure

In order to ensure adequate representation of the adults participants in the State, a simple random sampling procedure was used to select 162 adults made of 54 respondents from the three senatorial district comprising of 18 Local Government Areas (This consists of the Chief coordinator, Coordinator and Assistant) of the projects provided. To obtain the required sample from the rural dwellers, a list of development association executive was developed and was assigned consecutive members from 001 to 586, a table of random numbers was used to obtain a sample of 360 respondents. This represented 61 per-cent of the entire population of the executive members of the development association formed by the people throughout the state (586). In determining the sample size, the same process was used to select 120 from each of the district. This is presented in Table 3.2

Table 3.2: Executive Members Distribution in Rural Community Development Programme Selected for the Study

	Personnel involved in RDP	Sample	Executive of local Association	Sample
Edo South Senatorial District	110	54	209	(120)
Edo Central Senatorial District	89	54	156	(120)
Edo North Senatorial District	93	54	128	(120)
Total	292	162	586	(360)

Source: Ministry of Information, Youth and Development 2009.

3.5   Research Instruments

The instruments used for data collection were a questionnaire and a structured interview. The questionnaire titled "Rural Development Programmes Implementation Questionnaire (RDPIQ)" has two sections: Sections A and B. The section A deals with the bio-data of the respondents such as sex, age, marital status, educational qualification etc., while section B deals with issues relating to the research questions and hypotheses formulated.

The structured interview was meant to find out the types of rural development programmes available and adults' perception of the level of usefulness of the programmes provided. It also sought information on the extent of involvement of the people in the implementation or execution of the programme as well as to ascertain whether or not the programme objectives have been achieved.   The structured interview is a ten-item document.

3.6 Validation of the Research Instruments

The instruments were content validated using expert opinion or judgment in the Department of Adult Education, University of Lagos and Faculty of Education, University of Benin. The draft copies of the instruments were given to the supervisors of this research work and other experts to scrutinize. The instruments were critically scrutinized and comments and suggestions were made by them for their improvement. The final instruments used for the study were designed in accordance with the comments and suggestions offered by the team of experts

3.7   Reliability of the Instruments

To estimate the reliability of the instruments, the split half procedure of determining the level of stability or consistency of a research instrument was used.   The instruments were administered once on a group of 40 respondents drawn from the target population.   Thereafter, the responses were collated and shared into two equal halves using even and odd numbered items. The two halves were then correlated using Pearson Product Moment Correlation Statistics to determine the correlation coefficient.   Correlation index of 0.65 and 0.71 were obtained for the questionnaire and structured interview respectively. This correlation index represented only the reliability of one half of the questionnaire and structured interview. To establish the reliability of the entire instruments, the values obtained were subjected to Spearman-Brown Statistical manipulation and correlation coefficients of 0.79 and 0.81 were obtained for the questionnaire and structured interview respectively as shown below:

rII= 2xhalf of the instrument(1/2)

1+half of the instrument (½)

Where rII =estimated reliability of the full length of the test

½ =actual correlation between two half length

Applying the formulation:

Reliability of questionnaire = rII = 2x.65 = 1.3   =0.79

1+65   1.65

Reliability of the full length of the structured interview schedule was:

$$rII = \frac{2 \times 0.71}{1 + 0.71} = \frac{1.42}{1.75} = 0.81$$

Improvements on the values (0.65 and 0.71) are due to the modification of the actual correlation between the two halve-lengths. The split-half procedure was employed in order to avoid bias responses often associated with test retest procedure. However, the groups of subjects used for the pilot study were excluded from the main study.

3.8   Administration of the Instruments

The instruments were administered on the sampled subjects by the researcher with the assistance of two appointed research assistants.

The researcher also sought the permission of the leaders of the communities before administering the instruments. The administration of instruments was personally supervised by the researcher himself across the three senatorial districts of the States while the interpretation of the questions to the non-literate community members was done by the hired interpreters in the area.

In every area where the questionnaires were given, frantic efforts were made to retrieve them immediately on that same day, as they were encouraged to fill them instantly. Thus, 100 percent was achieved in terms of collection of the questionnaire.

The structured interview was carried out by the researcher in the company of hired interpreters for the purpose of validating the earlier

responses of the respondents as contained in the questionnaire which they filled.

3.9   Methods of Data Analysis

The statistical tool used for the analysis of the data obtained for the research study included descriptive statistics such as frequency distribution tables and simple percentage used for bio-data and research questions. Analysis of Variance (ANOVA) and statistical t-test for two independent sample means were used to text the hypotheses and all the hypotheses were tested at 0.05 alpha level or level of significance.

Hypothesis One: There is no significant difference in the perception of male and female adults on the type of rural development projects executed in the three senatorial districts of the State.

Statistical tool employed = t-test of significance

Hypothesis Two: The perception rating score of the adults on the usefulness of rural development projects provided will not be significantly different among the three senatorial districts.

Statistical tool used = Analysis of variance (ANOVA)

Hypothesis Three: There is no significant difference in the perception score of the adults in the three senatorial districts in their overall rating on the execution of rural development projects in terms of the level of success attained.

Statistical tool used: Analysis of Variance (ANOVA)

Hypothesis Four: Male and female adults will not differ in their perception score on the extent to which the rural people are involved in the implementation or execution of the projects in the three senatorial districts.

Statistical tool used: Analysis of Variance (ANOVA)

Hypothesis five: Male and female adults perception score on the extent to which the objectives of the programmes have been achieved in the three senatorial districts will not be significantly different.

Statistical tool: t-test of significance.

Hypothesis six: There will be no significant difference in the perception score of the adults on the extent of durability of the projects provided in the three senatorial districts.

Statistical tool used: t-test of significance

Hypothesis seven: The projects or programmes implemented will have no significant impact on the lives of the people in the three senatorial districts of the State.

Statistical tool used: t-test of significance

Hypothesis eight: There will be no significant difference in the perception score of adults across the three senatorial districts on the strategies employed for the execution of the projects

Statistics tool: t-test of significance

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

In this chapter, the data collected were analysed and results obtained were interpreted and discussed. The presentation of the results comprised the personal information or bio-data of the respondents such as sex, marital status, age, educational qualification, nature of employment and occupation. This is followed by the results of the research questions and the statistical tests of the hypotheses formulated and tested in the course of the study.

Table 4.1: **Sex Distribution of Respondents**

Sex Group	Frequencies	Percentage
Male	300	57.47
Female	222	47.53
Total	**522**	**100**

The data presented in Table 4.1 show that 300 of the subjects representing 57.47 per cent of the total sample were males. On the other hand, 222 subjects representing 42.53 per cent of the total sample were females. This means that male respondents were slightly more than the female respondents in the study.

Table 4.2: Marital Status of Respondents

Marital Status	Frequencies	Percentage
Married	450	86.20
Single	42	8.05
Separated	10	1.92
Divorced	20	3.83
Total	**522**	**100**

Table 4.2 reveals that 450 of the subjects representing 86.20 per cent are married. 42 others or 8.05 were single. 10 of the subjects representing 1.92 per cent of the total subjects were separated, while 20 of the subjects used for the study were divorced. This represents 3.83 per cent of the total subjects for the study. This shows that majority of the subjects were married.

Table 4.3: Age Distribution of Respondents

Age Bracket	Frequencies	Percentage
20 Years and less	05	0.96
21-30 years	20	3.83
31-40 years	282	54.02
41-50 years	160	30.65
54 years and above	55	10.54
Total	**522**	**100**

Table 4.3 shows that 5 of the respondents representing 0.96 per cent of the total subjects for the study were within the age bracket of 20 years and below. 20 or 3.83 per cent of the respondents were in the age group of 21-30 years. 282 (representing 54.02 per cent) were within the age group of 31-40 years. 160 of the respondents (representing 30.65 per cent) of the total respondents were in the age group of 41-50 years of age, while 55 (representing 10.54 per cent) were in the age group of 51 years and above. This shows that majority of the respondents used for the study were in the age group of 31-40 years and that the older adults were not involved in this study on the implementation of the rural development projects. The age distribution of respondents is also demonstrated with the bar chart below.

AGE DISTRIBUTION OF RESPONDENTS
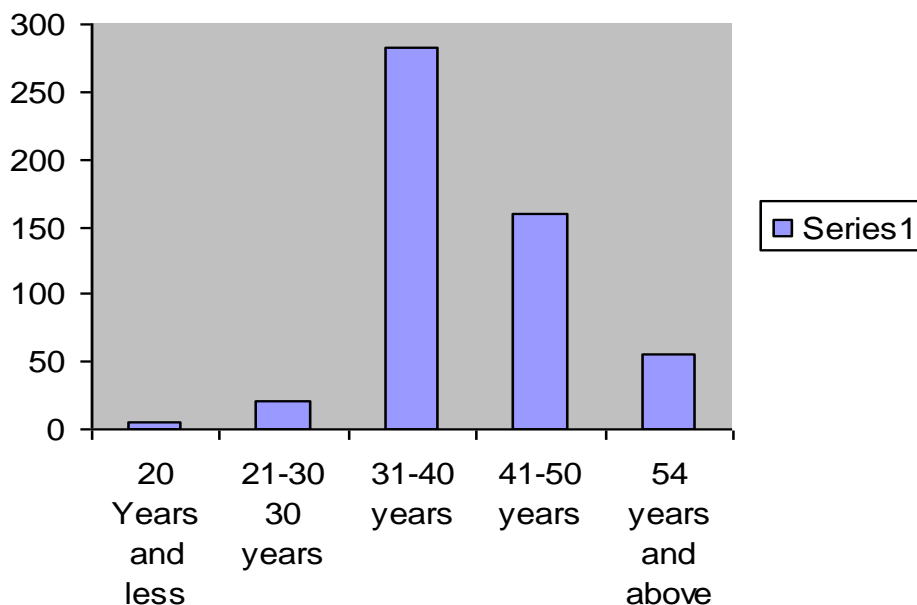
Table 4.4: **Distribution of Respondents by Educational Qualification**

Qualification	Frequencies	Percentage
Non-formal education	-	-
Primary School Certificate	2	0.38
Modern School Certificate	5	0.96
Secondary School Certificate	50	9.58
Diploma/NCE	250	47.89
Degree	180	34.48
Others	35	6.70
Total	**522**	**100**

The data presented in Table 4.4 shows that 2 of the respondents (representing 0.38 per cent) of the total sample have primary school certificate. Only 5 or 0.96 of the respondents have secondary school certificate. 250 or 47.89 per cent of the total respondents possess Diploma/National Certificate of Education (NCE), while 180 representing 34.48 per cent of the total respondents indicated that they have acquired the University degree. Other categories not specified consist of 35 respondents (representing 6.70 per cent) of the total subjects for the study. This shows that majority of the respondents used for the study possessed the Diploma and National Certificate of Education.

Table 4.5: **Occupational Distribution of Respondents**

Occupation	Frequencies	Percentage
Farming	2	0.38
Trading	18	3.45
Housewife	40	7.67
Civil Servant	362	69.34
Pottery	60	11.49
Fashion Designing	40	7.67
Total	**522**	**100**

Table 4.5 reveals that 2 of the respondents (representing 0.38 per cent were

involved in farming. 18 of them or 3.45 per cent of the sample were traders.

40 or 7.67 per cent were housewives. 362 of the respondents representing

69.34 per cent of the total sample for the study were involved in pottery

while 40 others representing 7.67 per cent of the total samples were in

fashion trade. This means that majority of the respondents used for the study

were civil servants.

  Research Question 1:   This question states: What type of rural

development projects are provided in the area? The responses obtained in

relation to the question were analyzed and the results are presented in Table

4.6

Table 4.6 Rank Order of Responses on Types of Rural Development Programmes

S/N	Project	Frequencies	Rank	Percentage
1.	Rural Electrification	90	4th	17.24
2.	Town Hall	120	1st	22.98
3.	Road Construction	62	5th	11.88
4.	Road Rehabilitation	42	6th	8.04
5.	Bore holes	100	2nd	21.07
6.	Health Centres	96	3rd	18.39
	TOTAL	**522**		**100**

The frequencies column show the number of subjects who claimed that each project was provided in their area.

Table 4.6 shows the rural development projects embarked upon in the area as listed by the people. The data reveals that 90 of the respondents representing 17.24 per cent of the total sample for the study indicated rural electrification as the project embarked upon in the area. 120 or 22.98 per cent of the total sample stated town hall as the project embarked upon in their communities. 62 of them representing 11.88 per cent reported that road construction has been embarked upon in their area. 42 others, representing 8.04 per cent indicated road rehabilitation. 110 respondents representing 21.07 per cent of

the total indicated the construction of health centres. The ranking of the projects indicates that the building of town halls which ranked first is the most commonly embarked upon project in the area. This is followed by bore holes, health centres, rural electrification, road construction and road rehabilitation which ranked 2nd, 3rd, 4th, 5th and 6th respectively.

Research Question 2: How do the adults perceive the projects

Table 4.7 Distribution of Responses on the Level of Usefulness of the Rural Development Programmes.

Level of Usefulness	Frequency	Percentage
Very Useful	40	7.66
Fairly Useful	282	54.02
Useful	80	15.33
Not Useful	120	22.99
Total	**522**	**100**

Table 4.7 above reveals that 40 of the respondents indicated that the programmes are very useful. This represents 7.66 per cent of the total sample for the study. 282 representing 54.02 per cent stated that the programmes have been fairly useful. Only 80 representing 15.33 per cent stated that the programmes have been useful, while 120 representing 22.99 per cent of the total sample for the study indicated that the programmes have not been useful. This shows that the programmes have been fairly useful.

Research Question 3: The question states: What is the adult overall rating on the execution of the programmes or projects in terms of the level of

success? The responses gathered in relation to the issue from the structured interview were analysed and the results are shown in Table 4.8

Table 4.8 Distribution of Responses on the Overall Rating of the Performance of the Programmes

S/N	Items	Frequency	Percentage
1.	Very Satisfactory	80	15.33
2.	Not Satisfactory	62	11.88
3.	Satisfactory	286	54.79
4.	Not Worthwhile	52	9.96
5.	**Total**	**522**	**100**

The data in table 4.8 shows that 80 of the respondents rated the overall performance of the programmes as very satisfactory. This represents 15.33 per cent of the total sample for the study 62 respondents representing 11.88 per cent rated the performance of the programme as not satisfactory. 286 of the respondents representing 54.79 per cent of the total sample for the study rated the overall performance of the programmes as fairly satisfactory. 52 others representing 9.96 per cent of the total respondents has it that the performance of the programmes is not worthwhile. 52 respondents representing 8.04 per cent rated the overall performance of the programmes as bad. This has proven that the performance of these programmes is fairly satisfactory.

Research Question 4: This question states: To what extent are the rural populace involved in the execution or implementation of the projects? The responses to this question are presented in Table 4.9.

Table 4.9 Percentage Distribution of Responses on Extent of Involvement of the Populace in the Implementation of the Programme

Level of Response	Frequencies	Percentage
A large extent	382	73.18
A little extent	140	26.82
Total	**522**	**100**

Table 4.9 shows that 382 of the respondents (representing 73.18 per cent) of the total subjects for the study indicated that the rural dwellers/populace are involved in the implementation of the programme to a large extent. 140 or 26.82 per cent stated that the rural people are involved to a little extent. This implies that the people are largely involved in the implementation of the programmes.

Research Question 5: This question states: What is the adults perception of the extent to which the objectives of the programmes have been achieved? The responses gathered in relation to this issue are presented in Table 4.10.

Table 4.10 Mean Rating of Responses on the Extent of Achievement of Objectives of Programmes (Criterion Mean=2.50 N=522)

	Items/Objectives	Weighted means Score	Mean Score	Decision
1.	Encouraging cooperation between communities, government and the private sector participation in the improvements of the living conditions of the rural communities.	1827	3.50	High/achieved
2.	Fostering the spirit of communal self help and initiations in the improvement of the socio-economic conditions of the rural communities	2114	4.05	High/achieved
3.	Assisting the rural communities in organizing themselves to embark on self help projects.	1357	2.60	Low
4.	Educating and stimulating individuals and groups to accept change for improvement of their living standard	1827	3.50	High/achieved
5.	Encouraging inter-communal interaction that will promote exchange of ideas for development of the communities	1879	3.60	High/achieved
6	Creating effective capacity building opportunities	1305	2.50	Low
7.	Encouraging the spirit of patriotism	1097	2.10	Low
8.	Resolving conflicts between communities	1097	2.10	Low

Results in Table 4.10 show that encouraging cooperation between the communities, government and the private sector participation, fostering the spirit of communal self help and initiative in the improvement in the socio-

economic conditions of the communities, education and stimulating individuals and groups to accept change for improvement of their living standard and encouraging inter-communal interaction that will promote exchange of ideas for development of the communities have to a large extent been achieved as the objectives of rural development programmes implementation.

Research Question 6: This question states: What is the adults perception of the state of duration of the projects provided?

The data collected on this issue were analyzed and the results obtained are presented in Table 4.11.

Table 4.11 Percentage Distribution of Responses on the Durability of the Programmes initiated and implemented

Level of Response	Frequencies	Percentage
Yes	202	38.69
No	320	61.31
TOTAL	**522**	**100**

The results presented on Table 4.11 show that 202 of the respondents representing 38.69 per cent indicated that the programmes initiated and implemented have been sustained or durable. 320 of them indicated the programmes are not durable. This represents 61.31 per cent of the total subjects. This means that most programmes that have been initiated and implemented in the State are not sustainable or durable.

Research Question 7: This question states**:** Do the adults perceive the programmes provided to have any positive impact on the life of the people?

The results obtained from the data collected and analysed are presented in Table 4.12:

Table 4.12 Percentage Distribution of Responses on the Impact of Programmes Implemented.

Level of Response	Frequencies	Percentage
Yes	310	59.39
No	212	40.61
TOTAL	**522**	**100**

Table 4.12 presents the results of the data obtained on impact of programmes implemented on the life of the rural people. The results reveal that 310 of the respondents (representing 59.39 per cent) stated that the programmes implemented have positive impact on the life of the people, while 212 of the respondents or 40.61 per cent of the total subjects were of the opinion that the programmes implemented have no positive impact on the life of the people. This proves that majority of the programmes implemented have impacted positively on the life of the rural dwellers.

Research Question 8 - This question states:

What are the strategies employed for the implementation of the programmes as perceived by the adults?

The responses gathered on the issue through the structured interview administered were analysed and the results that emanated are presented in Table 4.13

Table 4.13 Percentage Distribution of Responses on Strategies Employed for the Implementation of Rural Development Programmes

S/N	Items	Frequency	Percentage
1	Monitoring of Programmes Progress	36	6.89
2	Initiation of Programmes	20	5.75
3	Assessment of the programmes outcome	46	8.81
4	Formulation of Plans/Proposals	24	4.59
5	Execution of Programmes	396	75.86
	Total	**522**	**100**

Table 4.13 shows that 36 of the respondents (representing 6.89 per cent) stated that the people are involved in the monitoring of the programmes. 30 others (representing 5.75 per cent) indicated that the people are involved in the initiation of the programmes. 46 of the respondents (representing 8.81 per cent) of the total subject indicated that the people are involved in the assessment of the programmes. 24 respondents (representing 4.59 per cent) indicated that the people are involved in the formulation of proposals and plans of the programmes, while 396 of the respondents stated that the people are involved in the execution of the programmes. This represents 75.86 per

cent of the total sample for the study. This shows that majority of the people are involved in the execution of the programmes.

Hypothesis 1

This hypothesis states that there will be no significant difference in the perception of male and female adults on the type of rural development projects executed in the three senatorial districts of the state.

To test this hypothesis, the significant difference in the rating of the adults on the rural development programmes provided were statistically tested with a t-test of significance. The results obtained are shown in Table 4.14:

Table 4.14 t-test Analysis of Significant difference in the Adult Rating on the Types of the Rural Development Programmes Provided

Group	N	$\overline{X}$	SD	Df	t-cal	t-critical
Male	80	6.51	2.25	198	3.50	2.36
Rural Female	120	4.79	2.2			
Total	**200**					

Significant at P<0.05

From the result presented in Table 4.14 the null hypothesis of no significant difference is thus rejected. As could be seen, the calculated t-value of 3.50 is greater than the t-critical value of 2.36 with 198 degree of freedom at 0.05 level of significance. It is concluded that the adults differs in their perception rating on rural development programmes provided in the area.

Hypothesis 2

This hypothesis states that the perception rating score of the adults on the usefulness of rural development projects provided will not be significantly different in the three senatorial districts. To test this hypothesis the significant difference in the perception of the adults was tested statistically with the analysis of variance. See Table 4.15

TABLE 4.15 Analysis of Variance of the Difference in the Perception of Adults on the usefulness of the Rural Development Programmes.

Source of Variation	Sum of Square (s)	Df	Mean Square (ms)	Calculated F	F. critical
Between groups	4.77	2	2.39	0.08	3.06
Within groups	4472.59	153	29.23		
Total	**4477.36**	**155**			

Not significant at P > 0.05

From Table 4.15 the difference in the perception of the respondents in their assessment of the usefulness of the rural development programmes yielded an F-value of 0.08, while the F-critical value is 3.06 with 155 degree of freedom at 0.05 level of significance. Since the calculated F-value of 0.08 is less than the F- critical value of 3.06, the null hypothesis of no significant difference within the three groups is accepted. It is concluded that the

differences noticed in adults rating on the usefulness of the programmes provided in the three senatorial districts are due to chance fluctuations.

Hypothesis 3

This hypothesis states that there is no significant difference in the perception score of the adults in the three senatorial districts in their overall rating on the execution of rural development projects in terms of the level of success attained. To test this hypothesis, the significant difference in rating of adults on the performance of the programmes was statistically tested with a one way analysis of variance. The result is shown in table 4.16.

Table 4.16 One way Analysis of Variance of the Rating of Programme Performance by Adults in Terms of Success attained

Source of Variation	Sum of Square (ss)	Df	Mean Square (ms)	Calculated F	F. critical
Between groups	384.84	2	192.42	1.29	3.06
Within groups	22799.38	153	149.02		
Total	**33184.22**	**155**			

Not significant at $P > 0.05$

Table 4.16 shows the one-way analysis of variance for the difference in the rating of the programmes performance by adults. The result reveals calculated F-value of 1.29, while the F-critical is 3.06. As could be seen, the calculated F-value of 1.29 is less than the F-critical value of 3.06 implying

that the adults rating are alike. It is concluded that there is no difference in the rating of adults on the performance of the programmes.

Hypothesis 4

This hypothesis states that male and female adults will not differ in their perception score on the extent to which the rural people are involved in the implementation or execution of the projects in the three senatorial districts. To test this hypothesis, the significant differences in the rating of the adults on the extent of involvement of the rural dwellers in the implementation of the programme were statistically tested with a one way analysis of variance. The result is presented in Table 4.17

Table 4.17 One way Analysis of Significant Difference in the Rating of Adults on the Extent of Involvement of Rural People in the Implementation of Programmes

Source of Variation	Sum of Square (ss)	Df	Mean Square (ms)	Calculated F	F. critical
Between groups	1241.60	3	413.87	11.05	8.49
Within groups	1573.26	42	37.46		
Total	**2814.86**	**45**			

Significant at $P < 0.05$

The result presented in Table 4.17 indicates that the calculated F-value of 11.05 is greater than the F-critical value of 8.47. The null hypothesis of no significant difference is thus rejected. This means that there is significant difference in the perception of adults on the extent of involvement of rural people in the implementation of the programmes.

Hypothesis 5

The hypothesis states that Male and female adults perception score on the extent to which the objectives of the programmes have been achieved in the three senatorial districts will not be significantly different.

To test this hypothesis, the significant difference in the perceptions of adults on attainment of the objectives of the programmes was statistically tested with a t-test of significance. The result is presented in Table 4.18

Table 4.18 t-test Analysis of Significance Difference in the Responses on Attainment of the Objectives of the Programmes

Groups	N	$\bar{X}$	SD	Df	t-cal	t-critical
Male	100	13.33	8.28	218	0.37	1.96
Rural Female	120	12	8.73			
Total	**220**					

Not significant at P > 0.05

From the results presented in Table 4.18, the calculated t-value of 0.37 is less than the critical t-value of 1.96 with 218 degree of freedom at 0.05 level of significance. The null hypothesis of no significant difference tested was accepted.

Hypothesis 6

This hypothesis states that there will be no significant difference in the perception score of the respondents on the durability of the projects provided in the three senatorial districts. To test the hypothesis the adults' perception

scores were statistically tested with a t-test of significance. The results obtained are presented in the Table: 4.19

Table 4.19 t-test Analysis of Significant Difference in Perception Score of adults on the level of Durability of the Programmes.

Groups	N	X	SD	DF	T Critical	T Calculated
Male	120	13.33	8.28	238	1.96	0.37
Female	120	12.0	8.73			
Total	240					

Not significant at p>0.05

The result presented in Table 4.19 shows that the calculated t-value is 0.37, while the t-critical or table value is 1.96. The table value is greater than the calculated value at 0.05 level of significant with 238 degree of freedom.

The null hypothesis is, therefore, accepted. This implies that the adults perceive the programme initiated and implemented as sustainable or durable.

Hypothesis 7

The hypothesis states that the projects implemented have no significant impact on the lives of the people in the three senatorial districts of the State.

To test this hypothesis, the significant difference in the rating on the impacts of the programmes by the adults were statistically tested with a t-test of significance. The results obtained are presented in Table 4.20

Table 4.20 t-test Analysis of Significant Difference in the Rating on Impact of Programmes by Adults on the lives of the people

Groups	N	$\overline{X}$	SD	Df	t-cal	t-critical
Male	100	7.41	2.10	218	2.58	2.36
Rural female	120	5.52	3.41			
Total	**220**					

Significant at $P < 0.05$

From the result presented in Table 4.20 it could be seen that the calculated t-value of 2.58 is greater than the t-critical value of 2.36 with 218 degree of freedom. The null hypothesis is, therefore, rejected. This shows that the development programmes have significant impact on the socio-economic and political lives of the people.

Hypothesis 8

This hypothesis states that there will be no significant difference in the perception score of adults in the three senatorial districts on the strategies employed for the execution of the projects.

To test this hypothesis, the perception score of the adults' on strategies employed for the implementation of the programmes were statistically tested with t-test of significance.

4.21: t-test Analysis of Significant Difference in the Perception of Adults on Strategies Employed.

Groups	N	$\overline{X}$	SD	DF	t-critical	t-calculated
Male	100	7.41	2.10			
Female	100	5.52	3.14	198	2.36	2.58
Total	200					

Significance at P< 0.05.

The results presented in Table 4.21 reveal that the calculated t-value is 2.38 which is greater than the table value of 2.36 with 198 degree of freedom at 0.05 level of significance. The null hypothesis is, therefore, rejected. This implies that there is significance difference in the perception of adults on the strategies employed for the implementation of rural development programmes in the senatorial districts.

Discussion of Results

The findings of this study have been quite revealing and instructive. In the first instance, the analysis of the data obtained in respect of research question one showed that the development programmes provided include rural electrification, construction of town halls, bore hole, health centres, road construction as well as road rehabilitation. The provision of road ranked first among the development projects executed. This is closely followed by bore hole, construction of health care centre, rural electrification, road construction and rehabilitation which ranked 2nd, 3rd. 4th, 5th, and 6th respectively. This finding corroborated the view expressed by Anyanwu

(1991), Esenjor (1992), Oduaran (1994) and Akinyemi (1997) that most rural development programmes revolve around the construction of bore hole, town hall, health centre and provision of rural electrification projects across the State.

Besides, the analysis of the information obtained on the level of effectiveness or usefulness of these projects or programmes revealed that they have been fairly useful or effective. This finding is justified by the findings of Mgbor (1999), whose study of government policy implementation showed overall poor performance. The finding also supports the result of Gross et al in 1971 which reported a very low quality implementation of innovative development programmes initiated in America.

In the same vein, the result also confirms the findings of Osunde and Omoruyi (1999), who reported moderate effectiveness of the development-oriented educational programme. The situation was also not different with the implementation of development oriented programmes in New Zealand where Sharron (2000), reported that the programmes were poorly implemented.

The finding of the study was also indicative of the fact that the overall performance of the implementation of the rural development programmes was fairly effective and not satisfactory. This again proves that the implementation cannot be said to be fully satisfactory. This confirms the opinion of Koiyen (1992) and Akinyemi (1997), who observed that the implementation of rural development programmes cannot be said to be truly

satisfactory as the implementation has been uncoordinated, ad-hoc and not well articulated.

Nevertheless, the study revealed that the people have been involved in the implementation of the programme. This shows that the government recognizes the fact that the programmes are meant for the people and the only way one can ensure acceptance by the people is by involving them. Again, the involvement of people at the grassroots is important in ensuring the success of the programme. It was also instructive to find out that the people were only involved in the final execution of the programmes. This means that the usual practice of initiating and developing a programme, that is, the top-bottom approach was being used. This probably accounts for the poor performance of the programmes. The people are expected to participate in all levels of the programmes execution beginning from the need assessment phase. This has the effect of creating in the people a feeling and pride of ownership of such projects when they are executed. Since the people are not involved in the initiation and initial formulation of the plans for a particular project, the level of enthusiasm and interest is bound to be low. This no doubt, is capable of affecting the level of acceptance of the programme and subsequent success. Therefore, people need to be involved in all of the levels to promote the execution of such programmes and enhance the chances of success.

It was also discovered in the course of the study that only a few of the rural development programmes objectives relating to the development of cooperation between members of the communities, government, and private

sector, fostering the spirit of communal effort, self-help and self reliance, education and stimulating individuals and group acceptance of changes and encouragement of inter-communal interaction that will promote exchange of ideas for development of the communities were achieved or have been attained.

It was again revealed that involving the people in all levels of implementation, adequate mobilization, institution of transparency, adequate publicity, checking corruption among officers, proper planning, proper coordination and proper funding are viable measures of improving on the level of performance of the programmes. This also corroborated the view of Koiyen (1987), Anyanwu (1991), Oduaran (1994), Bruce (1994) and Akinyemi (1997) who have maintained that the local people need to be actively involved in the execution or implementation of programmes initiated to enhance their well-being.

It was also part of the findings that the programmes are not being sustained for the benefit of the people. The inability to sustain the programmes and ensure continuity can be attributed to the failure to involve the people at all levels actively. This again shows that the programmes have not been well monitored, coordinated and carefully executed in order to ensure the desired effects or impacts they are meant to generate on the life of the people.

The finding of the study is also indicative of the fact that the programme has succeeded in impacting on the lives of the people. This shows that the impact would have been more profound if they have been

properly and well implemented with the active participation of all the adults, especially those for which the programmes are meant. It is clear that the programmes are capable of providing the desired or achieving the stated objectives if carefully carried out as planned coupled with the involvement of the people.

The analysis of the data obtained on hypothesis one showed that the respondents are unanimous in their opinion on the level of implementation of the programmes. There was no variation in opinion as expressed by the group of adults respondents as to the level of performance of the programmes.

As part of the findings of the study, respondents also agreed on the attainment of the objectives or purpose of providing the programmes. The respondents agreed in terms of rural development programmes overall performance. It is established that the overall performance of the programmes implementation was very low or fairly useful or satisfactory.

The analysis of data also revealed that there is no variation in the rating on the level of performance of the programmes by the adults. Contrary to expectation, variation was observed in the views of adults on the extent of involvement of the people in the implementation of the programmes. This is probably due to the fact that the level of mobilization of the people for rural development projects varies from communities to communities across the States. Where the people have been adequately mobilized, their level of involvement is likely to be high. Whereas, where the people are not properly mobilized and encouraged, there is the tendency

for the level of involvement to be low. This level of variation or difference in the motivation and encouragement of the people plausibly explain the difference in the opinion as expressed by adults on the level or extent of the involvement of people in the implementation of the programmes.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDENTIONS, IMPLICATIONS OF THE STUDY AND SUGGESTION FOR FURTHER STUDIES

This chapter focuses on the summary, the conclusion drawn and recommendation offered. The implications of the study and suggestions for further studies are also discussed

Summary of the Study

This study evaluated the implementation of rural development programmes in Edo State based on the perception of adults who are involved in its implementation. Specifically, the intention of the study was to determine the types of development programmes provided, the overall rating on the implementation of the programmes in terms of their usefulness, determine the extent to which the people are involved, ascertain if the programmes are durable, the extent of attainment of the objectives of rural development programmes in the State. Furthermore, the study attempted to determine if the programme has impacted positively on the socio-economic and political lives of the people and the strategies employed for implementation.

In order to achieve the purpose intended, eight research questions were raised and eight hypotheses formulated to guide the study and tested in the course of the investigation. These includes

The descriptive survey utilizing the Ex-post Facto research design was adopted for the study. The data for the study were obtained through the use of questionnaire and structured interview. The questionnaire was titled

"Rural Development Programmes Implementation Questionnaire (RDPIQ). The structured interview was a ten-item document designed to elicit information on the type of rural development programmes available, people's perception of the level of effectiveness of the implementation of the programmes and determine whether or not the programmes objectives have been achieved. Respondents were scored on a five point likert type of measuring scale. Data collected were analysed using descriptive statistics, one way Analysis of Variance (ANOVA) and t-test for significant difference. Analysis of the data collected via the instruments yielded the following findings:

Major Findings

In the first place people indicated that rural development programmes provided in the area include construction of town hall, health centres, borehole provision, rural electrification and road construction and rehabilitation. The respondents were unanimous that construction of town hall and bore hole followed by health centre are the most prevalent of the projects provided in the area in promoting rural development.

The study also found out that the programmes have been fairly effective in their implementation. Furthermore, the overall performance of the programmes in terms of implementation was rated fairly satisfactory.

The study also revealed that only very few of the stated objectives of the programmes have been achieved.

Another finding emanating from the study was the fact that the people were involved in the final execution of the programme. This implies that

they were cut off from all the other crucial levels of programme execution such as initiation, formulation of proposals, and assessment to mention but a few. It is important to involve the people in all areas of the programme execution.

The finding of the study also shows that the programmes or projects initiated have not been sustained. This means that there has not been continuity in the implementation of the projects provision.

More importantly, the stakeholders were unanimous in their opinion or rating on the effectiveness and overall performance of the programme in terms of implementation. It was also revealed that they agreed on the level of involvement of the people as well as the extent of attainment of the objectives of rural development programmes.

Finally, the investigation also proved that the programmes, in spite of its fair level of effectiveness/usefulness have impacted positively on the socio-economic and political well-being of the people. This means that the lives of the communities have been affected positively with the provision of those projects.

Contributions to Knowledge

This study has contributed to knowledge in the following ways:

➢ It has established the need to put in place a comprehensive in-built evaluation mechanism that will help provide a plat-form for the monitoring of rural development programmes.

➢ Secondly, to the best of the researcher's knowledge, this is the first attempt made to conduct a holistic evaluation of rural development

programmes which shed light on the processes of evaluating and executing rural development programmes empirically.

➢ Furthermore, this study has implication for development partners. The study has shown that Edo State experience is useful in evolving a pattern for ensuring effective programme implementation in other parts of the country.

➢ The study has provided a deeper insight into rural development programmes implementation by showing the level of durability and usefulness of the programmes. It has therefore, contributed to the understanding of the impact of rural development programmes on the living standard of the people.

➢ Another contribution is that the study has helped to expand the frontiers of knowledge in the area of strategies employed and people's involvement in rural development programmes implementation and has therefore, provided a foundation for further research in the area.

Conclusions

From the findings of this study, the following conclusions can be drawn:

❖ The prevalent rural development programmes are construction of town hall, borehole and health centres including rural electrification and road rehabilitation and construction.

❖ The implementation of rural development programmes has been fairly effective.

❖ The overall performance of the programme in terms of implementation is fairly satisfactory.

❖ The people have been actively involved in the final execution of the programme.

❖ Some of the objectives of rural development programmes have been achieved, especially those of encouraging cooperation between communities, governments and the private sector, fostering the spirit of communal self-help and programme initiation, educating and stimulating individuals and groups to accept change

❖ There has been no continuity or sustainability as far as the provision of those programmes or projects is concerned.

The adults agreed unanimously on the level of the programmes effectiveness, overall performance, the level of involvement of the people, impact of the programmes and extent of attainment of the objectives.

Recommendations

Based on the findings of the study, the following recommendations are hereby proffered.

In the first place, it was found that the members of the communities were fairly satisfied with the implementation of the programmes. This is not good enough. There is need to ensure that the programmes implementation is totally satisfactory. In this regard, it is here by recommended that the people should be involved in all the stages of programme execution beginning from need assessment stage, initiation, formulation of proposals, planning, organization and implementation to assessment. To this end, the people must

be adequately mobilised. This would help to ensure that the propgrammes are properly executed and success guaranteed. This would also help to create in the people pride of ownership when the projects are completed.

Secondly, the study established that the programmes have only achieved a few of the objectives or purposes for which they were provided. This is not a satisfactory performance. In order to ensure that all the objectives are achieved, there is need to institute an in-built evaluation mechanism that would ensure proper monitoring of the implementation of the programmes. In this way, problems are detected early enough and immediate corrective measures taken.

In addition, efforts should be intensified to ensure the implementation of the programmes is carried out according to specifications and laid down guidelines. This would ensure that the programmes are properly executed in order to attain the desired success.

Finally, it was discovered that the programmes provided have imparted positively on the living condition of members of the communities. There is need to consolidate on the success achieved thus far. Furthermore, the scope of rural development programmes should be extended beyond the provision of borehole, town hall, health centre, to include housing programme and comprehensive health care among others. This would go a long way in further raising the quality of life of the people. This would ensure better quality of life and a more meaningful participation by the people.

Implications of the study for Adult and Non-formal Education Programmes Management and Implementation

This study has important implications for the management and implementation of adult and non-formal education programmes.

The findings of this study indicated to the contrary the allegation that rural development programmes execution is a hush and of no consequence. The finding in the State has not confirmed that opinion. In other words, adults in the locale as stakeholders in the programmes are enjoying participating in the implementation of the programme. It thus appears that the strategies employed for the implementation of the programmes have helped to make the programmes stimulating and truly beneficial to the people.

The point management cannot afford to ignore is that it is crucial to involve the members of the community where programmes are executed in all aspects of the programming if a measure of success is what we aim at. Moreover, the extent to which our programmes can achieve the desired objectives and stimulating is dependent on a number of other variables which must be attended to.

The duty of management is to ensure that policy issues are executed or handled with pecuniary backing. Consequently, poor facilities, equipments, inadequate funding should be avoided. If they are given room, it is most likely that the programmes would not have a positive impact on the active involvement of the people and performance. It means that our programmes

must be context-dependent. Issues that our programmes should address must evolve experientially.

One other major fact which managers of adult education programmes must remember is that participation is largely voluntary. This voluntary nature of our programmes demands that they must be context-based and the environment where such programmes are organized must be conducive and stimulating for effective participation. The absence of basic materials and equipments and human resources are obviously one of the major factors responsible for the sorry state of programmes implementation in the country at large. This factor must be attended to with dispatch

Suggestions for Further Research

This investigation has revealed a number of things which have helped to trigger suggestions for further research in the area.

❖ A more comprehensive investigation should be conducted to properly explore the problems associated with the implementation of rural development programmes.

❖ A study or an investigation based on the same topic should be carried out in other States of the federation. Edo State has been the focus of this study. There is need to replicate the study in other states so that at the end, attempts can be made at making generalization with findings.

❖ A comprehensive study can also be conducted to fully explore the process adopted for the implementation of rural development programmes.

❖ An investigation can also be carried out to ascertain or evolve measures or strategies for successfully implementing rural development programmes.

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APPENDIX 1

UNIVERSITY OF LAGOS
SCHOOL OF POST-GRADUATE STUDIES
DEPARTMENT OF ADULT EDUCATION
AKOKA, LAGOS STATE

RURAL DEVELOPMENT PROGRAMME IMPLEMENTATION
QUESTIONNAIRE (RDPIQ)

Dear Respondent,

This questionnaire is designed to collect relevant data on the implementation of rural development programmes in the area. Please respond to the items as honestly and frankly as possible. The information is strictly for academic purpose. Please you are not required to write your name.

Thanks for your anticipated cooperation

Yours faithfully,

Francis E.O. Omoruyi
(Researcher)

SECTION A

PERSONAL DATA

1. Sex: Male [   ] Female [   ]

2. Marital Status: Married [   ] Single [   ] Separated [   ] Divorced [   ]

3. Age: 20 years or less [   ] 21-25 years [   ] 26-30 years [   ] 31- 35 years [   ] 36 years and above [   ]

4. Educational Qualification No formal School [   ] Primary School [   ] Modern School [   ] Secondary School [   ] Diploma/NCE [   ] Degree [   ]

5. Nature of Employment: (a) Self-employed [   ] (b) Employed by State [   ] (c) Employed by private establishment [   ]

6. What is your occupation? (a) Farming [   ] (b) Trading [   ] (c) Housewife [   ] (d) Civil Servant [   ] (e) Pottery [   ] (f) fashion Designing [   ]

SECTION B

S/NO	QUESTIONS	SA	A	D	SD	UD
1	There are a number of rural development programmes in my community.					
2	Members of my community are involved in the implementation of the programmes					
3	People are well and adequately mobilized					

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	to participate in the implementation of the programmes in my community.					
4	The rural development programmes are implemented only by government officials in the area					
5	My community members are involved in the initiation of the programmes.					
6	The absence of improper organization can make community members not to be involved in the implementation of the programme.					
7	The programme as they are, is well organized					
8	I like the programmes					
9	I would want government to continue with the programmes as they are now.					
10	My community members have benefitted from the programmes in the area					
11	In my opinion, the objectives for which the programmes were introduced have been achieved.					
12	The programmes have been quite effective/useful.					

13	The programmes need to be reviewed					
14	Involving the community members in the initiation of programmes will help to improve the performance of such rural development programmes.					
15	Adequate mobilization of the people will help to make the programmes popular and acceptable.					
16	Every member of the community ought to be provided the opportunity to participate in the implementation of the programmes.					
17	Government official deliberately exclude the members of the community from part-taking in the programmes implementation.					
18	The poor level of education of the people is responsible for their non-involvement in the programmes.					
19	I have confidence in the ability of the people involved to successfully implement the programmes in the area.					
20	There are no adequate provisions for the community members' involvement.					

21	The programmes implementation is adequately funded					
22	The equipments needed for effective implementation are adequately provided.					
23	The human resources needed to ensure effective implementation of the programmes are adequately provided.					
24	The programmes are adequately publicized.					
25	The low level of awareness about the programmes can affect their implementation.					
26	It is possible for the programmes objectives to be attained/achieved					
27	I lack the confidence in the ability of the people to participate actively in the programmes implementation.					
28	To my knowledge, nobody has benefitted from these programmes.					
29	Inadequate materials make the implementation of the programmes					

	difficult.					
30	Lack of mutual cooperation between community members and the officers frustrate the interest of the people in the programmes implementation.					
31	Good interaction between the people and officers is necessary for the successful implementation of the programmes.					
32	The programmes have the tendency of meeting the aspirations of the people.					
33	The implementation of the programmes has helped to raise the level of cooperation between the communities, government and private sector in the improvement of the living conditions of the people.					
34	The programmes implementation has helped to foster the spirit of communal self-help among the people.					
35	The involvement of the communities in the implementation of the programmes can help them to properly organize themselves for communal self help					

	activities.					
36	The people have been educated and stimulated to accept change for the improvement of their living conditions as a result of the implementation of the programmes.					
37	There has been enhanced inter-communal interaction in exchange of ideas that promote social, economic and cultural development as a result of the programmes implementation.					
38	The community has now developed effective capacity building opportunities as a result of the programmes.					

39	The involvement of the people in the programmes implementation has developed in them the spirit of patriotism.					
40	The people's ability to resolve conflicts within themselves and between themselves and other communities has increased as a result of the programmes.					
41	The implementation of development programmes has helped to raise economic activities in my community.					
42	The provision of access road has helped to boost commercial activities in my community					

43	The provision of rural development projects has helped to raise the level of participation in political activities in my community					
44	Cooperative activities have increased due to the execution of rural development projects in my community					
45	There is a high level of social activities due to the construction of a town hall in my community					
46	The involvement of the people in the implementation of the programme can instill in them pride of ownership of projects executed at the end of implementation.					

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STRUCTURED INTERVIEW

1. Which rural development programmes exist in your community?

   ……………………………………………………………………

2. Has the implementation of these programme(s) been effective in your community? (a) Yes [   ] No [   ]

3. How would you rate the level of usefulness of the programmes? (a)Very useful [   ] (b) fairly useful [   ] (c) Useful [   ] (d) Not useful [   ]

4. Has the rural dwellers (i.e. community members) been involved in the implementation of these programmes? (a) Yes [   ] (b) No [   ]

5. Do you like the programmes as they are? (a) Yes [   ] (b) No [   ]

6. How do you perceive the programmes implementation in your area? (a) Very good [   ] (b) Good [   ] (c) Fairly good [   ] (d) poor [   ]

7. In your opinion, do you think it is appropriate to involve the community members in the implementation of the programmes? (a) Yes [   ] (b) No

8. What are the problems associated with the implementation of the programmes in your area.

9. How would you rate the overall performance of the programme? **(a)** Very Satisfactory (b) Not Satisfactory (c) fairly satisfactory (d) Not worthwhile (e) bad

10. What would you say is the nature of the people's involvement?

    (a) monitoring of programmes progress (b) initiation of programmes (c) assessment of the programmes outcome. (d) execution of the programmes.