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YOUTHS' COMPETENCIES ON COMMUNITY DEVELOPMENT ACTIVITIES IN ISOKO NORTH LOCAL GOVERNMENT AREA OF DELTA STATE, NIGERIA

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ABSTRACT

This study was carried out to investigate youth's competencies on community development activities in Isoko north local government area of Delta State. A purposive sampling technique was used to select 150 youths that are involved in community development activities for the study. Data were collected with the aid of well-structured questionnaires and interview schedule. Descriptive and inferential statistics were used to analyze the data. Results of the study obtained revealed that majority of the respondent were members of youth organization with 86.9% and their group meeting was monthly with 70.8%. It revealed that, the respondents participated in environmental sanitation with the mean of 3.18, construction of public taps with mean of 3.22. In an Also, respondents mobilized various resources through indigenous/ local organization, grassroots the p organization, government agencies and individual donors, and respondents participated in is to environment sanitation with 84.2%, construction of borehole with 84.2% and construction of feede public taps with 94.7%. They had a positive attitude toward community development activities Centr and p with highly competency in team work, group focus and in planning organization with mean of 3.8, 2.57 and 2.51 respectively. However, the competency level was medium in work standard, alway motivation, reliability and problem solving with the mean of 2.49, 2.19, 2.06, and 2.49 resou respectively. Lack of funds, lack of technical know- how and lack of commitment of the youths to manp programmes were factors responsible for the failure of youths in community development techn activities. The result of Pearson Moment Correlation revealed that only occupation of the youths dema (r = 0.268, p = 0.002) was found to be positively significant on their competencies. The study the r recommended that increase involvement of youth in community development activities can be comm enhanced by giving opportunities for personal self-growth, skill enhancement, and leadership streng development; allow youth to work with adult in active collaboration toward local community evalu development. comp activi

Keywords: Youths' Competencies, Community Development Activities, Delta State, Nigeria

INTRODUCTION

Nigeria is blessed with abundant human and natural resources. However, strategies and policies by different governments have not effectively harnessed these resources to the benefit of the country and the citizens. Community development have an implicit potentials to improve the collective being of citizens and make positive inclination for everyone to embrace the democratic ideas of fairness, justice, transparencies and hard work (Ginwright and James, 2002). Furthermore, Adedoyin (1997), posit that the nature and scope of community development are very important factors upon which dimension of development in community are based or structure. This is well understood amidst a thorough study of youth competencies on community development activities and the basic environment for community development.

any developing country such as Nigeria, a paramount aim of the rural communities is to attain basic amenities such as motored roads, health Centre, good market centre, rural electrification, portable water and portal agencies. Unfortunately, there is ways the shortage of kinds of outside sources for all sorts of needs like, power, funds, contact with expert and technical know-how to satisfy the legitimate demands of the rural people. To this effect, rural people are bound to embark on community development activities in order to strengthen their democratic sentiment and evaluate their status through youth competencies in community development activities.

The contribution of the sector to the socio-economic development was almost brought to zero before it started to dawn in the citizenry that there is the need to revitalize the sector. The overall agricultural policy of

Nigeria now is to harness all available resources to increase agricultural productivity, rural income, and community development. The effective and progressive agricultural development, active work force is required. To attain this, the active group of individuals needs to be exploited favorably. These groups of people are youths. Youth are involved in agricultural activities and community development in rural areas, because they have characteristics that could be exploited for community development activities. This is why the study is embarked upon to their competencies on youths and community development activities.

Youth are regarded as young people. They are nonetheless a transient category of human being as sooner or later they leave this category. However, the definition of youth depends on who is defining it, for what purpose and in what context (Educational, Social, religious, legal, cultural etc.).

The United Nations defined a youth as an individual between 15-24 years of age. This is based on the fact that children attain puberty between 12 to 14 years thus, 15 years of age, every individual must have attained puberty and hence no longer a child. UNICEF (1995), however, categorized individual from age 15 -18 years as children. There is this inter play of dividing line. However, Obansanjo and Mabogunje (1999), regards youth as those between 18 -30 and 30-40 matured youths. They are of the opinion that a youth within age bracket has much time, energy and opportunities to accomplish his goal in life in consonance with the saying "a Fool at 40 is a fool forever".

Youth competencies are the knowledge, skills and attitudes that are predictors for long-term development outcome or as the knowledge and skills that young people need

to be prepared for economic, civic and social participation and emotional and physical health in today's world it facilitate a successful transition from childhood to adolescence to adulthood. This holistic definition considers all domains that interact as young people develops, including the psychological/emotion, social, cognitive/intellectual and physical.

Community can be warmly persuasive word to describe an existing set of relationships; or the warmly persuasive word to describe an alternative set of relationships. What is the most important, perhaps, is that unlike all other terms of social organization (state, nation, society, etc.). It never seems to be used unfavorably, and never to be given any position opposing or distinguishing terms (Williams, 1996). Often, when we think in geographical term, community is the city, town or village where we live. When community is defined through physical location, it has precise boundaries that are readily understood and accepted by other communities in terms of geography however, is only one way of looking at them. Community can be defined by common cultural heritage, language and beliefs are shared interest. These are sometimes called communities of interest. The youth in Nigeria can be put into public or private ventures which reflect a similar effort of making them to be part of the entire society.

Jibowo (2016) sees development as the transformation of the rural community into socially, economically, politically, educationally, orderly, materially of desired condition with the purpose of improving quality of life of the rural communities or population. However, Ekong (2003) asserts that community development in developing countries generally entails the emphasis on participation and competencies of youth by the local community. He further stated that involvement of people in programmes entails

understanding the nature of the problem involved those directly involved and those peripherally affected.

Development can be seen as the general improvement of economic, social and political conditions of the whole society in terms of reduction or elimination of poverty, inequality, injustice, insecurity, ecological imbalance and unemployment within the context of a growing economy (Filani, 2015). According to Filani, et al (2015), development could focus on any of the following, social development, economic development, political development, cultural, religions development. All the above aspects of development are tied together even though in theory, distinction can be made. All the aspects focus at raising the people's standard of living.

Odusanya (2015) has argued that youth must be fully engaged and involved in change efforts at the community level, if they are to learn to function as effective members of society. Youth competencies refer to their active involvement and real influence in the decisions that affect their lives. In this approach, competencies quality is measured not only by its scope, such as the number of young people who attend a number of activities involved in a programme but also by the quality of their contributions. Competency is effective when people (youths) have some positive effect on the community development process, influence a particular decision, or produce a favorable outcome.

Youth competencies in community development activities can be beneficial for both the community and youth development. Young people can bring innovation, creativity and energy which can be useful in community development. Community development involves the mobilisation of members in efforts aimed at socio-economic

development (O'Brien, 2009). Youth competencies and participation can thus be seen as an ideal strategy for community and youth development.

Due to the deficit thinking over the last century, young people are often perceived as problem or risk (UN Habitat, 2012) and as "trouble" (Ansell, 2005). This type of thinking curtails young people's potential for positive contribution in society. In Nigeria young people don't get enough opportunities to allow them to engage in activities that allow them to be agents of their own and their country's broader successes (Jobson, 2011). The National Youth Development Agency (2011), states that lack of participation for young people (about 70%) is typically a function of sheer lack of interest and/or lack of access to suitable facilities.

Viewing young people as transient, participating in too many other activities, and having less predictable schedules, community development activities may exclude youth. Lastly, the extent to which youth can contribute to the decision making process of organizations and play an active role in program/policy development is important in shaping youth competencies on community development activities. These kinds of practices have excluded young youth from involvement in decision-making and planning for community development activities they have this backdrop, this research work was conducted to analyses youths' competencies on community development activities in the study area. The broad objective of the study was to investigate Youths' competencies in community development activities in Isoko North Local Government Area of Delta State. The specific objectives of the study were to:

- i. describe the socio-economic characteristics of the youth involved in community development activities in the study area.

- ii. ascertain different frequencies of youth involvement in community development activities in the study area.
- iii. identify the different sources of mobilizing resources for community development activities in the study area.
- iv. examine the competency levels of the youth in community development activities
- v. identify the constraint to youth competency in community development activities

Hypotheses of the Study

H₀₁: There is no significant relationship between some selected socio-economic characteristics of youths and their competencies in community development activities.

H₀₂: There is no significant relationship between the respondents' socioeconomic characteristics and their knowledge level on community development activities.

METHODOLOGY

The study was based largely on primary data. Data were collected through questionnaire administration, personal observations and oral interviews. The population of the study comprised of youths, and youths are the main focus in this research and in the study area who are members of registered youth's organization in the study area. Three (3) stage sampling procedures were used in the study. The first was the selection of five (5) towns in Isoko North Local Government Areas that were randomly selected from the 15 towns in Isoko North Local Government Area in Delta State which include, Ozoro, Ellu, Emevor, Iyede, Owhegbo, Ofagbe, Aradhe, Otowhe, Otor-IyedeOvode, Oyede, Ogiene, Bethel, Ibrede and Otor-Igho. The second stage was the selection of youth competencies from the five (5) towns in

Isoko North L.G.A., ten youths were randomly selected, which served as the sample frame. The third stage was the selection of the respondents. Fifteen (15) youths were randomly selected from the ten youth organizations in the proposed selected towns in the local government area, in all 150 respondents were involved in the study which was therefore selected as the sample size. However, data analysis was based on 120-150 useable questionnaires.

Statistical Analysis

Data collected for this study were analyzed using descriptive statistical tools such as frequency distribution, percentages, standard deviation and mean, while inferential statistical tools of Pearson Product Moment Correlation (PPMC) was used to test the hypothesis.

RESULTS AND DISCUSSION

Socio-economic Characteristics of the Study Population (N = 130)

Table 1 revealed that more than half 59.2% of the youth were male, while 40.8% of them were female. Further finding showed the socio-economic characteristics of youths in community development activities in Isoko North L.G.A. The mean age of youths is 28.02 years with standard deviation of 4.53 and more than half of the youths 63.1% in the age range of 26-35 years while 31.5% were in the age range of less than or equal to 25 years and 5.4% in the age range of above 35 years. Eremie (2002) stated that youth is a state of time of being young, a transition between childhood and adulthood characterized by energy, intelligence, and hope attributes that enable youths to improve their knowledge and capabilities development. The distribution of the youth by their marital status in Table 1 shows that more than half 56.9% of the youths were single, 39.2% were married, 0.8% was separated while 3.1% were divorced. Further findings also showed that 3.8% of the respondents had no formal education, 10.8% had primary education, 40.8% had secondary education while 44.6% had tertiary education. The distribution of the youth by their occupation showed that 33.8% of the youths in this study were students, 35.4% were business owner, 8.5% were artisan, while 13.1% of them were farmer and 9.2% were civil servants.

Table 1: Socio-economic Characteristics of the Study Population (N = 130)

Variable	Frequency (N=130)	Percentage (%)	Mean
Gender			
Male	77	59.2	
Female	53	40.8	
Age			
<= 25years	41	31.5	
26-35years	82	63.1	28.02±4.53
36years and above	7	5.4	
Marital Status			
Single	74	56.9	
Married	51	39.2	
Separated	1	0.8	
Divorced	4	3.1	
Level of Education			
Non formal	5	3.8	
Primary	14	10.8	
Secondary	53	40.8	
Tertiary	58	44.6	
Occupation			
Student	44	33.8	
Business	46	35.4	
Artisan	11	8.5	
Farmer	17	13.1	
Civil servant	12	9.2	

Source: Field Survey, 2019.

Youths Involvement in Community Development Activities

Result of table 2 presents youth's involvement or participation in community development activities. From above table 2 it was revealed that majority 86.9% of the

youth belong to a youth organization, while 13.1% does not belong to any youth organization. And the distribution of youths by the frequency of their organization or group meeting showed that majority 70.8% of the organization meets monthly

Table 2: Youths Involvement in Community Development Activities

Variable	Frequency	Percentage
Are you a member of any Youth organization?		
Yes	113	86.9
No	17	13.1
Total		100
Frequency of organization or group meeting annually		
Forth-nightly	4	3.1
Monthly	92	70.8
Yearly	11	8.5
Occasionally	6	4.6
Total	113	100.0

Source: Field Survey, 2019.

Distribution of Respondents based on Frequency of Participation or Involvement in Community Development Activities

Table 3 shows the Distribution of respondents based on Frequency of participation or involvement in community development activities the result in table 3 shows that youths in Isoko North LGA sometimes involved or participated in environmental sanitation with of 3.18, Construction of public taps with mean of 3.22, Construction of coverts, Construction of public toilets, Construction of borehole while they rarely involve in Construction of roads, Building of schools, Construction of town halls, Construction of drainages, and never involved in construction of bridge.

Chambers (2013), observed that the necessary starting point of a process of participation that brings sustainability,

development in social inquiry and analysis, undertaken by the people themselves in community development will help the indigenous technical knowledge that will help the youth to gain an understanding in the proper development of the community and also all stages of community development activities that will also bring innovations and thus steer clear of reinvention. Also, Evade (2015) advises that community development participation is important and it involves monitoring and regular evaluation which is effective, if the youths in various communities are involved in the whole project circle right from planning. He argues that if the projects are not initiated in a participatory way and if the youths and the communities are not involved in their management, it is unrealistic to expect a high level of local participation in evaluating their impact. This was therefore affecting ownership and sustainability of the projects

Table 3: Distribution of Respondents based on Frequency of Participation or Involvement in Community Development Activities

Activities	Always		Sometimes		Rarely		Never		Mean
	Freq	(%)	Freq	%	Freq	%	Freq	%	
Construction of bridges	0	0	25	19.2	3	2.3	102	78.5	1.41
Construction of roads	17	13.1	46	35.4	10	7.7	57	43.8	2.18
Environmental sanitation	56	43.1	45	34.6	26	20.0	3	2.3	3.18
Building of schools	17	13.1	44	33.8	16	12.3	53	40.8	2.19
Construction of town halls	16	12.3	42	32.3	31	23.8	41	31.5	2.25
Construction of coverts	32	24.6	59	45.4	9	6.9	30	23.1	2.72
Construction of drainages	31	23.8	47	36.2	6	4.6	46	35.4	2.48
Construction of public toilets	58	44.6	15	11.5	2	1.5	55	42.3	2.58
Construction of borehole	56	43.1	28	21.5	4	3.1	42	32.3	2.75
Construction of public taps	58	44.6	45	34.6	24	18.5	3	2.3	3.22

Source: Field Survey, 2019.

Distribution of Respondents based on Different Sources of Mobilizing Resources for Community Development Activities

Table 4 shows the distribution of respondents based on different sources of mobilizing resources for community development activities the result revealed that respondents strongly agree that Indigenous/Local organization was source of mobilizing resources for community development activities with rank of 1st, while they agree that Grassroots organizations, Government agencies, Individual donors/ Membership subscription, Family and Relatives were the sources of mobilizing resources for community development activities with rank of 4th, 5th, 3rd and 2nd respectively and they were undecided about Philanthropists business, Group Contributors and Corporate sponsors as sources of mobilizing resources for community development activities.

According to Flanagan and Youniss (2012), the techniques for different sources of mobilizing resource required detailed and relevant knowledge and careful planning to be able to produce a winning proposal, it is therefore very important for youth and their organization to build and strengthen these requisite skills that will enable them in their

request and quest for fund. This guide covers the essential knowledge, goes deep in example and structure and recommended steps to be taken in writing a winning proposal to the various donor, knowing their donor and building sustainable relationship.

Kiiru (2010) posit that resource mobilization offers people the opportunity to give. It is not an end in itself but rather the process whereby resources are transferred from those who are able to give to those who have the need to receive. Resource mobilization facilitates this process. It is the enabler of the activity that not only satisfies the need, but also satisfies the giver that the resources have been wisely and effectively used. It is all about building relationship with donor whether individual or major corporations.

United Nations (2002), argued that community infrastructure were constructed out of a community effort with active involvement of youths mobilizing resources to achieve community development programmes. In view of this, youths are seen as a cornerstone of their communities and their competencies in these communities is known to be pre-requisite for the overall development of their communities

Table 4: Distribution of Respondents based on Different Sources of Mobilizing Resources for Community Development Activities

S/N	Sources of mobilization	Mean±(SD)	Ratings	Remark
1	Indigenous/Local organization	4.37±0.59	1 st	Strongly agree
2	Philanthropists	3.17±1.50	7 th	Undecided
3	Grassroots organizations	3.92±0.94	4 th	Agree
4	Government Agencies	3.78±1.39	5 th	Agree
5	Business	3.42±1.32	6 th	Undecided
6	Individual donors/ Membership subscription	3.95±0.63	3 rd	Agree
7	Group Contributors	2.75±1.70	-	Undecided
8	Corporate sponsors	2.73±1.61	-	Undecided
9	Family and Relatives	4.18±0.79	2 nd	Agree

Source: Field Survey, 2019.

Distribution of Respondents by Competency Levels in Community Development Activities

Table 5 through the response of the respondents shows that youths participated in Environmental sanitation (84.2%), construction of coverts (53.9%), Construction of drainages(57.9%), Construction of public toilets(73.7%), Construction of borehole(84.2%), Construction of public taps(94.7%) and they are successful in Environmental sanitation (82.9%) Construction of coverts (54.0%), Construction of drainages (54.0%), Construction of public toilets (75.0%), Construction of borehole (84.2%), Construction of public taps (97.4%).Ekong (2003) opined that youths have been the active participants in the happening of their destiny as well as building the development of the nation. He also posits that youths predominant in community development and agricultural activities. In view of all these, the youths are the life wire of the society

combining their unlimited stock of capital and rudimentary equipment with their labour they dominate in economic activities in the rural sector and has been the principal vehicle for economic expansion.

William's (2010) posit that for all development programmes to be successful as once you identify your donors the objective then is to get close them, get to know them better, much the same way as developing a close acquaintance into a trusted friend and confidant. As relationship deepens, it increases the chance of donor giving high level of support over time, intensifies commitment and enlarging investment. cultivation technique becomes more targeted and personal, a donor may become involved initiating new relations, nurturing existing ones, and building an expanding-network of committed partners in an ongoing activity embedded as a core function. This requires the dedication of member's volunteers, and in order to build an enduring relationship.

Distribution of Respondents by Competency Levels in Community Development Activities

Activities/ Programs (N=76)	Participated Programs		Successful Programs	
	Frequency (%)		Frequency (%)	
Construction of bridges	3	(4.1)	3	(4.1)
Construction of roads	4	(5.3)	12	(15.8)
Environmental sanitation	64	(84.2)	63	(82.9)
Building of schools	15	(19.7)	13	(17.1)
Construction of town halls	24	(31.6)	23	(30.3)
Construction of coverts	41	(53.9)	41	(54.0)
Construction of drainages	44	(57.9)	41	(54.0)
Construction of public toilets	56	(73.7)	57	(75.0)
Construction of borehole	64	(84.2)	64	(84.2)
Construction of public taps	72	(94.7)	74	(97.4)

Source: Field Survey, 2019.

Distribution of Respondents by their Competency Level in Community Development Activities

Table 6 through frequency and mean shows the response of the respondents, it was revealed that the youth highly competent in team work, group focus and in planning and organization with mean of 3.08, 2.57 and 2.51 respectively while their competency level was medium in Work standard, Motivation, Reliability and Problem solving with mean of 2.49, 2.19, 2.06 and 2.49 respectively.

According to Chiter (2012), competency level of active youths strategies does not only mean use of money, but it extensiveness denotes the process that achieves the mission of the youths coming together to exploit various competency level

to achieve their goals and mission of the organization.

Through the bringing together of their different ideas, use of skills, equipment and services, it also involves seeking new sources of resource mobilizing right and maximum use of the available resources. Studying the various structure and areas of community development activities to seek out ideas that are essential which can be used to achieve one's mission and its maximum use.

Figure 4 below reveals lack of funds, lack of technical know-how, lack of commitment of members to the program's success and mismanagement of funds by the organization leaders as the factors responsible for the failure of youths in community development activities

Table 6: Distribution of Respondents by their Competency Level in Community Development Activities

S/N	Variable	Very High		High		Medium		Low		Mean	Ratings
		Freq (%)		Freq (%)		Freq (%)		Freq (%)			
1	Team work	49	(41.5)	33	(28.0)	33	(28.0)	3	(2.5)	3.08	High
2	Work standard	13	(11.0)	43	(36.4)	51	(43.2)	11	(9.3)	2.49	Medium
3	Motivation	17	(14.4)	21	(17.8)	47	(39.8)	33	(28.0)	2.19	Medium
4	Planning and organization	14	(11.9)	45	(38.1)	46	(39.0)	13	(11.0)	2.51	High
5	Reliability	11	(9.3)	23	(19.5)	46	(39.0)	38	(32.2)	2.06	Medium
6	Problem solving	28	(23.7)	34	(28.8)	24	(20.3)	32	(27.1)	2.49	Medium
7	Group focus	17	(14.4)	45	(38.1)	44	(37.3)	12	(10.2)	2.57	High

Source: Field Survey, 2019.

Distribution of the Respondents based on Constraints to Youth Competency in Community Development Activities

Table 7 revealed that the respondents agree to lack of knowledge about program and cost (3.47), Lack of cooperation among youths (3.52), as the most constraints to youth competency in community development activities based on their mean score while they were undecided about Lack of communication and awareness of opportunity (3.47), Turf issues among groups (3.06), Youths fear to speak out (3.45), Viewing young people as transient (3.15), Lack of interest in programs (3.36), Parental influence (2.83), Inadequate government assistance (3.28), Inadequate recognition of youths (2.97) as the constraints to youth

competency in community development activities based on their mean scores.

According to Cutber (2011), for the youths to avoid the various constraints mention below that hinder community development activities. Some of the key elements that strengthen individual or collective youths for resources mobilization effort strategies include, having a clear sense and commitment to the youth's vision and mission, effective management and leadership that ensures among them and others that there should be accountability and transparency in the youth groups, social reputation, credibility and positive image, the ability to attract, create and sustain new resources while discharging services to the clients or community through the competencies

Table 7
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Table 7: Distribution of the Respondents based on Constraints to Youth Competency in Community Development Activities

S/N	CONSTRAINTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	Ratings
		Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)		
1	Lack of communication and awareness of opportunity	54 (41.5)	33 (25.4)	3 (2.3)	0	40 (30.8)	3.47	3 rd
2	Turf issues among groups	9 (6.9)	75 (57.7)	2 (1.5)	3 (2.3)	41 (31.5)	3.06	8 th
3	Youths fear to speak out	21 (16.2)	70 (53.8)	9 (6.9)	6 (4.6)	24 (18.5)	3.45	4 th
4	Viewing young people as transient	20 (15.4)	48 (36.9)	23 (17.7)	9 (6.9)	30 (23.1)	3.15	7 th
5	Lack of interest in programs	25 (19.2)	50 (38.5)	24 (18.5)	9 (6.9)	22 (16.9)	3.36	5 th
6	Lack of knowledge about program and cost	27 (20.8)	76 (58.5)	15 (11.5)	6 (4.6)	6 (4.6)	3.86	1 st
7	Parental influence	6 (4.6)	58 (44.6)	19 (14.6)	2 (1.5)	45 (34.6)	2.83	10 th
8	Lack of cooperation among youths	33 (25.4)	61 (46.9)	6 (4.6)	1 (0.8)	29 (22.3)	3.52	2 nd
9	Inadequate government assistance	22 (16.9)	59 (45.4)	4 (3.1)	23 (17.7)	22 (16.9)	3.28	6 th
10	Inadequate recognition of youths.	33 (25.4)	35 (26.9)	6 (4.6)	7 (5.4)	49 (37.7)	2.97	9 th

Source: Field Survey, 2019.

Key: SD—1→1.49 D—1.5→2.49 U—2.5→3.49 A—3.5→4.49 SA—4.5→5

HYPOTHESIS TESTING

H₀: There is no significant relationship between some selected socio-economic characteristics of youths and their competencies in community development activities

Table 8: Result of Correlation between some Selected Socio-economic Characteristics of Youths and their Competencies

variable	r-value	p-value	Decision
Gender	-0.127	0.151	Not significant
Age	-0.030	0.732	Not significant
Marital status	-0.140	0.113	Not significant
Level of Education	0.139	0.115	Not significant
Occupation	.268**	0.002	Significant

* Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The result of data analysis in table 8 showed that the variables were significant at significant level of 0.05. Based on the result of Pearson moment correlation only occupation of the youth ($r = 0.268$, $p = 0.002$) was found to be positively significant on their competency.

H_{02} : There is no significant relationship between the respondents' socio-economic characteristics and their knowledge level on community development activities.

Table 9: Result of Correlation Test between the Respondents' Socio-economic Characteristics and their Knowledge Level

Variable	r-value	p-value	Decision
Gender	-.224*	0.010	Significant
Age	0.025	0.781	Not significant
Marital status	0.135	0.124	Not significant
Level of education	-0.038	0.664	Not significant
Occupation	.478**	0.000	Significant

*. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The result of data analysis in table 9 showed that the variables were significant at significant level of 0.01 and 0.05. Based on the result of Pearson moment correlation youths' gender ($r = -0.224$, $p = 0.010$) was negatively significant on the knowledge level of the youth while occupation of the youth ($r = 0.478$, $p = 0.000$) was found to be positively significant on youths' knowledge level.

CONCLUSION

The findings of this study revealed that the youths are the active participants in community development activities with their active nature and features, youths have been active in the happening of their own destiny as well as building the development of any nation take Japan, China, even the world powers of today as an example are predominant in community development even in Agriculture today. Because the youths are the life wire of any Nation even our Society combining their unlimited stock of capital and rudimentary equipment with

their positive effect on community development process influence a particular decision or produce a favorable outcome for a self-assurance in creating a happy, healthy and successful career for a nation and the whole community development activities at large.

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

1. Government should create enabling environment to increase involvement of youth in community development activities can be enhanced by giving opportunities for personal self-growth, skill enhancement, and leadership development.
2. They should allow youth to work with adult in active collaboration toward local community development.
3. Integration of youth into committees with adults as mentors and guides will enable them to build the leadership skills and personal characteristics necessary for their future adult involvement.

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