

Impact of Community Development Programmes and Leadership Capacity Building of Community Leaders in Awka South Anambra State, Nigeria

NKEMDILIM, Anayo I. & Prof. AMADIOHA, Samuel W.

Department of Education Foundations
Faculty of Education
Rivers State University, Port-Harcourt

Abstract: This study examined community development programmes and leadership capacity building of community leaders in Awka South Local Government Area, Anambra State, Nigeria. Two research question and two null hypotheses guided the study. The study reviewed related literature under theoretical and conceptual frameworks. The study also reviewed related empirical studies. The design of the study was a descriptive survey design, the population of the study was 1,294 paramount rulers and community development committee (CDCs) chairmen, since the population size is manageable, there was no sampling but the population was taken as generalized. The instrument was a well-structured questionnaire titled community development programme and leadership capacity building of community leaders Questionnaire (CDPLCBCLQ) containing hundred (100) items structured in a Very High Extent (VHE) = 4, High Extent (HE) = 3 Low Extent (LE) = 2 and Very Low Extent (VLE) = 1. The instrument was validated by the supervisor, three other experts in Adult and community development. Reliability of instrument was analyzed using Pearson Product Moment Correlation (PPMC) at 0.05 level of significant to obtain a correlation coefficient index of 0.85. The research question were answered using the mean and standard deviation statistical tool while the hypotheses were tested using z-test statistics at 0.05 level of significance. Based on finding civic education programmes has been of great help to paramount ruler in terms of decision making. Cultural education programmes builds the capacity of community leaders on cultural values for peaceful coexistence. Community leaders should ensure that some cultural programs be made a yearly programme that will bring the people of Awka South Anambra State together. This would strengthen the traditional beliefs, customs and traditions of the state.

Keywords: Community Development Programmes, Leadership, Capacity Building,

Introduction

The issue of community development in Awka South Local Government Area of Anambra State has generated much concern in many quarters and as such resulted in the formation of many programmes in Awka South. Despite the realization of this fact however, the research for the real place of community development programmes still continues. Community development programme is a socio-economic programme aimed at development and re-construction of rural communities. It aims at people's involvement in development programmes, making them self-reliant and co-operative in development practices in the community. Community members who have the capacity to do something to enhance their quality of life are portrayed as having the ability to think, to decide, to plan and to take action in determining their lives. It is often argued that in any community development programme, both economic and individual growth must be given equal attention so as

to ensure that the process of community development achieves its due balance, continuity and sustainability.

Community development programmes encourage people to welcome new means of development in the community. The aim of community programmes is the involvement and participation of rural people, it is carried out by Institutions of some selected leaders in the community as community development occurs when people strengthen the bounds within the neighborhoods, build social networks, and form their organizations to provide a long-term capacity for problem solving, and it gives individuals and group of people the opportunity to take action and address issues within their community (Cabal & Weaver, 2016).

Community development is maintained to be the process of self-discovery by which the people of a community learn to identify and solve their community problems. In this process, people share their thoughts, their aspirations, their joys and sorrows and their common destiny for themselves (Nzeneri, 1993). Community development is a combined effort of the community members, governmental authorities, non-governmental organizations and philanthropists in order to bring about a positive or progressive change, growth and development in relation to social, economical, cultural and political problems of the community (Dokubo, 2015). Similarly, Frank and Smith in Kobani and Alozie (2019), stated that community development is a process where community members come together to take collective action and generate solutions to common problems. It ranges from small initiatives within a small group to large initiatives that involve the broader community. Anyanwu in Kobani and Alozie (2019) equally viewed community development as the process of life in the community, by which members of the community plan and act together for the satisfaction of their needs.

Gilchrist and Taylor (2011) opined that Community development gives individuals and groups the opportunity to take action and address issues within communities. Problems ranging from economic to social, environmental to cultural can help to rebuild inequitable systems that leave certain demographic populations isolated, marginalized, and without access to important resources vital to living efficiently and successfully. This is a continuous effort to find solutions that benefit the community, and enact collective action to empower individuals and agencies to support and improve the lives of disadvantaged communities. Community development tackles issues that are at a narrower scope, and require more individual and personal involvement. Some issues, such as infrastructure and city-wide initiatives, can require the need for governmental involvement (Ife, 2016). For community development to achieve its aim of enhancing the economic lives of citizens of the community, leaders in the community have key and vital role to play. This is because, as decision makes in the rural communities, they determine the kind of development programmes that take place in the communities.

Community development should strive to transform society by making conscious effort to use such projects as useful tools to correct imbalances in the society and establish justice and equity in the distribution of amenities. Community development is a process which enables people recognize the fact that they own a responsibility to themselves and their environment, especially in the direction of continuous improvement and ennoblement. Eleberi, Mbadiwe-Woko, Owede, (2014) identify programmes used as tools for educating adults towards community development. Programmes are organized by change agents in adult education and community development which are useful for the socio-economic transformation of rural communities. These programmes include Agricultural extension education programme, community education programme, literacy education programme, cooperative rural industries prograxnmme, health programmes, functional literacy programme, life-

skill education programmes, peace education programme, and so on. Furthermore, Akinpelu as cited in Adetuji (2016) lists adult education programmes as literacy education, continuing education, community development, rural development or transformation, agricultural extension education, health extension education, mass education, population education or family planning education, workers education, nomadic/migrant education, social welfare and social work education, environment educational, vocational education, political education and political action programmes, cultural, aesthetics and recreational education, industrial and labour education, public enlightenment! mass mobilization, women education, civic education, among others.

Harsh (2019) viewed community development programmes brought about by simulative, encouraging, aiding and assisting villagers in improving their standards of living as social economic programmes aimed at development. More also, the aim of community development programme is to enhance development and decrease poverty and disadvantaged areas as it seeks to increase the opportunities of poor and marginalized people in most rural areas of communities. Consequently, capacity building of community leaders is pivotal to any meaningful development in communities. The availability of other factors in community development in the absence of effective efficient leadership leads to colossal failure of the community as leadership is the key to community development.

According to Kobani and Alozie (2019) community development relies heavily on local leadership to elicit the enthusiasm of the people. The local leadership enhances participation and ensures that it is not only the change agents but also the local leaders who act as the agents of development in their communities. Leadership according to Wikipedia (2014) is a process of social influence in which one person can enlist the support of others in the accomplishment of a common task. Barikor in Kobani and Alozie (2019) described leadership as a process of influencing, directing, and coordinating the activities of other people in an organization towards the advancement of the goals of the organization as leadership capacity building in community development typically involves the establishment of competency model, describing the skills and behaviors required by the community leaders.

Dokubo (2015) is of the view that a leader must possess the charisma and ability to motivate, mobilized and sensitize members of the community in collaboration with external change agents in order to direct, control, supervise, monitor and evaluate community development programmes. In other words, for effective community development a leader takes responsibility of initiating actions among members of the community. Community leaders and chairmen of Community Development Committees (CDCs), chairmen are usually facilitators in this model and their role. It is in the light of this that the study seeks to investigate community development programmes and leadership capacity building of community leaders in Awka South Local Government of Area of Nigeria.

1.2 Statement of the Problem

It is common and accepted norm in the world and also in the Nigerian society that, it is the responsibility of government to provide basic amenities for the populace. In the response to this, government and Non- Governmental Organization (NGOs), philanthropists, community members has been trying to provide these forms of amenities to various communities such as; civic education programme, cultural education programme, peace education programme, life- skill education programme, functional literacy, electricity, good road, dispensary, good drinking water, educational facilities, school, farming support, good means of transportation, health, educational facilities among others. Community development programmes aim at people involvement in development practice making them to be self- reliant and co- operative in developing their community. Community

development programme is a process in which people share their thoughts, their aspiration, their joy, sorrow and their common destiny for themselves.

It is a movement a process, a method and a programme. Community development can be meaningful if community leaders develop their leadership skills Experience however, show that although the provision of these social amenities to communities, such responsibility has not yielded quality development in most of the communities in Awka South, Anambra State. To this end communities in Awka South are still lacking some of these amenities. This could be due to the fact that government is not able to bear the cost in providing the amenities needed in all the communities and as such communities are expected to participate in the development process. The need arise to discover how community leaders tried to accomplish this through their various community development programmes and project and how their effort can enhance the quality of life and in general. According to Kobani and Alozie (2019) community development relies heavily on local leadership to elicit the enthusiasm of the people. The local leadership enhances participation and ensures that it is not only the change agent but also the local leader who act as the agent of development in their communities. Community leaders and community development committee (CDCs) chairmen are usually facilitator in this model and their role includes helping and motivating the community through first to identify their needs and then mobilized, organized them to work on the project. Community development programme should strive to transform society by making conscious effort to use such project as useful tools to correct imbalances in the society and establish justice and equity in the distribution of amenities. The limited opportunities for leader participation in civic, political and community development activities have not been fully evaluated. Hence, a survey of community development programmes and leadership capacity building of community leaders in Awka South, Anambra State is the focus of this study.

1.3 Purpose of the Study

The purpose of the study is to examine how community development programmes impact on leadership capacity building of community leaders in Awka South L.G.A, Anambra State. Specifically, the objectives of the study were to:

1. Determine the extent to which civic education programmes impact on leadership capacity building of community leaders in Awka South Local Government Area, Anambra State.
2. Determine the extent to which cultural education programmes impact on the leadership capacity building of community leaders in Awka South Local Government Area, Anambra State.

Research Questions

The following research questions were answered in the study:

1. To what extent does civic education programmes impact on leadership capacity building of community leaders in Awka South Local Government Area, Anambra State?
2. To what extent does cultural education programmes impact on leadership capacity building of community leaders in Awka South Local Government Area, Anambra State?

Hypotheses

The following null hypotheses were formulated in line with the purpose of the study and were tested as 0.05 level of significance.

There is no significant difference in the mean ratings of Paramount Rulers and Community Development committee chairmen in their responses on the extent to which civic education programmes impact on leadership capacity building of community leaders in Awka South Local Government Area, Anambra State.

There is no significant difference in the mean ratings of Paramount Rulers and Community Development Committee Chairmen in their responses on the extent to which cultural education programmes impact on leadership capacity building of community leaders in Awka South Local Government Area, Anambra State

Methodology

The study adopted a descriptive survey design. Nwankwo (2011) describes descriptive survey as a research design where the researcher administers a survey questionnaire to sample considered representative of the population with the intention of describing opinions or characteristics of the population. In the present study, the researcher aims to describe community development programmes and community leadership capacity building of community leaders in Awka South, Anambra State. The area of study covered Awka South Local Government in Anambra State which is made up the following towns Isiagwu, Uda, Okpo, Olido, Amube, Ette, Ikiga and Amaja. The population of the study was one thousand two hundred and ninety-four (1,294) Paramount Leaders and Community Development Committee (CDCs) chairmen of Anambra State (Source: Ministry of Community Development and Chieftaincy Affairs, Anambra State). That is 647 paramount leaders and 647 CDC chairmen. Since the population size is manageable, there was no sampling but the population was taken whole as a census. The instrument for this study was structured questionnaire titled, "Community Development Programmes and Leadership Capacity Building of Community Leaders Questionnaire (CDPLCBCLQ)", developed by the researcher. The questionnaire was based on five research questions and five hypotheses outlined in the study. in order to establish the content validity and worthiness of the Instrument used in this study the drafted instrument was subjected to the researchers' supervisors and three other experts in the department of Adult and Community Development for content scrutiny. To establish the reliability of the instrument, the researcher used test-retest method. Pearson Product Moment Correlation (PPMCC) was used to analyze the data which gave correlation coefficient index of 0.85. The research questions were answered and analyzed statistical tool. A mean value of 2.49 and below on any item on the instrument was regarded as low extent. The research questions were answered and analyzed statistical tool. A mean value of 2.49 and below on any item on the instrument was regarded as low extent. While a mean value of 2.50 and above on any item on the instrument was considered as high extent.

Result

Research Question 1: To what extent does civic education programmes impact on leadership capacity building of community leaders in Awka South Anambra State?

Table 1: Mean Response of Community Leaders on the Extent to which Civic Education Programmes Impact on Leadership Capacity Building of Community leaders in Awka South Anambra State.

S/N	Items	Paramount Rulers Responses n=647			Community Development Committee (CDCs) Chairmen n=647		
		Mean	SD	Remark	Mean	SD	Remark
1	Civic education programmes has been of great help to paramount ruler in terms of decision making.	2.81	1.00	High Extent	2.74	1.01	High Extent
2	With civic education programmes paramount ruler were equipped with the knowledge and strategic skills for encouraging youths to support government initiated programmes	2.81	0.87	High Extent	2.81	0.99	High Extent
3	Civic education programmes equips paramount ruler with the skill needed for mobilized youths.	2.82	1.07	High Extent	2.81	1.06	High Extent
4	Civic education programmes equips community leaders with the decision making skills needed in terms of devoted citizenship.	2.78	0.86	High Extent	3.15	0.90	High Extent
5	Civic education programmes does not equip community leaders with the skills needed in mobilized youths for supporting community development projects.	2.09	0.93	High Extent	1.85	0.95	High Extent
6	Civic education programmes equips community leaders with proactive capabilities to address insecurity challenges in my community.	3.86	0.88	High Extent	2.78	0.87	High Extent
7	Civic education programmes has never equipped community leaders with decision making skills that encourages tolerance living among community youths and members.	2.06	0.93	High Extent	1.97	0.91	High Extent
8	Civic education programmes equips community leaders with decision making skills for encouraging community members towards political tolerance for peaceful coexistence.	2.72	0.88	High Extent	3.30	0.89	High Extent
9	Civic education programmes equips community leaders with knowledge of civic rights which serves as a tool dealing with sensitive matters that could pose security issues.	2.60	0.87	High Extent	2.99	0.85	High Extent
10	Civic education programmes equips community leaders with tools in tackling insecurity in the community	2.74	0.97	High Extent	3.17	0.98	High Extent
	Grand Mean	2.63	0.93	High Extent	2.76	0.94	High Extent

Source: Field Work, 2023

Data in table 1 revealed the mean and standard deviation of Paramount Rulers in Awka South Anambra State to the extent which civic education programme impact on leadership capacity building of community leaders in Awka South. Based on the mean and standard deviation community leaders with Paramount Rulers on the impact of civic education programme and leadership capacity building, items 1,2,3,4,6,8,9, and 10, Paramount Rulers had mean and standard deviation between (2.81-1.00), (2.81-0.87), (2.82-1.07), (2.78-0.86), (2.09-0.93) (2.86- 88),(2.06-0.93), (2.72-0.88), (2.60-0.87) and (2.74-0.97) and (2.63-0.93) which fell under High Extent. While Community Development Committee (CDCs) chairmen on the same item had mean and standard deviation between (2.74-1.01), (2.81-0.99), (2.81-1.06), (3.15-0.90), 95), (2.78-0.87), (1.97-0.91) (3.30-0.89), (2.99-0.85) and (3.17-0.98) (2.76-0.94 which fell under High Extent respectively.

The above showed that Paramount Rulers and Community Development Committee (CDCs) chairmen were of the opinion that civic education programmes and leadership capacity Building has been of great help to paramount rulers on their decision making skill as it equipped with the necessary knowledge and strategic skills for encouraging youths to support government initiated programmes in their community. Item 1 on research question 1 indicated that civic education programmes has been of great help to paramount rulers in terms of decision making. Item 2 indicated with civic education programmes, paramount rulers were equipped with knowledge id strategic skills for encouraging youths to support government initiated programmes for the development of their community. Item 3 of same research question indicated that civic education programnie equips paramount rulers with the skill needed for mobilized youths in their community. Item 4 indicated that civic education programmes equips paramount rulers with good decision making skills needed in terms of devoted citizenship. Item 6 equally indicated that civic education programme equips community leaders with proactive capabilities to address insecurity challenges in their various community. Item 8 indicated that civic education programmes equips paramount rulers with decision making for encouraging community members towards in terms of political tolerance and for peaceful coexistence in their community.

More so, item 10 also indicated that civic education programme equips paramount rulers with tools in tackling insecurity in the community.

Also, the same table revealed the response of Paramount Rulers and Community Development Committee (CDCs) chairmen in Awka South Anambra State, they expressed low extent on items 5 and 7 with mean scores ranging between (2.06 -2.09). This implied that the extent to which civic education pact on leadership capacity building of community leaders on was of Low Extent, Paramount Rulers had mean and standard deviation between (2.09-0.93), and (2.06-0.93) which fell under low extent. While Community Development Committee (CDCs) chairmen on same item had mean and standard deviation between (1.85-0.95), and (1.97-0.91) which fell under low extent respectively. Item 5 on the same research question 1 showed that civic education programmes actually equips community leaders with the skills needed in mobilizing youths for supporting community development projects in their various communities. Item 7 equally indicated that civic education programme has never equipped community leaders with good decision making skills that encouraged tolerance living among community youths and members in Awka South, Anambra State.

Research Question 2: To what extent does cultural education programmes impact on leadership capacity building of community leaders in Awka South Anambra State?

Table 2: Mean Response of Community Leaders on the Extent to which Cultural Education Programmes Impact on Leadership Capacity Building of Community Leaders in Awka South Anambra State.

S/N	Items	Paramount Rulers Responses n=647			Community Development Committee (CDCs) Chairmen n=647		
		Mean	SD	Remark	Mean	SD	Remark
1	Cultural education programmes build the capacity of community leaders on cultural values for peaceful coexistence.	2.85	0.88	High Extent	2.98	0.86	High Extent
2	Cultural education programmes equip community leaders with the capacity to mobilise community members towards resource management.	2.75	0.99	High Extent	2.58	0.87	High Extent
3	Cultural education programmes equip community leaders with the capacity to mobilise community members towards resource management.	2.50	0.96	High Extent	2.62	0.93	High Extent
4	Cultural education programmes equip community leaders with knowledge of traditional beliefs, customs and ceremonies which could be critical to handling resource management.	2.04	0.88	High Extent	1.97	0.89	High Extent
5	Cultural education programmes provide traditional guidance on resource management.	2.82	0.92	High Extent	2.57	0.95	High Extent
6	Cultural education programmes serve as a tool community leaders in the use of valuable orientation to youth to disease from practices that could bridge the law.	1.97	0.88	High Extent	2.03	0.89	High Extent
7	Cultural education programmes equip community leaders with the competences to utilize traditional methods in dealing with beliefs.	3.32	1.01	High Extent	2.85	0.99	High Extent
8	Cultural education programmes encourage community leaders to be mindful on how to spend community resources	3.19	0.85	High Extent	2.76	0.83	High Extent
9	Cultural education programmes imbibe community leaders on the management of community resources	3.18	0.92	High Extent	2.97	0.95	High Extent
10	Cultural education programmes imbibe community leaders measures to achieving lasting peace in the community	2.93	0.88	High Extent	3.10	0.84	High Extent
Grand Mean		2.93	1.01	High Extent	2.34	0.90	High Extent

Source: Field Work, 2023

Data in table 2 revealed the mean and standard deviation of community leaders in Anambra State on the extent to which cultural education programmes impact on leadership capacity building of community leaders in Awka South, Anambra State. Based on the mean and standard deviation paramount rulers and community development committee (CDCs) chairmen on cultural programmes

and leadership capacity building of community leaders influence leaders in terms of resource managements, items 1,2,3,5,7,8,9, and 10, paramount rulers had mean and standard deviation between (2.85-0.88), (2.75-0.99), (2.50-0.96), (2.82-0.92), (3.32-1.01), (3.19-0.85), (3.18-0.92), and (2.93-0.88) which fell under High Extent. While community development committee (CDCs) chairmen on same item had mean and standard deviation between (2.98-0.86), (2.58-0.87), (2.62-0.93), (2.57-0.95), (2.85-0.99), (2.76-0.83), (2.97-0.95), and (3.10-0.84) which fell under High Extent respectively above showed that paramount leaders and community development committee (CDCs) chairmen were of the opinion that cultural education programmes had positive impact on the leadership capacity building of community leaders Anambra State. Item 1 in research question indicated that cultural education programmes build the capacity of community leaders on cultural values for peaceful coexistence in the community. Also, item 2 indicated that cultural education programmes equip community leaders with the capacity to mobilized community members towards the management of their available resources. Item 3 indicated that cultural programmes equip community leader with the capacity to advice community members/youth against unethical behavior on the resource management of their community. Item 5 also indicated that cultural education programmes provide traditional guidance on how to manage the resources of their community. Item 7 indicated that cultural education programmes equip community leaders with the competences to utilize traditional methods in dealing with beliefs when it comes to the management of their resources. Item 8 equally indicated that cultural education programmes encourage community leaders to be mindful on how to spend the resources of their community. Item 9 also indicated that cultural education programmes imbibe community leaders on the management of community resources. Also, item 10 indicated that cultural education programmes imbibe community leaders measures to achieving lasting peace in the community in their various community.

Also, the same table revealed the response of Paramount Rulers and community development committee (CDCs) chairmen in Anambra State, they expressed low extent on items 4 and 6 with mean scores ranging between (1.97-2.04). This implied that the impact of cultural education programme on leadership capacity building of community leaders on resource management was of Low Extent, paramount rulers had mean and standard deviation between (2.04-0.88), and (1.97-0.88) which fell under low extent. While community development committee (CDCs) chairmen on same item had mean and standard deviation between (1.97-0.89), and (2.03-0.89) which fell under low extent respectively. Item 4 on the same research question 2 showed that cultural programmes equipped community leaders with knowledge of traditional beliefs, customs and ceremonies which could be critical to handling resource management of their communities. Item 6 equally indicated that cultural programmes did not serve as a tool community leader in the use of valuable orientation to youth to disease from practices that could bridge the law in Awka South.

Hypotheses

Hypothesis 1: There is no significant difference in the mean ratings of paramount rulers and community development committee (CDCs) chairmen in their responses on the extent to which civic education programme impact on leadership capacity building of community leaders in Awka South Anambra State.

Table 3: The z-test Analysis on the Extent to which Civic Education Programme Impact on Leadership Capacity Building of Community Leaders in Awka South Anambra State.

Respondents	N	X	SD	df	z-Cal	z-Crit	Ls	Decision
Paramount Rulers	647	2.63	0.93	1292	1.7483	1.96	0.05	Accepted
CDCs Chairmen	647	2.76	0.94					

See details of analysis in appendices

Table 3 shows that paramount rulers had a mean and standard deviation score of 2.63 and 0.93 respectively, while community development committee (CDCs) chairmen had mean and standard deviation scores of 2.76 and 0.94 respectively. The z-cal value was 1.7483, while z-crit was 1.96 with a degree of freedom of 1292 at 0.05 level of significance. This result shows that z-cal was less than z-crit which implies that the null hypothesis was accepted. Thus, there is no significance difference between the mean response of paramount rulers and community development (CDCs) chairmen on the extent to which civic education impact on leadership capacity building of community leaders in Awka South Anambra State.

Hypothesis 2: There is no significant difference in the mean rating of paramount rulers and community development committee (CDCs) chairmen in their response to which cultural education programmes impact on leadership capacity building of community leaders in Awka South Anambra State.

Table 4: The z-test Analysis on the Extent to which Cultural Programmes Impact on Leadership Capacity Building of Community Leaders in Awka South Anambra State.

Respondents	N	X	SD	df	z-Cal	z-Crit	Ls	Decision
Paramount Rulers	647	2.93	1.01	1292	1.8301	1.96	0.05	Accepted
CDCs Chairmen	647	2.64	0.92					

Table 4 shows that paramount rulers had a mean and standard deviation score of 2.93 and 1.01 respectively, while community development committee (CDCs) chairmen had mean and standard deviation scores of 2.64 and 0.92 respectively. The z-cal value was 1.8301, while z-crit was 1.96 with a degree of freedom of 1292 at 0.05 level of significance. This result shows that z-cal was less than z-crit which implies that the null hypothesis was Accepted. Thus, there is no significant difference between the mean response of paramount rulers and community development (CDCs) chairmen on the extent of cultural programmes impact on leadership capacity building of community leaders in Awka South Anambra State

Discussion of Findings

The finding of the study is discussed below in line with the objectives of the study.

Impact of Civic Education Programme on Leadership Capacity Building of Community Leaders in Awka South Anambra State.

The analysis of the result of civic education programme and leadership capacity building of community leaders in decision-making skills, table 4.1 showed the grand mean rating of 2.63 and 2.76 respectively. Also, the table showed no significant difference on the impact of civic education

on leadership capacity building of community leaders in South Anambra State. The finding is in line with Adebayo and Adeniyi (2015) as they are of the view that civic education programme plays an indispensable role in the development of any society or nation, as the development of any nation depends largely on good and patriotic citizenship. No nation can thrive beyond the civic values and traits demonstrated by her citizens. The findings also in line with Utulu (2011) as noted that civic education seeks to introduce citizens to the process of democratic socialization by promoting support for democratic behaviours and values among citizens. The finding is also in agreement with Falade and Falade (2012) as he asserted that civic education programme is concerned with the training for equity, justice, responsibility, freedom, patriotism, honesty and obedience to rules and regulations guiding the civil society. Supporting this, Levine and Bishai (2010) asserted that civic education seeks to give citizens and leaders the understanding and the habit of engaging in a nonviolent contest to participate constructively in politics and, more broadly, civic life and service to the community.

Impact of Cultural Education Programmes on Leadership Capacity Building of Leaders in Awka South Anambra State

The analysis of the result of extent of cultural education programmes and leadership capacity of community leaders in managing resources in Awka South Anambra State table 2 showed the grand mean rating of 2.93 and 2.64 respectively. Also, the table showed no significant difference on the extent of cultural education programmes and leadership capacity building of community leaders in managing resources. The finding is in line with Igbafe in Ihejirika (2015) as cultural education programmes involves the provision of information, knowledge and skills that permit the preservation and propagation of the cultural values of the people in a particular society. The culture of a society is not static but dynamic and always evolving and changing as the people in the community interact with themselves and people from other societies.

Finding is in agreement with Adekola (2012) as he noted that the primary tool for ensuring peace in traditional African communities was the value system. People's actions and behaviours were informed by the ethics of the society and unethical behaviour were punished by both leaders and community members as a whole. This served as a deterrent for many who could have engaged in one crime or the other. Consequently, we had more peaceful and saner societies. We are gradually losing these values and this has led to all kinds of restiveness among youths which has left most communities in Nigeria in a state of unrest. Cultural education programmes for community leaders will emphasize the need to bring back these cultural values among youths and adults in communities as a measure to achieve lasting peace.

The findings are in line with Obanya (2005) as Cultural education programme helps the individuals to acknowledge their identity. Within the household, educational institutions, employment settings and communities, the individuals have certain roles to perform. It is apparent that all individuals aspire to achieve their goals and objectives, which are personal and professional. Apart from focusing upon the achievement of one's goals and promoting better livelihoods opportunities, the individuals need to work towards promoting well-being of the communities.

Conclusion

Based on the findings from the study, the researcher therefore concludes that;

Civic education programmes helped in building the capacity of community leaders, equipped them with the knowledge and strategic skills for encouraging youths to support government initiated

programmes in the various communities, mobilizing youths for supporting community development projects, and also equipped them with proactive capabilities to address insecurity challenges in my community.

Cultural education programme helped in building the capacity of community leaders capacity to mobilise community members towards resource management, capacity to advice community members/youth against unethical behavior on resource management, equipped community leaders with knowledge of traditional beliefs, customs and ceremonies which could be critical to handling resource management.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Paramount Rulers and Community Development Committee (CDCs) Chairmen should make civic education programmes a monthly programme to build the capacity of community leaders on decision making skills. This would help community members both in the rural and urban areas to be properly equipped with knowledge and strategic skills for encouraging youths to support government initiated programmes in Awka South Anambra State.
2. Paramount Rulers and Community - Development Committee (CDCs) Chairmen should ensure that some cultural programs be made a yearly programme that will bring the people of Awka South Anambra State together. This would strengthen the traditional beliefs, customs and traditions of the state

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