

Participation as a Tool for Youth Empowerment in Nigeria: Critical Review and Conceptual Framework

Sani Yakubu Gombe¹, Turiman Bin Suandi²

¹Federal College of Education (Technical), Gombe, Nigeria

²Faculty of Educational Studies, Universiti Putra Malaysia
sanigombe925@gmail.com

Abstract: Overall empowerment youth is very significant for effective and sustainable development of any country. This overall empowerment can only be achieved if the youth are motivated to participate actively in all development facets, youth poor participation can lead to their low empowerment and in the long-run affect their ability to be self-reliant or self-dependent. This paper determined relationships between youth empowerment and participation through critical theoretical and literature review. The paper also develop a conceptual framework that will be used for conducting further research to explore on the effects of moderating and mediating variables on the relationship between youth empowerment and participation. This will lead to the provision of empirical justification of the assumptions. The paper concludes that youth empowerment is directly associated with participation and it may have a significant predictive ability. The paper recommends that the theoretical assumptions needs to be further explored through empirical evidence with a view of generalization and ascertaining the worthiness of the claims. Accordingly, the effects of the suggested moderating and mediating variables may also bring up another dimension of understanding youth empowerment in relation to interaction between participation, gender and educational level. [Sani Yakubu Gombe, Turiman Bin Suandi. **Participation as a Tool for Youth Empowerment in Nigeria: Critical Review and Conceptual Framework.** *World Rural Observ* 2017;9(2):48-57]. ISSN: 1944-6543 (Print); ISSN: 1944-6551 (Online). <http://www.sciencepub.net/rural>. 9. doi:[10.7537/marswro090217.09](https://doi.org/10.7537/marswro090217.09).

Keywords: Participation; empowerment; youth; conceptual framework

1. Introduction

Youth in Nigeria constitutes about 72% of the 178 million total populations and about 80 million of the youth population in Nigeria are either unemployed or underemployed (National Bureau of Statistics NBS, 2014). Youth in Nigeria is defined as citizens within the age bracket of 15-25 (Federal Republic of Nigeria, FRN, 1999), this description however, defer with some other countries such as Malaysia that hold 15-40 years with the agreement of reducing it to 15-30 years in the year 2018 (www.kbs.gov.my). In addition, scholars such as Gombe, Suandi, Ismail and Omar, (2015 & 2016a) posits that, youth age is the most active and if harnessed positively, it helps in driving the socio-economic development of any nation and also ensure sustainable development of the country. Moreover, to ensure proper utilization of youth resources, Nigerian government and other Non-governmental organizations (NGOs) set up programs and projects aimed at empowering them socially, economically, psychologically and politically. The activities were designed in such a way that all the youth at individual and group level can be able to showcase their potentials in one way or the other for the progression of their immediate communities and the nation at large.

Furthermore, the activities are also modeled in phases to enable holistic development. The first phase is characterized by enlightenment and awareness

creation to encourage participation through direct and indirect involvement; followed by cluster/group formation; next is induction; trainings (management, leadership, ownership and maintenance); need assessments; project identification; implementation; monitoring and evaluation. Bashir (2014) noted that some of the challenges militating against youth empowerment arise from lack of education and gender disparity leading to low participation and engagement with the designed program. As such youth empowerment is minimized. It is against this background that this paper seeks to critically review youth empowerment as influenced by participation and to develop a conceptual framework on the extent of education and gender moderation in the relationship between participation and overall empowerment of the youth.

2. Objective and Methodology

The objective of the study is to critically review existing literatures on participation and youth empowerment and to develop the conceptual framework based on the review past studies that will be used for empirical study on youth empowerment. The methodology adopted was thematic critical review of 35 published articles accessed online, but only 27 were found very relevant and reported.

3. Literature Review

Literature related to the concepts of empowerment and its dimensions; empowerment as a process and empowerment as an outcome were also highlighted. The concept of participation and its relationship was critically reviewed based on previous literature and its relationship with youth empowerment was also emphasized with empirical previous empirical studies. In addition, this component of the paper discusses participation as a means as well as an end; ladder of citizen participation as suggested by Armstein (1969) was discussed in relation to youth participation for empowerment. The related literature reviewed shows the connections and interconnections among the various variables of the study.

3.1 Concept of Empowerment

According to Sandhyarani, (2015) the term empowerment is multi-dimensional in nature. The concept of empowerment has suffered numerous attacks and challenges to the extent that it becomes a fashionable word without consensus meaning (Bashir, 2014). According to Asnarulkhadi and Aref, (2009b) empowerment is an argued concept which has different meaning and interpretation based on the perspective one is looking at it. Moreover, having a static single definition of the concept may contradict the actual need of specific area of interest (Asnarulkhadi, Nobaya & Ndaejji, 2013). However, in general perspective empowerment refers to the ability of individuals to acquire and understand how to control personal, social, economic, psychological and political forces that will enable them improve their living standards (Israel *et al.*, 1994). And through social interactions, depending on what they wish and their interest about developing themselves and the community they live in (Wallerstein, 1997; Parsons, 1991; Adams; 1990). Moreover, empowerment is a construct that links individual strengths and competencies, natural helping systems, and proactive behaviors to social policy and social change (Rappaport, 1984). Specifically, youth empowerment refers to exposing individuals between 15-35 years of age into activities that will make them self-dependent and self-reliant in all day to day running of their life, which includes social, political, psychological and economic affairs.

3.1.1 Empowerment as a Process

Empowerment is referred as a process or outcome of a process; it makes youth powerful in relation to some other people, society or situations. It is more of a process if it makes the person powerful enough to take decisions about his or her life without getting influenced by anybody or anything. Furthermore, as a process is a mechanism where individuals, community and the whole society gain mastery over their affairs of development through

continuous interaction between subject and object in a predetermined set-up (Rappaport, 1987). Accordingly, as a process empowerment it can be discussed in a context where marginalized, less privileged, and poor or the vulnerable youth get higher control over their environment and issues (Maton, 2008). To crown it all, empowerment of youth can be described as both a value orientation for working in the community and a theoretical model for understanding the process and consequences of efforts to exert control and influence over decisions that affect youth life, organizational functioning, and the quality of community life.

Accordingly, the above arguments depicts empowerment as a strategy by which youth exercise their capabilities through initiating, organizing, executing and managing their programs and projects, in this way they gain more access and full control over their lives and their community resources. These processes allow full participation and create equal opportunity for all members to volunteer and showcase their potentialities toward development. Moreover, in a broader sense, youth empowerment as a process is directly concerned about reducing the rate of inequality and a process by which individuals especially those in voluntary groups and the larger societies achieve their goals by taking full or a certain level of control over their affairs and are able to maximize their resources and potentials to better their lives. Summarily, the process of youth empowerment involves series of activities ranging from membership, information dissemination, sharing of responsibility, and active believe that goals/objectives can be reached. The next stage is initial development of confidence to participate and take more responsibilities, having a sense of self-control and controlling others, sacrificing resources for other members to benefit and feeling comfortable.

3.1.2 Empowerment as outcome

Empowerment as an outcome was viewed in two ways; (i) short term or immediate and (ii) long-term. In a short term the indicators includes: making new positive impact friends; learning how to socialize; increased saving culture; basic reading and writing skills; level of individual participation and their level of self-efficacy; motivated to positively change negative beliefs. While, in the long-term the indicators includes: individuals youth becoming willing to sacrifice for the sake of others (volunteerism); ability to communicate freely not minding their shortcomings; participate in community problem solving activities (projects); gaining more income; show desire to take decisions without guidance and many more (Labonte, 1998; Bandura, 1989; Zimmermann & Rappaport, 1988; Kieffer, 1984). Therefore youth overall empowerments are potential indicators of community development. In addition, the

outcomes of empowerment might include situation-specific perceived control and general resources mobilization of skills. Moreover, specific outcomes of the individual empowerment when combined together

leads to community empowerment (Wilson, 1996), and it is the individual characteristics and their contribution that make a community a better place (CSDP, 2013).

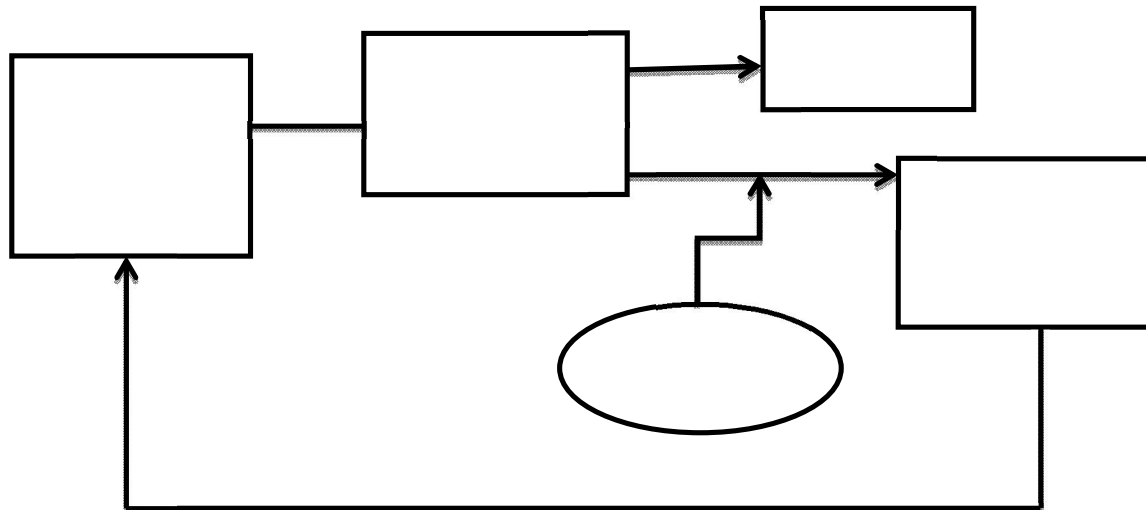


Figure 1. Illustration of Empowerment as a Process (Developed by the Researcher)

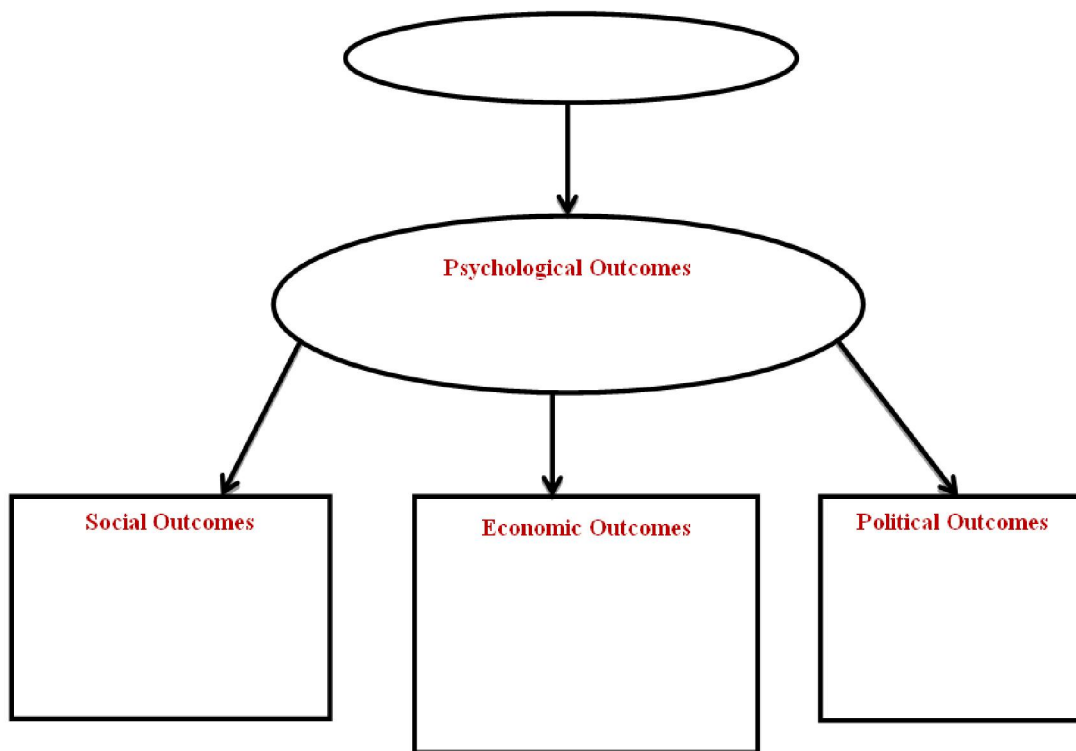


Figure Error! No text of specified style in document.. Illustrations of Youth Empowerment Outcomes

However, youth level of empowerment (high, moderate, low) shows how strong, viable and independent the community stands to benefit the whole citizens. Nevertheless, in one of it consultation

drafts, World Bank states, any society that engages in low empowerment of youth and discrimination among its members using any indices are likely to pay the cost of slow economic performance, greater poverty

and weaker governance (World Bank, 2000). Similarly, some studies show how the term youth empowerment become both economic, social and political issue, for example Kabeer (2005) noted that, providing direction and attaching importance to low class individuals in the society, so that they become agents of their change is an indicator of outcome for youth empowerment. Similarly, it can be noted that it has to do with promoting social welfare and giving the youth a voice in all developmental projects that has to do with them.

Furthermore, some scholars argue that psychological level is the initial outcomes of individual youth empowerment, it starts from the personality, cognitive, and motivational aspects of personal competence and control (Zimmerman & Rappaport, 1988). Hence, they claimed that empowerment might be described in positive terms and not only as the absence of empowerment (powerlessness and helplessness). Israel, Checkoway, Schulz, and Zimmerman (1994) argued that to enhance people's impact and control over their lives, consideration must be given to the social, cultural, historical, economic, and political contexts in which they live. From this the researcher argue that psychological empowerment of youth is the mother of all empowerment outcomes, that is to say social, economic and political empowerment starts only when an individual is psychologically empowered.

4. Participation

Participation denotes act of involvement in a process of development or liberation (Khalil & Hossein, 2011). The concept of participation was found to be very useful in studies related to development and facilitating change. Also in identification, analysis and evaluation of strategies that leads to desired change of individual or the whole community participation is one of the key factors (Sambangi, 2009). According to Abu Samah, Nobaya and Ndaaji (2013) the concept of participation is used widely in different fields of academics and other related facets such as politics, sociology, psychology, adult education, extension services and mobilization. As such, the concept means different things to different scholars at different point in times. Participation is a process that recognizes community members' potentials towards contributing significantly towards their social change. According to Abu-Mus'ab (2013) participation is the most effective way of promoting community development and facilitating change in a group setting. He added that, participation can be increased among youth through motivation, leadership and direct involvement. Participation can also refer to engaging and allowing youth in the process of identifying their needs, and their direct

involvement in all stages of providing such needs which can add value to their living standard. Similarly, Lim (2009) stated that participation is a process of interaction that gives additional power to or empower group or community members through partnerships and to enable the participants identify challenges at individual, groups or community level, in terms of resource mobilization, management and control. Although, participation is a contested concept ideologically, and it provides conflicting understanding, perception and usage, it also gives clarification on an important aspect of youth empowerment. However, Ndekha (2003) and Chamala, (1995) provided holistic definition of participation as a process by which people living in the same geographical area interact to form a group, share similar need and aspirations, take a stand on how to identify their needs, agree on how to pursue the needs within a specified period of time and under laws of the land.

Moreover, According to Sulaiman and Ngah (2012) participation can be summarized to mean direct involvement of both youth and adults in the value selection process through structured and unstructured machineries that lead to enhancement of living standard and improvement of community endurance, which are called 'participation cycle' and have seven interrelated stages namely: i) need assessments, ii) formulation of rules and goals, iii) objective setting, iv) resolution on project options and variety, v) execution, supervision and assessment, vi) investment of resources (human and material), vii) sharing benefits that accrued from the process). Relating the above conceptual clarification with youth empowerment, this paper argues that only when youth are actively participating in all empowerment activities they become significantly empowered.

In addition, World Bank through its baseline agencies require active participation of all youth in a given group or community for any local development plan (LDPs) of projects to qualify for intervention, it requires evidence of internal democracy with 30% set aside for women and physically challenged, the participation should cut across all phases of the project from initiation, execution, management and evaluation (CSDP, 2013). Ndekha (2003) opined that the main objective of motivating youth to actively participate in development plans of their communities, is directly linked with anticipation of their taking over in the future, he argues that it prepares them against all the future challenges and develop their futuristic viewing capacity.

4.1 Participation Cycle

Participation cycle is an outline of different levels at which community members including youth participant or volunteers are involved in the group

affairs (Sulemana & Ngah, 2011). It clearly indicates a particular stages participants attained and also show the direction that s/he is expected to move for proper empowerment, it looks like a 'vicious cycle', that is to

say, the circle is continuous and all the youth in the empowerment phenomenon has a starting point. It is illustrated as follows:-

Participation Cycle

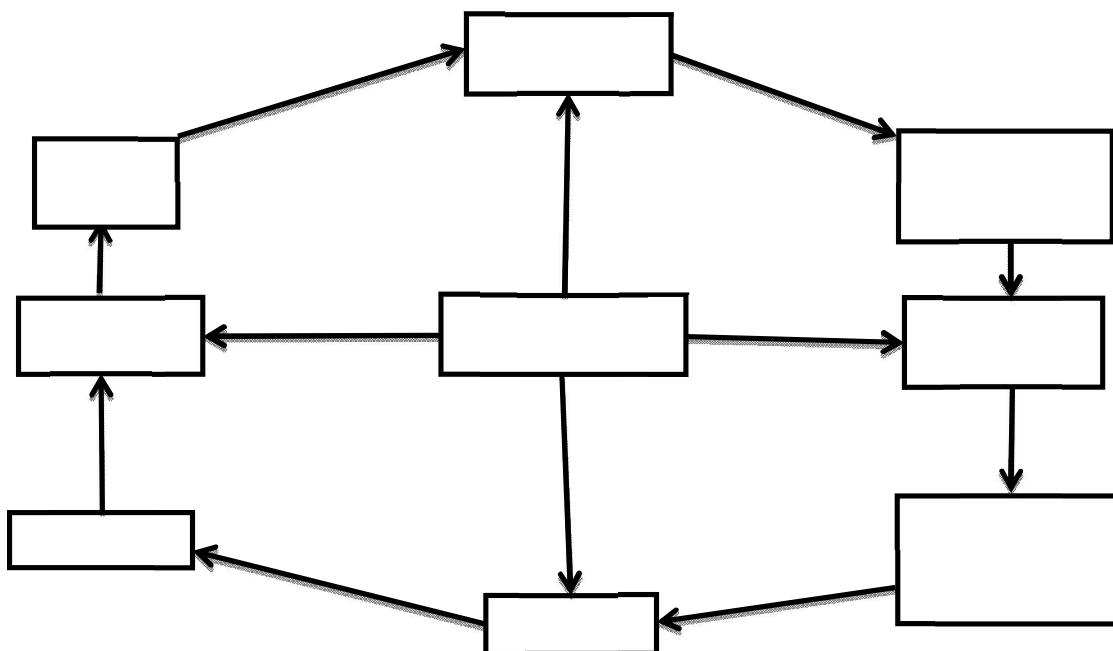


Figure 3. Participation Cycle Source: Sulemana and Ngah (2011)

4.2 Forms of Participation

Youth participation in empowerment is highly dependent on their needs, concern, interest and available resources, it also occurs in different forms. Sulemana (2012) identified five forms in which participation manifest in local communities, namely 1) Direct- mass participation; 2) Representational; 3) Political; 4) Opinion Leadership; and 5) Self-appointed or self-imposed. These forms of participation manifest at the early stage of empowerment activities through the final stage, they vary from stage to stage and some forms violate the basic principles of participation called 'equity' but still for solid foundation of the empowerment paradigm, the phenomenon embrace it holistically. In another dimension, forms of participation can be comprehended more based on the clarification offered as they manifest in four different kinds namely: 1) involvement in decision making, 2) involvement in execution, 3) involvement in proceeds, and iv) involvement in assessment (Cohen & Uphoff, 1977), which were referred to as kinds of participation.

In addition, some forms of participation are viewed in the context of public politics in form of

election, appointment, nomination, and selection or even self-appointed. However, in youth empowerment, the above also take place but at a minimal level in such a way that it does not jeopardize the principles, rules and policies of justice, equity and fairness which is the main characteristics that hold and bind them together. Accordingly, when it comes to technical expertise and professionalism, youth representatives are identified based on the level of knowledge and skills possessed (Sulemana, 2012). The above describes the stage and level of youth involvement in all the empowerment activities, however all the kinds of participation are directly linked with each other through an effective feedback mechanism. An interaction among the four kinds of participation is illustrated in the Figure 4. Accordingly, the researcher argues that in whatever form people participated in group activities for positive benefit, they believed that their needs and interest will be taken care of; they are optimistic of being part of the dialogue and negotiations among the various actors before agenda for action is agreed upon; they also submit and contribute towards ensuring the process is smoothly executed.

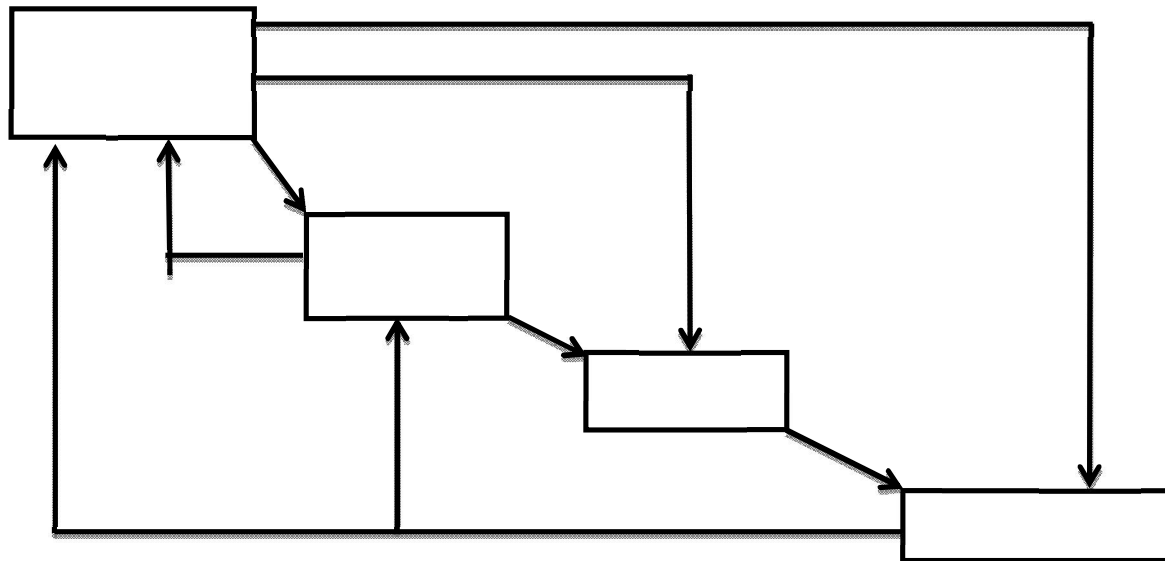


Figure 4. Forms of Participation Source: Cohen and Uphoff, (1977)

4.3 Participation as a Means and End

In addition, forms or kind of participation are viewed as types of participation. That is 'Participation as a Means' and 'Participation as an End', however the explanations by different scholars is directly related to empowerment of the participant, in this study youth. Participation as a means simply means a procedure designed towards achieving stated objectives more effectively, efficiently and at a lower cost (Nelson & Winter, 1995). Similarly, Sulemana (2012) posits that it is a method of using economic, social and political resources to achieve short and long term objectives. This clearly shows that all the procedures, techniques, methods, approaches, ways, and means employed by various youth to ensure that they attain high level of empowerment using available local resources. In empowerment studies, the agencies of development and governments vested with the responsibility of improving the service delivery were found to have been using participation as a means at both level of project cycle (Cohen & Uphoff, 1977). This paper argues that youth empowerment involves series of activities that allows them gain additional experience through participation and interaction with other local community members. As a means, participation is principally an inert, submissive and eventually a manageable characteristic which is commonly found in rural community youth members and it facilitates rural development in a short-term view.

4.4 Ladder of Participation

Youth participation in any empowerment activity is not equal and are mainly differentiated based on the degree or kinds of individual member involvement based on his/her needs and interest. Previous studies

posit that typologies are the simple preliminary point of differentiating among the existing kinds of participation (Armstein, 1969). According to Conelis, Ven Hiel & De Creamer, (2013) the available typologies describing ladders of participation only emphasized on intentionality and related approach of participation initiators. Ladder of participation refers to stages or level of youth involvement in all the empowerment activities from the beginning to the end and through beginning of another cycle to gain more power and give more to other members. In youth empowerment, there exist the leaders or power holders and ordinary or floor members, this scenario make it necessary to scale the participation to allow equality prevail in decision making. Perhaps, the most common attempt towards determining scale of public participation is that of Armstein (1969), where the concept of citizen participation depicts citizen power. The reallocation of power that permits the deprived citizens (ordinary/floor member), that are currently omitted from the political and economic processes to be deliberately included in the future (Armstein, 1969). Moreover, she declared that her typology of participation is set out to be stimulating and directed towards power reallocation as an essential component in citizen participation.

Furthermore, in her ladder of participation giant efforts were made to summarize the advancement from non-participation to full fledge participation of the youth in a particular setting through eight simultaneous rungs. The lowest rungs comprises of (1) Manipulation and (2) Therapy, they clearly designate the level of "nonparticipation" which some perceived as auxiliary for genuine participation. At this level, the objective is not to allow citizens participate but rather

they become on-lookers which also enable the power-holders “educate” or “cure” the ordinary members. Rung (3) Informing, (4) Consultation, and (5) Placation constitutes the level of “tokenism”, at this level the floor members have the opportunity to hear and to have a say, but they cannot influence change but rather only advise and the power holders still maintain the right to decide. When youth participation is restricted to this level, empowerment will not be achieved because there is no follow-through; no “muscle” hence changing the status quo will be very difficult. Further up the ladder are levels of citizen power with increasing degrees of decision-making influence. Relatively, youth at this level can go in into (6) Partnership that give them opportunity to discuss and occupy certain positions with the traditional power-holders. The highest rungs, (7) Delegated power and (8) Citizen control enables the floor members have the highest number of decision-making seats and most instances the leadership positions go to them at this level, also assumed as level of full empowerment.

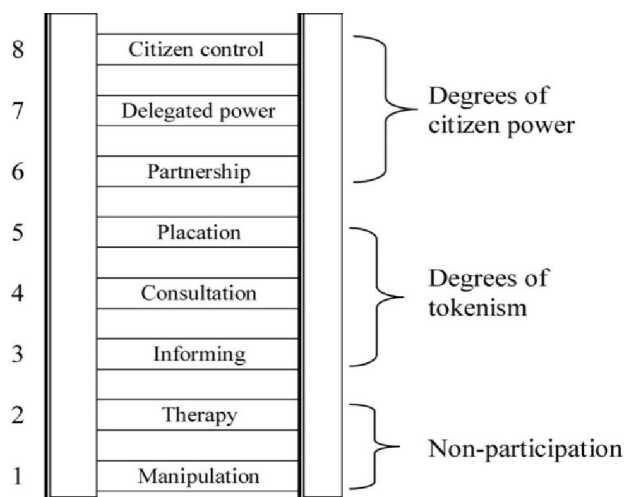


Figure 5. Ladder of Participation Adopted from Sherry R. Armstein (1969)

Obviously, the Armstein (1969) ladder of participation is a simplification and provides illustrative participation stages that many youth missed to clearly define among their membership/enrollment and the pursuits of their empowerment activities. However, understanding these stages of graduation make it possible for all youth to ensure that their views are not only heard but rather influences the objectives attainment for holistic empowerment. This can also help in reducing inferiority among the group and it will also assist towards increasing mutual cohesion. Moreover, at the planning level the youth can be able to state clearly where they are in terms of participating in the

empowerment activities and in terms of the relationship between the group leaders and the lead. From the above the paper suggests that participation is the backbone for any meaningful youth empowerment at both individual and group level. Consequently, without active participation, effective communication, volunteerism, good leadership, goal setting the empowerment process of the youth, the required change will be low. The ladder is diagrammatically illustrated as shown in Figure 5.

4.5 Empirical Justification of Participation for Youth Empowerment

A large growing body of studies was conducted related to participation and youth empowerment across the globe and particularly in Nigeria, some of them are critically reviewed and highlighted. A study on socio-economic factors affecting intensity of participation among small holder Yam-based system farmer in Oyo north by Nwigwe, Okoruwa, Nkalem, Oni and Oyekale (2009) indicated that many factors are responsible for participating in market system. Interestingly, these factors are directly related to increase in production and promotion of social interaction within the system that comprises the farmers, wholesalers, middlemen, other line agents and the consumers in an informal set-up. However, some of the factors include distance and transport system as socio-economic variables that increase farmers’ participation, effective communication within and between their groups or association. The study noted that young farmers were able to overcome many challenges such as pricing and packaging which gave them upper hand over their old age counterpart in gaining more profits.

Shi, Zhigang and Awokuse (2012) focus on factors influencing farmer participation in agricultural cooperatives, the study identified many factors such as education, scale of production, availability of farmer groups, access to extension services and availability of labor as the major factors influencing adoption of technology and also enhance the capacity of the participant. Moreover, the study summarizes the key factors influencing farmer participation in cooperatives or any other empowerment mechanism to include improved economic welfare, reduced households risk, improved competition and possession of regional distinct characteristics. The study also pointed out the determinants of participation in any empowerment activity to include age of the farmer, price, education level, household size, income, government support and the level of empowerment levels available.

In a study conducted by Ramle (2012) on group dynamics contribution on CFC in Malaysia, reported a strong relationship between participation and technology adoption in a cluster. Similarly, cluster and

cooperatives are all forms of farmers' empowerment which are mainly formed to encourage participation towards achieving specified objectives. However, they may have slight differences in terms of mission and vision, but when it comes to reasons for participating by youth and adults it is the same, because the benefits can be the most outstanding reason for participating or non-participating. In addition, another similarity can be observed in the area of goal attainment in relation to participation, empowerment strategies that have good record of sustaining success tends to attract youth to participate actively than those having a fluctuating records of success.

Furthermore, in a study conducted by Asnarulkhadi, Nobaya and Ndaaji (2013) titled rural women empowerment through SHG: the role of participation and volunteerism, they conclude that participation has significant effect on women empowerment economically. The study further noted that non participation of women in empowerment activities has increase the level of poverty in rural communities of Niger state. They recommended that, since participation has elements of increasing intrinsic motivation, the managers of empowerment outlets should create flexible time that will enhance women participation considering their home schedules. In addition the study, found a strong linkage between participation, communication, partnership and economic empowerment. Although the study was restricted to women at young age only and they also stated that, SHG approach is the best approach towards women empowerment, because it takes care of all facets of development.

In another dimension, participation in a group activity simplify involvement of youth in a decision making process and it also serves as a complementary

between the experts and community members. Through participation the experts that possess the basic knowledge can share with the community members and the experts can also gain firsthand experience on the behaviors of the young community members who mostly are not knowledgeable. Similarly, it can be argued that the core of any development process is its actors.

Similarly, Xu (2007) opined that for any developmental project to be meaningful, successful and sustainable, participation of youth and other community members or beneficiaries must be active from the point of initiation, planning, implementation, monitoring and evaluation, as such their participation build their confidence and take ownership of the project. However, Abu Samah and Aref (2009a) opined that socio-economic development process used by government and non-governmental agencies give chance to all members to have a say in the youth empowerment procedures from the point of initiation, through implementation to evaluation, because their needs and aspirations is directly attached to the goals of the empowerment project. In this respect, Jupp, Ali & Barahoma (2010) suggested utilization of all available means to motivate youth take up the initiation of empowerment projects rather than being passive participants. Although, participation is viewed as processes that enhances development of youth potentials and improve their capabilities, if they are not motivated to participate actively, they have challenges at the level of power sharing, power to decide and power to gain control over their lives (Asnarulkhadi, Nobaya & Ndaaji, 2013; Abu Samah & Aref, 2009a).

5. Conceptual Framework

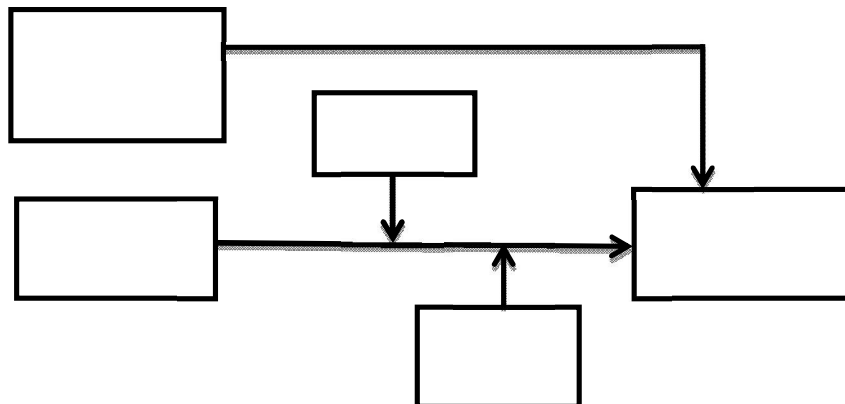


Figure: 6 Conceptual Framework

The conceptual framework of the study was developed from the theoretical suppositions and literature reviewed. The illustrations depict the relationships between the independent variables

(active and low participation) and dependent variable (youth empowerment) under study. Moreover, the framework indicates that the study have one mediating variable (barriers to participation), and two moderating

variables (gender and educational level), the combination of these variables as the theory postulated leads to expected outcome. Relatively, the framework depicts the relationships that exist based on the suggestions of past studies, although the findings of the study may suggest additional dimensions. In addition, the derivable hypothesis that will be tested using structural equation modeling (SEM) using AMOS graphics may further confirm the theoretical postulations or modify the existing ones especially on the suggested mediation effect of barriers to participation and moderation effect of gender and educational level. Moreover, relying on Safiya (2011) youth empowerment is not moderated by gender or any socio-demographic factor rather it depends on their level of participation.

6. Conclusion

Based on the theoretical provisions and literature reviewed, this paper concludes that youth empowerment is directly associated with participation and it has a significant predictive ability. Accordingly, the paper further concludes that moderating and mediating variables may also bring up another dimension of understanding youth empowerment in relation to interaction between participation, gender and educational level. The paper recommends that the theoretical assumptions needs to be further explored through empirical evidence with a view of generalization and ascertaining the worthiness of the claims.

Corresponding Author:

Sani Yakubu Gombe
Department of Vocational Education,
Federal College of Education (Technical),
P. M. B 060, Gombe, Gombe State, Nigeria.
Telephone: +2348036298053
E-mail: sanigombe925@gmail.com

References

1. Abu Samah, A. & Aref, F. (2009a). People's participation in community development: A case study in a Planned Village Settlement in Malaysia. *World Rural Observations*, 1(2), 45-54.
2. Abu Samah, A., & Aref, F. (2009b). Empowerment as an Approach to Community Development in Malaysia. *World Rural Observations*, 1(2), 63-68.
3. Abu Samah, A., & Aref, F. (2011). Theoretical Framework and application of community empowerment and participation in process of community development in Malaysia. *Journal of American Science*, 7(2), 230-235.
4. Adams, R. (1990). *Self-help, Social Work and Empowerment*. London: Macmillan.
5. Armstein, R. S. (1969). A ladder of citizen participation, *Journal of American Institute of Planners*, 35(4), 216-224, DOI: 10.1080/01944366908977225.
6. Asnarulkhadi, A. S., Nobaya, A., & Ndaaji, M. N., (2013). Rural Women Empowerment through Self Help Groups in Nigeria: The Role of Participation and Volunteerism. *Life Science Journal*, [Online], Retrieved on 26th May, 2014, from <http://www.lifesciencesite.com>
7. Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, 44: 1175-84.
8. Bashir, S. M. (2014). Participation in microfinance scheme as a medium for empowerment among farmers community in Kano State, Nigeria. Unpublished PhD Thesis, Universiti Putra Malaysia.
9. Chamala, S. (1995). Group effectiveness: from group extension methods to participative community landcare groups. In: Chamala, S., Keith, K. (Eds.), *Participative Approaches for Landcare: Prspective Policies, Programs*, Australian Academic Press, Bisbane, Australia.
10. Community and Social Development Program (CSDP) (2013). Profile Study of Women and Youth Self- Help Groups (SHGs) in Gombe State. *Journal of Community Development*, 2(1).
11. Cohen, J. M., & Uphoff, T. N. (1977). *Rural development participation: Concepts and Measures for Project Design, Implementation and Evaluation*. Cornell University.
12. Cornelis, I., Van Hiel, A., & De Cremer, D. (2013) Volunteer work in youth organizations: predicting distinct aspects of volunteering behavior from self-and other-oriented motives, *journal of Applied Social Psychology*, 43.
13. Conners, T.D. (2008). *The volunteer management handbook*. New York: John Wiley & Sons, Inc.
14. Czuba, C. E. and Page, N. (1999). Empowerment: What Is It? *Journal of Extension*, 37(5).
15. Gombe, S. Y., Suandi, T. B., Ismail, I. A., & Omar, Z. (2015). Empowering Youth through Volunteerism: The Importance of Global Motivating Factors. *Journal of Humanities and Social Science*. www.iosrjournals.org.
16. Gombe, S. Y., Suandi, T. B., Ismail, I. A., & Omar, Z. (2016b). Extension Education towards Community Empowerment in Nigeria: Issues, Challenges and Prospects. *Journal of Education and Social Policy (JESP)*, 3 (2).

17. Israel, B. A., Checkoway, B., Schultz, A., and Zimmerman, M., (1994). Health Education and Community Empowerment: Conceptualizing and Measuring Perceptions of Individual, Organizational and Community Control. *Health Education Quarterly* 21(2): 149-170.
18. Jupp, D., Ali, S. I., & Barahona, C. (2010). *Measuring Empowerment? Ask Them*. Swedish International Development Cooperation Agency, Sida.
19. Kabeer, N. (2005). Is Microfinance a 'Magic Bullet' for Women's empowerment? Analysis of Findings from South Asia. *Economic and political weekly*, 40, 4709-4718.
20. Khalil, K. and Hossein, S. (2011). Investigation of Self Help Groups (SHGs) Effect on Rural Women Empowerment, Iran, *Journal of Agricultural Science*, 4(1), 1-5.
21. Kieffer, C. (1984). Citizen empowerment: a developmental perspective. In (eds.) J. Rappaport, C. Swift and R. Hess. *Studies in empowerment: Steps toward understanding and action*. Binghamton: The Haworth Press.
22. Labonte, R. (1998). A community development approach to health promotion: a background paper on practice tensions, strategic models and accountability requirement for health authority work on the broad determinants for health. Edinburgh: Health Education Board of Scotland.
23. Lim, Y. Y. (2009). Empowering the SEMAI People through Participation in Community Development Programs, *MSC Unpublished Dissertation, University Putra Malaysia*.
24. Maton, K. I. (2008). Empowering Community settings: Agents of individual development, community betterment and positive social change. *American Journal of Community Psychology*, 41 (1-2), 4-21.
25. National Bureau of statistics (NBS) (2014). Poverty alleviation indices and its effects on youth and women development in Nigeria, June, 2011 Newsletter. Abuja, Nigeria.
26. Ndekha, A. (2003). Community Participation as an Interactive Learning Process Experience from a Group Control Project in Zimbabwe, *Acta Tropical* 85, 325-333.
27. Nelson, R. R., & Winter, S. G. (1982). *An Evolutionary Theory of Economic Change*. Belknap Press: Cambridge, MA. Noe RA. 1988. Women and mentoring: a review and research agenda. *Academy of Management Review* 13(1): 65-78.
28. Parson, R. J. (1991). Empowerment: Purpose and Practice Principle in Social Work. *Social Work with Groups*, 14(2), 7-21.
29. Ramle bin Kasim, P. (2012). Contribution of Group Dynamics Factors to Technology Adoption among Malaysian Cocoa Farmer Clusters, PhD thesis, University Putra Malaysia (Unpublished).
30. Rappaport, J. (1984). Studies in empowerment: Introduction to the issue. *Prevention in Human Services*, 3: 1-7.
31. Rappaport, J. (1985). The power of empowerment language. *Social Policy*, 16:2:15-21.
32. Sambangi, D. (2009). Self Help Group as an Effective and Doable Approach to Women Empowerment in India, Policy Preview, UNICEF Program, retrieved on 20th, September, 2014, from <http://www.articlesbase.com/womensissue-articles/selfhelpgroup-as-an-empowerment-and-doable-approach-to-empower-womenindia.1451850>
33. Sandhyarani, S. (2015). Self-Help groups and women empowerment: Problems and prospects *International Journal of Applied Research (IJAR)* 1(13), 235-239.
34. Shi, Z., Zhigang, W., Awokuse, T. O., (2012) Determinants of Producers' Participation in Agricultural Cooperatives: Evidence from Northern China. *Applied Economic Perspectives & Policy*, 34 (1), p167.
35. Wallerstein, N. (1997) Powerlessness, empowerment and health. Implications for health promotion programs. *American Journal of Health Promotion*, 6: 197-205.
36. Wilson, P. (1996). Empowerment: Community economic development from the inside out. *Urban Studies*, 33(4-5), 617-630.
37. World Bank. (2000). Engendering Development (Draft for Consultation). Development Research Group / Poverty Reduction and Economic Management Network, World Bank.
38. Xu, Q. (2007). Community participation in urban China: identifying mobilization factors. *Nonprofit and Voluntary Sector Quarterly*, 36(4), 622-642.
39. Zimmerman, M. & Rappaport, J. (1988). "Citizen Participation, Perceived Control and Psychological Empowerment", *American Journal Community Psychology*, 16 (5), 725-750.