THE EFFECTIVENESS OF HOME ECONOMICS EXTENSION PROGRAMME IN NORTHERN STATES OF NIGERIA

BY

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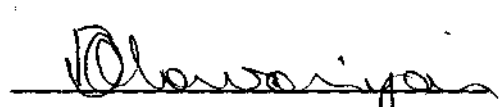
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DECLARATION

I hereby declare that this project is my original research work, planned, carried out and written by me. To the best of my knowledge, it has not been previously presented in any form anywhere else and at any level for academic purpose. All quotations, information are specifically acknowledged by means of references.



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CERTIFICATION

This thesis entitled "Effectiveness of Home Economics Extension Programme in Northern States of Nigeria" by Florence Olu. Olowoniyan (Mrs) meets the regulation governing the award of the degree of Master of Education in Home Management (Home Economics), of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literacy presentation.

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DEDICATION

This work is dedicated to my beloved husband, Mr. Peter Olowoniyan and our children.

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DEFINITION OF TERMS\ABBREVIATIONS

1. Household a group of people who dwell under the same roof, live, eat and perform activities together.

2. Household work - Purposeful activities performed in each household to provide goods and services which enable the family to meet its needs.

3. Effectiveness - the degree of satisfaction or non-satisfaction of beneficiaries of Home Economics Extension Activities.

4. A.D.P. - Agricultural Development Project.

5. M.A.N.R. - Ministry of Agriculture and Natural Resources.

6. NAERLS - National Agricultural Extension and Research Liaison Services.

7. F.A.C.U. - Federal Agricultural Coordinating Unit.

8. Home Economics Extension Programme - Planned Activities aimed at improving the standards of living of families.

ABSTRACT

The aim of this study was to assess the effectiveness of Home Economics Extension Programme in Northern States of Nigeria. Home Economics Extension Programme is an informal education to help families improve their living standards. The Home Economics Extension Personnel are trained at the Division of Agriculltural College, Samaru which started in 1964. Since then there had been no document on the effectiveness of the programme.

This study was limited to four States - Kano, Kaduna, Plateau and Kwara. The sample consists of 40 Home Economics extension personnel and 260 households. The instruments consisted of questionnaire, interview schedule and observation. These instruments were used to gather required data which were statistically analysed at the IAR Samaru Computer Center. The findings of this study revealed that:

1. There is no significant difference among the different age groups on the Home Economics activities of increased food production, preservation and storage.
2. There is no significant difference between the literate and illiterate in their assessment of the activities of food preparation, distribution and consumption.
3. There is significant difference between people of different qualifications in their assessment of the Home Economics activities on management of human resources.
4. There is significant difference among people with different occupations on activities of family planning and child development.

The effectiveness of this programme was measured by the satisfaction of the households where the activities of Home Economics Extension are carried out. Based on the outcome of the study, the following recommendations are made:

1. There is the need to re-train the Home Economics Extension Personnel on short term basis to keep up with the frequent changes of the society.
2. It is pertinent that the Home Economics Extension Personnel endavour to reach out to more families.
3. It is highly recommended that States and Local governments should increase the number of Home Economics personnel on the field.
4. It is also recommended that simialr study be carried out in other parts of the country as the present study is limited to only four States (Kano, Kaduna, Plateau and Kwara).

CHAPTER ONE

INTRODUCTION

Home Economics has always presented difficulty in its definition. In some literature, it had been defined as the application of many sciences and arts towards achieving a healthy and happy home. East (1978) in her paper titled "Home Economics, A Profession or a Discipline", asserted that Home Economics is an important field of study and an important occupation. She further noted that it could become an exceedingly important profession and that, it has the potential for improving the home lives of all so touching blessing on every human being. Therefore, Home Economics has become so important today that even though the programme had been cancelled in Division of Agricultural Colleges, Samaru Government and non-governmental organisations are striving hard to introduce one activitiy or the other from the Home Economics Extension programme to improve the living standards of the people.

Between 1985 and 1987 for instance, there was the national move to integrate women into national development. However, women need to be enlightened and to be educated or empowered to enable them contribute to national development. Two programmes - the better life programme and the women in Agriculture (WIA) programme were initiated in 1987. The better life programme, which was chaired by Mariam Babangida (wife of ex-President, General Ibrahim Babangida) brought

about more awareness of improved living standard to women in particular and the rural dwellers in general. The WIA programme being coordinated by the Federal Agricultural Coordinating Unit (FACU) was to help women farmers in producing more food crops with less strain. These two programmes have on their top list of priorities, the reorientation of Home Economics Extension Programme for implementing their programmes. Olayiwole (1985) has also stressed that Home Economics is one of the most important requirements for improving the standards of living of the people of a nation. Home Economics is the only subject that covers all areas which concern individuals, homes and families. In its broad objectives, Home Economics aims at raising the standard of living and improving the quality of human life. This is achieved by applying science, arts, research and experience to the practical problems of living. Home Economics was gradually introduced in schools in the form of sewing, cookery, needlecraft, health, etc. Okaru (1977). Fleck (1974) noted that Home Economics ha become a field of knowledge and services primarily concerned with improving life through:

i. educating the individual for family living;
ii. improving the services and goods used by families;
iii. conducting research to discover the changing needs of individuals and families and the means of satisfying these needs;

iv. furthering community, national and world conditions favourable to family living.

Strengthening the family life through Home Economics as noted by Fleck (1974) is a difficult task. However, Home Economics extension personnel are able to achieve this through numerous subjects areas of Home Economics. These subjects are enumerated by Olayiwole (1980):

i. Child growth and development - conception through infancy, age and adolescence;

ii. Personal and family health - hygiene both personal and environmental, first aid and home nursing;

iii. Management - of time, money, energy, house keeping activities, family living and recreational interests to enrich family life;

iv. Housing, furnishing and equipment - selection;

v. Foods and nutrition for personal and family needs - selection, preparation, purchase and services in providing food, considering health, psychological social and economic factors;

vi Clothing and textiles for personal and family needs - selection, purchase, construction, care and use, considering aesthetics and personal satisfaction;

vii. Community and family living - community services to individuals and families, family opportunities to participate in and strengthen community living.

There are lots of opportunities open to home Economics

personnel, some of which include fashion designing, pattern making, interior decorating, teaching (formal and informal) clothing retailing, business, journalism, counselling, research, dietetics and a host of others.

Nimfa (1990) in assessing Home Economics priorities, practices and needs in Nigerian secondary school education, pointed out that changes in contemporary Nigeria have made it possible for Home Economics to be recognised as an important field of study. It is probably against this background that Adenuga (1984) argued that development programmes in general and those for women in particular can best be carried out by Home Economists who are in a better position to help a wide range of problems in the family and work environment of women. She noted that, there is no better way of getting this help to the rural women than through the Home Economists who can be employed by Extension Community Development and Educational Services. Molokwu (1968) shared this view with Adenuga when she stated that Home Economics has the key to the solution of many problems of the disadvantaged persons and families and that society must learn to use that key.

Statement of the Problem

Even though Olayiwole (1988) reported that over nine hundred Home Economics extension personnel have graduated since 1964 from Division of Agriculture Colleges, Samaru. No document has been located by this researcher to show how

effective the extension Home Economics Personnel have been in carrying out their activities. There are however, studies on the roles of the extension Home Economics personnel but not on their effectiveness of their programme to their beneficiaries. The need to determine the effectiveness of the Home Economics extension programme has therefore necessitated the present study.

Objectives of the Study

In this section attention is paid to general and specific objectives.

General Objectives

The general objective of the study is to identify and describe the Home Economics extension activities.

Specific Objective

The specific objectives are as follows:-

i. to assess the effect of age on the activities of increased food production, preservation and storage within families.

ii. to assess the activities of food preparation, food distribution and food consumption of families with regards to literate and non-literate home makers.

iii. to evaluate the effect of the activities of management of human resources and community services among people with

different qualifications.

iv. to find out the effect of the activities of education of family planning and child development among people with different occupation.

Assumptions of the Study

This study is based on the assumptions that:

i. the Home Economics extension personnel are contributing immensely to the improvement of family life.

ii. that families are now more aware of their family roles and are improving their living standards.

Hypotheses

Hypothesis formulated for this study are in the null-form:

i) there is no significant difference among the different age groups in their assessment of the activities on increased food production, preservation and storage among families.

ii) There is no significant difference between the literate and nonliterate persons in their assessment of food preparation, food distribution and food consumption within families.

iii) there is no significant difference among people with different qualifications in their assessment of the management of human resources, financial resources, and

community services to families.

iv) there is no significant difference among people with different occupations in their assessment on the education on family planning and child development.

Research Questions

1. Has Home Economics extension programme improve family life through the activities of increased food production, processing preservation and storage?
2. Has the improved food preparations, distributions and consumption activities fortity family life?
3. Has management of human, material, financial and community services of family life improve through Home Economics extension programme?
4. Has the activities to fortify family life improve the working and living environment of the individual and community?
5. Has the Home Economics extension programme improved the family life through the development of cottage industries or small business for income supplementation?

Significance of the Study

1. This study would generate a document containing information about the performance of Home Economics personnel on the field.
2. The document would also educate the public on what Home

Economics Extension activities are all about outside the classroom.

3. It would contribute immensely to programme re-organisation, curriculum development and planning, and in reparing syllabus for implementation to meet the needs of our changing society.

4. It would also enable the extension Home Economics Programme to address the problems and needs of the community.

5. The document is also expected to foster improvement in the relationships between the community and the extension Home Economics personnel.

Scope of the Study

An attempt was made to limit the study to four states: Kaduna, Kano, Plateau and Kwara; to senior Home Economics extension personnel of the Ministries of Agricultural and Natural Resources and Agricultural Development Projects of the study areas. The senior extension Home Economic are those that have working experiences of ten years and abova, the study also include the households where extension activities are carried out in the study areas.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

The study under review is the evaluation of Home Economics Programme in strengthening family life. Relevant literature on the topic has been reviewed under the following sub-topics:

i. Brief History of Home Economics in Nigeria.
ii. Rationale for Home economics education;
iii. Home Economics personnel and rural development;
iv. Role of Extension Home Economists in improving the standard of living;
v. Functions of the family.

Brief History of Home Economics in Nigeria

Many writers have linked the history of Home Economics in Nigeria with the history of education in Nigeria. Some of these writers include Hinder (1972), Okaru (1977) and Mildwu (1986). They share the same views that the education that was available before 1800 was informal education. These were said to have been taught by Juju Priests, parents, siblings and elders in the community. The boys were taught by the male members of the community and the instructions include occupations like carpentry, hunting, house construction, etc, which were believed to fit the culturally-ascribed male dominance. On the other hand the girls were taught by their

mothers and other female elders who taught them home and child care tasks which were feminine in disposition. The writers also reported some Home Economics activities carried out by the wives of the Missionaries to girls and women especially after the period of church sweeping. Such activities which are practically oriented include house wifery, laundry, needle-work, embroidery, childcare and cookery.

Home Economics in Nigeria started formally about 1873 as reported by Okaru (1977) when Catholic Missionaries arrived and, in addition to their preaching duties, set up marriage training schools. The schools were established with the sole objective of preparing young girls for motherhood. The domestic science taught include housewifery,laundry, needlework, embroidery, childcare and cookery. Later, these schools grew and were able to attract grants-in-aid. Government interest, especially for girls received a boost in 1927 when Queen's College, Lagos, was established and a class set aside for domestic science. Molokwu (1986) reported that there was a boom in domestic science as many bodies promoted Home Economics in higher learning. These include: the Comparative Education Study and Adaptation Centre (CESAC), National Education Resource Centre (NERC) now referred to as Nigerian Educational Resource and Development Council (NERDC) who have spearheaded the writing of Home Economics textbooks and syllabuses; the West African Examinations Council (WAEC) also influenced the Home Economics Programme with its setting

of a syllabus and curriculum for secondary schools and Teachers' Training Colleges.

Home Economics in Higher Education

Another great leap was recorded with the introduction of Home Economics to tertiary schools after independence in 1960. Afolayan (1982) listed four Advanced Teachers Colleges in 1962 established by the Nigerian government in collaboration with UNESCO. These were Advanced Teachers' College (ATC) in Owerri, Ondo, Lagos and Zaria. However, Molokwu (1986) reported that this number was over fifty by 1986. Almost all the ATCs offer Home Economics. Some of the ATCs have since been redesignated as Colleges of Education under the umbrella body of National Commission for Colleges of Education (NCCE).

Similarly, the College of Agriculture, Samaru, Zaria started a certificate course in Extension Home Economics in 1964 with the main aim of improving the living standards of the rural areas. However, the certificate was later upgraded to the award of diploma in 1972 and also the diploma course was upgraded to Higher Diploma in 1977. The University of Nigeria, Nsukka became the first institution to mount a Home Economics degree-awarding programme in Nigeria in 1964 while in 1973, the Ahmadu Bello University, Zaria established a Bachelor of Education programme in Home Economics.

Brief History of Home Economics Extension in Nigeria

The responsibility for training extension Home Economists for the then Northern States of Nigeria rests with the school of Agriculture, Samaru, Zaria. Olayiwole (1988) and Olu-Audu (1988) both reported that the school was established in 1931 to train mainly male extension personnel.

This was due to the activities of the Federal Department of Agriculture of the Northern Provinces which was engaged in the production of cash crops. There was need to educate the farmers to further improve the production of their cash crops. This led to the recruitment of the products of middle school who were admitted to undergo an Agricultural Assistants Course (A.A. Course). Olu-Audu (1988) reported also that in the early 40s, the graduates of secondary schools were recruited. In the early 50s, however, there was the introduction of the Agricultural Assistant Superintendent (AAS) course tocater for the promotion of A A^{s} the A.A course was 3 years and A.A.S. was 2 years. The school at the moment runs diversified courses for students, for ordinary National Diploma and Higher National Diploma Certificates. These courses include: General Agriculture, Agricultural Mechanisation, Horticulture, Irrigation and Extension Home Economics. Olayiwole (1988) reported that the Extension Home Economics course started in 1964 with the offering of a 2-year-certificate course for Agricultural Home Agents. Since its inception, the total enrolment per year has been on the increase.

Appendix D shows the number of graduands from 1964 - 1989. These graduates are employed by various bodies such as:

i. State Ministry of Agriculture and Natural Resources;

ii. State and Federal Ministries for Rural and Community Development;

iii. State Agricultural and Rural Development Projects;

iv. Local Governments;

v. Better Life Program for Rural Dwellers.

After successful completion of the 2 year training, graduands now called "Home Agents" return to their various organisations to be posted to rural and urban areas to work with families in order to improve their living standards.

The subjects taught during the course duration include:

- Extension Methodology
- Foods and Nutrition
- Clothing and Textiles
- Crop Production
- Vegetable Gardening
- Home Management
- Child Care and Motherhood
- First Aid and Home Nursing
- Handicraft for Income Generation
- Health and Sanitation
- Personal Grooming
- Housing and Home Improvement
- Livestock and Poultry Keeping.

The school was understood to run certificate courses, in Home Economics Extension between 1964 and 1971. This certificate course was upgraded to ordinary National Diploma course. The diploma course which started in 1972, was also upgraded to Higher National Diploma Certificate.

The subjects offered for both courses are the same but in broader concept for the Higher Diploma and also an additional one term for management, administration and supervision training at the Kaduna Polytechnic in Kaduna. Olayiwole (1988) added that a term within the six terms training is used for supervised field work. This is carried out by deploying students to selected States within the 10 then Northern States under direct supervision of State Home Agents. The students are given some identified field problems to work on with rural families. The students write projects based on the identified problems and also engage in seminar presentations.

Objectives and Expectations of Graduates of Certificate \Diploma Course.

This is designed to train field extension Staff in the technical skills of Home Economics. A graduate goes back to her sponsoring State as an Agricultural Home Agent. She continues her role in the extension programme in relation to the progress of rural families. She also trains Agricultural Home Instructors and teaches women and girls simple improved methods of agriculture and home making to improve the standard of living of village\rural families.

Higher National Diploma

It is intended to develop and increase technical skills, general knowledge of management and desirable attitudes while supervising and training for intermediate level manpower. Graduates of Higher National Diploma are employed as Assistant\Agricultural Home Supritendents.

(See Appendix D. which shows the list of Home Economics Extension Students enrolment and graduates between 1964-1989.

Rational for Home Economics Education in Schools

The Nigeria education system has recognised Home Economics as one of the subjects to be studied at all levels of education. Both the Federal and State governments have come to realise the need for skill acquisition and technical education.

According to Blackenship and Morechen (1979) in Molokwu (1989), Home Economics exists as both general and vocational education:

Serving as both general and vocational, Home Economics makes an important contribution to the lives of people - males and females - the services to families through the individual on a variety of settings. Home Economics is a multi-dimensional subject that is concerned with every day life and is characterised by a dynamism that demands life long education for the professional Home Economist. The challenges of economics, social and technological developments constitute

strong forcing factors that should be used to analyse what is being taught in Home Economics. (Molokwu 1989).

Bell (1983) asserts that consumer and home making education is one of the most dynamic educational programmes in existence, the world over today. The occupation of home making is affected by the economic, social, political and technological status of a country. There is therefore a constant need to find new ways of approaching the increasing complexities of life. There are skills required for the occupation of home making that need frequent upgrading. New strategies must be developed to educate individuals and families in the prevention of problem rather than coping with them after they have developed.

As a field of study, Home Economics utilises basic principles and applied them to day-to-day living. Its uniqueness is the inter-relatedness of its subject matter. A synthesis of these, Bell (1983) asserts, is necessary to achieve a well-ordered quality on home and family life.

Home Economics teachers (both formal and informal teachers) must have basic preparation in all subject matter areas as well as in the philosophy of vocational education in order to address both social and economic priorities of the community.

Inservice training course, workshops and seminars are essential today in the Nigerian community to keep abreast of trends and changes. The philosophy of Home Economics is that

of promoting to the full, the development of human being through services and study of the home and the family. Fleck (1974) while defining philosophy, is of the opinion that a philosophy gives the criteria and guidelines for what we consider desirable and undesirable - from our philosophy. Personal and social philosophy will evalue our educational philosophy.

Writing on the value of Home Economics, Sofolahan (1987) observed that Home Economics should not be conceived as an exclusively girls subject but an essential part of the curriculum for both boys and girls because of its cultural value. He went further to say that the implications for the national policy for home economics are many and these include: simple local and international cookery, housekeeping and housewifery such as mother care, dressmaking home furnishing, hair styling, etc.

These subjects, when properly taught, should help those pupils who may have to drop out at any level of their education.

Blankenship (1979) in Nimfa (1990) states that the purpose of Home Economics education is to prepare students for a specific job for which opportunity exists and also for professional preparation in Home Economics occupational fields.

Home Economics education is quite meaningful to people as it promotes their personal growth, changes their ways of

behaviour and contributes to successes in life. When some Nigerians, especially women were retrenched from civil service, it could be gathered that these retrenched staff who posses the knowledge and skills in Home Economics picked on these skills to earn a living. This information was contained in a report by Addo and Abdullahi (1989) while surveying the food vendors around Samaru. They reported that majority of the food vendors were retrenched staff. These food vendors have some basic knowledge of the occupation through primary education and from home makers evening course in Home Economics. Many who had good Home Economics education have now set up catering institutions, hair dressing saloons, boutique, sewing institutes, fashion designing centres and nursery schools.

A National Home Economics workshop held in Benin, 1987, on "The Strategies for the Implementation of Home Economics Education Programme within the National policy on Education at different levels of Education", stated its objectives as thus:

i to develop an appropriate Home Economics programme for junior and senior secondary schools leading to gainful employment;

ii to work out modalities for appropriate implementation of Home Economics education programmes in Nigeria.

The first objective is vocational to develop individuals to be gainfully employed for his\her survival in life.

Spitze (1983) in molokwu (1989) stressed that Home Economics is a unique vocational education because it has dual functions of preparing individuals for certain wage-earning occupations and for the occupation of home making. She noted that being employable means more than having job skills and that Home Economics knowledge and skills help people to meet the varied requirement types of jobs.

Home Economics Personnel and Rural Development

Olatunde (1980) defines the rural poor as being the sector of the rural population whose basic minimum needs for life and existence with human dignity are not fulfilled. It is regarded as a condition of poverty characterised by low incomes and different forms of oppression by dominant social group of the rural poor comprises of women and girls who, by their work in the field, kitchens, homes and gardens, produce a substantial part of food consumed in the villages. She pointed out that disadvantage women in the rural sectors are so great that special efforts are required to redress the effects of decades neglected if rural women are to take their rightful place in the struggle for rural development as follows:

i They could help to identify and mobilize groups of women to receive regular extension advice;

ii Home Economists are well-versed in the dynamics of rural households and know who make decisions and how family labour is mobilised, therefore could help extension planners collect gender-desegregated data or compile labour and activity profile on rural women;

iii They teach income generating skills related to processed food and handicrafts, drawing on their knowledge of home gardening, food processing and available technology to diversity farm income especially during the dry season;

iv They could serve as agricultural extension agents (with re-training);

v They help introduce new crops or foods using their knowledge of food preferences, uses, and storage. In Nigeria, Home Economists aided the adoption of a new crop - soybeans, which they taught women how to raise and use. Home Economists can also help farm families with dietary advice, especially for vulnerable groups such as children weaned and pregnant\lactating mothers.

Available literature has revealed that training and re-training are scheduled and carried out by International Organisations in collaboration with the Federal Government to increase the skills and the output of extension personnel in general (Home Economics personnel inclusive). Such organisations include the Food and Agricultural Organisation (FAO), the World Health Organisation (WHO), United Nations Development Project (UNDP), International Labour Organisation

(ILO), etc. Reports from the training programmes of these organisations show that approaches and dissemination strategies for extension are being discussed.

The Federal Government of Nigeria, in 1987, assigned mandates to some Research Institutes within the country to organise and coordinate training especially to keep the concerned personnel abreast of new research findings. Such Institutes, with their own general and individual orientations, include the National Agricultural Extension and Research Liaison Services (NAERLS), A.B.U. Zaria; Agricultural and Rural Management Training Institute (ARMTI), Ilorin; National. Stored Products Research Institute (NSPRI), Ilorin. Documents show that the Institutes carry out annual workshops for extension personnel for increased knowledge and skill in particular activities and the themes of the workshop are changed annually.

The NAERLS, apart from doing the above, also organises annual workshops for Home Economics personnel in particular. After the national mandate in 1987, the Institute organised workshops for Home Economics personnel nationwide. The venue of the workshops are selected to be based in such locations that will provide the participants, with opportunities for practical involvement relating to the theme.

Result of proven research findings. The pre and post evaluation reports indicated that there were improvement of knowledge aquisition. This revealed that some or all of the

workshop objectives were achieved during the workshops. However, there is no document for the institutes in general or NAERLS in particular, drawn for the workshops to state the effectiveness of the activities of the Home Economics personnel on the filed. Prominent among the organisations where these participants represent, from the evaluation of these workshops are:

i The Agricultural Development Projects (ADPs) nationwide;

ii Ministries of Agriculture and Natural Resources (MANR).

iii Community Development. - Health Division

iv Women Commisission - Better Life Program nationwide.

Development. Oni (1989) in a paper delivered at a Better Life workshop on "the Home Economists and Quality of life in Rural Nigeria", asserts that there are no definite indices to measure the quality of life and no adequate documentary on how the Home Economists have helped to improve the quality of life. However, Oni (op cit) enumerated a number of activities through which the Home Economists could improve the quality of life.

These include food production, storage, preparation and improved nutrition, consumer education, family life and child care, income generating activities, etc.

The basic philosophy of rural development programmes as asserted by Olayiwole, (1979), and Olatunde, (1980), is to help the rural people to help themselves. These according to

them is the type of education that the rural populace needs to help improve their quality of lives.

Combs and Ahmed (1974) in Olatunde (1980) identified educational needs for rural development as follows:

(a) General or basic education: This provides literacy, numeric or elementary understanding of science and one's environment which is the fundamental objective of primary and secondary education;

(b) Family improvement education: This is designed to impart knowledge, skills and attitudes useful in improving such Home Economics subjects as nutrition home making, child care and development, housing, home furnishing, health, and family planning;

(c) Occupational Education: This is designed to develop particular knowledge and skills to associate with different activities useful in making a living. The three writers - Olayiwole (1979), Olatunde (1980), Oni (1989) asserted that there is no other profession that can best improve the "quality" of life than the Home Economics. "Home Economics is a means through which the individual may be led to stronger growth of all facets thus enabling him to care for himself and for others and take the responsibility for his family, his community and society. In rural areas, the Home Economists are seen to have taken the responsibility in education of improvement of agricultural practices that result in better and

greater production with the improvement of home, family and community living".

Meaning of Family

According to the World Enyclopedia Volume 7, (1968), family is the oldest human institution. In many ways it is the most important. It is society's most basic unit. Families make up the basic of every society because they serve three vital human needs found every where.

The source went further to enumerate the three vital human needs as:-

i) The family is the means for producing children and continuing the human race.

ii) The family provides for the protection and early training of infants. Human infants are perhaps the most helpless of all living creatures. They cannot move far by themselves. As they grow older, they must be trained to become responsible members of the society.

iii) The family sets up a division of labour so that each member contributes something. The man usually earns the living while the woman looks after the household. Both parents care for the children, who gradually assume responsibilities as they become able to do so.

This researcher holds the same view with the above points that both parents should care for the children although most Nigerian men leave the care of children into only the hands of

their wives.

These are some of the vital education that the extension Home Economists inculcate to families during the Home Management and family relationship discussions.

The New Encyclopedia Britannica Volume 7, (1975) says that almost all human beings have grown up in some kind of family but families have changed from one era to another and from one culture to another. In a culture the form of the family changes or disappears, giving way to others. All these many aspects of the family constitute an important part of social change.

Forms of Families

The New Encyclopedia Britannica Volume 7, (1975) went further to enumerate different forms of families. These are:-

Corporate Family: The corporate family is organized around a number of important activities such as:-

i) Hunting in its territory;

ii) Cultivating its land;

iii) Trading its products;

iv) Performing important rituals and rites;

v) Rearing its children.

Extended family:- The extended family includes not only the parents and owned children but also married children and their

wives or husbands and offspring. Extended families of good economic standing may include as many as four generations, at least for a short period of time.

Conjugal Family:- A husband and a wife almost always come from different families (the incest taboo), and therefore their bond, as a conjugal family, is not consanguine, blood related. But the children in the conjugal family, of course, have consanguine bonds with their parents.

Nuclear Family:- The nuclear family consists only of parents and their children. This type of family is universal, it forms the nucleus of the corporate as well as the extended family and, of course, constitutes the first stage in both.

Lippeatt and Brown (1965) reported that the word family is of Latin derivation, which originally denoted a group consisting of parents, children, servants and slaves.

They went further to say that families respond with resilience to changing social conditions. Rapid industrialization throughout the twentieth century has been accompanied by many changes in American family life and elsewhere, e.g.

- More men and women get married and at younger ages.
- More families have three or four children.
- More women work outside the home.
- Families moved off farms and into cities and suburbs.

- Families have shifted from production to consumption.
- Families have more resources
- Family members have more leisure and higher education.
- Family roles have changed.
- Family instability has increased.
- Individual family members have more freedom.

This researcher agrees with Lippeath and Brown (1965) on the above points because here in Nigeria too there have been several changes in family life, e.g more divorces in recent times, role changes and so on.

Infact, due to some of these points, the extension Home Economics personnel have developed a special programme to prepare young girls especially on Home Management Skills. This is to prepare these young girls that are married out at early ages (between 9 - 14 years) of their expectations as house wives, mothers etc.

Functions of the Family

Deacon (1975) pointed out the major functions that society experts of families which include the following; although not all are possible or even accepted to the same degree by individuals units:

i) The provision of food, clothing, and shelter for the physical maintenance of each individual.

ii) An increase in family size through reproduction or the adaption of children and the release of children when

they have mature.

iii) Socialization of children for adult roles in the family and in other social groups.

iv) Maintenance of order within the family and between the family members, and outsiders.

v) Maintenance of family morale and motivation to carry out tasks in the family and in other groups.

vi) Production of goods and services necessary to carry out tasks in the family and in other groups. The New Encyclopedia Britannica Volume 7, (1975) classified the functions into two major ones:- personal or individual functions and social functions.

Personal or Individual Functions

These are again divided into three:-

i) Psychological security

ii) Sexual satisfaction

iii) Physical security.

Psychological Security:

An important function of the family - especially in Western societies where there is much tension - is emotional or psychic security.

Sexual Satisfaction: In all cultures an important marital reward, in addition to companionship and certain social

privileges afforded married people, is the gratification of sexual relations.

Physical Security: An individual feels a sense of physical security because of the family's williness or duty to protect one another, to care for the sick or injured, to provide one with shelter, warmth, food and clothes. With the usual distribution of tasks in the family. The husband might hunt game, tend cattle, or work in the field or in a quarry, while the wife in most cultures remained in the vicinity of the home, carrying water, collecting roots, and baries, making, mending, and washing clothes, tending the fire, and bringing fuel for it, thus contributing her important share to the well-being and security of the family.

Social Functions

These functions includes:-

Procreation and Child Socialization: A society cannot be stable unless it has acceptable provision for procreation and child socialization. Societies that are unable to educate or socialize their children in traditional fashion under go change, lose some cultural traits, and probably invent or borrow other traits.

Regulation of Sexual Behaviour: Because behaviour may disrupt the regulated behaviour pattern in the family, all cultures

have found it necessary to control sexual relations between men and women, whether married or not. According to Murdock there are seven categories of sexual relations.

i) Marital sexuality

ii) Adultery

iii) Incest

iv) Mismating

v) Status unchastity

vi) Incontinence

vii) Fornication.

Contribution to Social and Economic Life

The family is the most common economic unit, involving a relatively efficient division of labour between husband wife, and children. They almost always form a part of a larger group, a community, in close contact with one another, probably because such a community make it easier to produce food, to introduce a more advanced division of labour, to enjoy social intercourse, and to get help when injured, ill, or temporarily without means.

Contribution to Order in Society

The type of family, the social organization and the sources of livelihood all depend on one another. Hunting, gathering, or herding creates or favours small migratory bonds consisting of a few families.

Fleck and Louise (1959) listed what a family home's activities should be. These activities are food preparation, child care, making clothes, selecting clothes, taking care of the sick, good nutrition, helping around the home, having friends, increasing your income and so forth.

The researcher is of the opinion that the views on the functions of the family as noted by Deacon (1979) and Fleck (1959) need to be taught to families on a continous process. This is because the society is not static and therefore the family's functions needs to be improved and updated to meet the society's expectation to national development. This teaching of families on a continous basis as viewed by the researcher is carried out by a group of Home Economists - Home Economics Extension personnel.

Roles of Extension Home Economist

The roles of Home Economics extension personnel in improving the standard of living have been enumerated by some researchers. Olayiwole (1985) in her report on Rural Women's Traditional Socio-Economic Tasks and Links with Development Activities, itemised the roles of Home Economics personnel on State basis in agricultural development. These include the production of small ruminants, (sheep and goats) development of multi-purpose centres for demonstrations, seminars and technology transfer, crop production, use of soybean over all improvement of family nutrition and cassava plantation. these

projects are aimed at improving the living standard of the women in particular in the areas of increased income, improvising the diets of the family, helping women to organise themselves into groups and cooperatives to enable the women to have access to loans and other farm inputs. Abdullahi and Olayiwole (1980-pp 72) while attempting to distinguish the roles of extension Home Economists from other social workers wrote that "Home Economists Extension teaches and encourages rural families to improve their health through better nutrition education and good health habits. Increased income can be obtained through various crafts and raising livestock, poultry and vegetables for home and market. The comfort and convenience of compound can also be increased through simple home improvement projects and management".

This view was also shared by Akinbode (1980) while evaluating the roles of Home Economics Extension Agents in the then Six Northern States of Nigeria: Benue\Plateau, Kaduna, Kano, Kwara, Niger and Gongola. Akinbode asserted that all the 156 respondents were trained in the College of Agriculture, Samaru and were employees of the States Ministry of Agriculture, and Natural Resources. The roles identified were:-

i) Learning from and educating rural women on homemanagement, handicrafts, health and sanitation, 82%.

ii) Demonstrations - carrying out home economics and agricultural projects: 25%

iii) Preparation and remitting of reports to the head-quarters 16.7%.

iv) Training of home overseer;

v) Administration and supervision of home economics programme and staff 15.4%

vi) Organising of rural women for action 12.2%

vii) General improvement of social life 10.9%

However, total percentages of respondents does not equal to 100% because each respondent gave more than one answer. It was gathered from Akinbode's report that most respondents wished to be retrained to better equip them for their job.

An appraisal of the interdisciplinary nature of Home Economics was intensified by Fayemi (1982) in Molokwu 1987 she reported that Home Economics has evolved from household skills into a broad study of home life including the behaviour of people, family relationship and child development, family economy, nutritional needs of the family, psychological and social significance of clothing and management of resources".

In the report, it was gathered that Fayemi expressed some assumptions that existed in the studying of Home Economics. It was suggested that teachers need to use methods and illustrations which meet needs of boys and girls in order to make home economics acceptable to both sexes. She concluded that if given equal opportunity, makes and females can study home economics and enter successfully into different occupations.

The role of Home Economics in improving family welfare was emphasized by Olayiwole (1987). Speaking at a seminar on concepts of family life education, she asserts that Home Economics serves the family and the individual within the family. This is because the Home Economists focus majorly on the family either as individual or the group as a means to improve the living standard. It has been suggested that the family as the basic social organisation, ultimately determines the course and measure of social change, that it acts as change - resistant or a change facilitator. Although, family life education is a new area that needs to be understood in terms of wider concepts. It is important to note that it deals with the whole family situation involving housing, food, sanitation, childcare, health etc. (Olayiwole 1980).

In places where high incidence of adolescent fertility is common place Olayiwole has maintained that Home Economists have a special obligation to help young people understand the consequences of irresponsible sexual behaviour and health risks both for mother and infant on teenage child bearing. The welfare of the family directly affects the work of Home Economists. The great migration to urban centers, the changing role of women in many societies, the modernisation of nations and the rapid population growth profoundly influences family life, therefore the population issue, which so influences quality of family life and which ultimately is controlled by private family decision - making, is one

important area to which home economists have responded.

SUMMARY

This chapter has reviewed the study in terms of the rationale for Home Economics in Schools - this is for the acquisition of skills and vocational training in Home Economics at all levels of education and it application to day-to-day living. There was also a review on rural development by Home Economists personnel. This revealed that Home Economics personnel are involved in rural development under different Ministries and organisations. It also revealed that a lot of training have been carried out to keep the Home Economics personnel abreast of their duties. However there is no literature to state the effectiveness of these Home Economics personnel on the field.

The researcher also reviewed other researches on the roles of Home Economics personnel. This revealed that the Home Economics personnel are aware of their roles as cited by Akinbode (1971) and Olayiwole (1985). However, most of the personnel are of the opinion that they need to be re-trained from time to time especially on the food production component.

From the few studies carried out on this study, the review has justified the researchers study which she went on to carry out based on the following:

First, that the topic was an adequate research topic and therefore was deemed appropriate to be studied.

Secondly, that the researcher feels strongly that the instruments used were the most relevant methods used in collecting data in the social sciences especially education.

Thirdly, that the review has given a strong basis to anticipate the result of the study whether there was a relationship between the level of age, qualification and contact time of Home Economics personnel benefiting from Home economics activities. Also, the review established some information on the assumptions that Home Economics extension personnel are provided with skills and knowledge to meet the demand of the ever-changing society and that families are now aware of their family roles.

In conclusion, the researcher was encouraged to carry out this study after all doubts and all rationale from the research topic had been cleared. The researcher went on to study the effectiveness of extension Home Economics personnel in improving family life in two zones out of the five farming systems zonation in Nigeria and 2 States in each zone that have long been participating in the activities of Home Economics Extension.

CHAPTER THREE

RESEARCH METHODOLOGY AND PROCEDURE

The study was undertaken to evaluate the effectiveness of Home Economics Extension Programme in Northern States of Nigeria. The materials and methods used are discussed under the following sub-headings:

(1) the research design
(2) the population
(3) the sample
(4) the instrument
(5) validity of the instrument
(6) pilot study
(7) data collection
(8) analysis of data

The Research Design

Four States namely Kaduna, Kano, Kwara and Plateau States were used for this study. This was mainly because these were among the few states that were actively participating in Home Economics Extension Programme in the then Northern Nigeria at its inception.

The Population

Ten (10) Senior Extension Home Economists in the four selected states employed by the Ministry of Agriculture and

Natural Resources (MANR), and Agricultural Development Project (ADP) and the household where they work constituted the population for this study. Information from the states revealed that each Home Economics Extension Personnel works with not less than twenty (20) households. Total number of population involved is 40 Home Economics personnel and 880 households.

The Sample

The sample for this study was drawn from the population. The two sub-groups were selected based on satisfied random study.

All the 40 extension Home Economics personnel were involved in the study. For the second sub-group of 880 households, 260 were selected using table of selection by Morgan and Krejcie (1970). The selection was carried out so that each household had equal chance of being selected and were true representatives of the group.

The Instrument

The instrument for this study consists of:

(a) the questionnaire

(b) the interview

(c) the observation

The questionnaire for this study is labelled as follows:

(i) Field staff questionnaire

(ii) Household questionnaire

iii) The field staff questionnaire consists of four (4) sections:

A) seeks for personal details of the respondents;

B) seeks information on the organisation or ministry where the respondent works;

C) seeks information on development opportunities (professional or academic) of the respondent;

D) seeks the activities of the Home Economics personnel in strengthening family life and how the working condition, of the Home Economics personnel could be improved.

(II) The household questionnaire consists of three sections as follows;

A) seeks information on personnel data

B) seeks information on their interactionswith Home Economics personnel and Home Economics activities;

C) seeks to know the effectiveness of Home Economics personnel and Home Economics activities.

The interview was carried out by the researcher on the households and field staff to acquire additional information.

The observation schedule allowed the researcher to view some infrastructures and equipment available to field staff in discharging their duties. The researcher also visited some households to observe the reflection of Home Economics activities.

Validity of the Instrument

The instrument for this study was submitted to some specialists in Home Economics to determine their content validity.

The specialists in their reactions agreed that the questionnaire satisfied face validity requirement. On the basis of their advice relating to construction, a few modifications were made.

Pilot Study

The pilot study helped to check the ambiguity of the questions in the questionnaire and corrections were effected before administering the questionnaire to the target samples.

A total of 21 copies of questionnaire were administered to the two groups drawn from the field staff and household members of Samaru in Sabon Gari local government and Dakace village under Soba local governments in Kaduna State.

A total of 15 households completed the questionnaire. All the respondents are females, they all agreed that the questions are true representation of their involvement with Home Economics activities and Home Economics extension personnel. The data collected contained the following information.

(i) the respondents are all females within the age range of 25 and 48 years;

(ii) all respondents are married with families.

(iii) the qualification pattern of respondents is reflected through the table below:

Table 3.1: Respondents and their Qualifications

Qualification NO Percentage

	QUALIFICATION	NO	PERCENTAGE
a	Adult education	2	14.3
b	Adult and Koranic education	5	35.7
c	Higher national Diploma	1	7.1
d	Secondary education	6	42.9
	TOTAL	14	100

In an effort to gather a complete picture of the respondents their professional background was looked into. The trend is represented through the following table.

Table 3.2: Respondents and their Occupations

	Occupation	No	Percentage
a	Civil Servant	2	13.3
b	Farmer	1	6.7
c	Housewife	10	66.7
d	Trader	2	13.3
	TOTAL	15	100

Other information from the data about benefits of households from extension Home Economics interaction include knitting and wool work, nutrition education income generating activities, food vending, soybean utilisation, personal and environmental sanitation adult education.

Field Staff

A total of 6 extension Home Economics personnel completed the questionnaire. All the 6 respondents agreed that the questionnaire would provid the information needed on the activities of extension Home Economics personnel and extension activities on the field. However, suggested corrections were effected before administering the questionnaire to the target audience.

The data collected on qualification of respondents.

Other information from the data showed:

i) The respondents responsibilities include supervision, administration and curriculum planning for extension Home Economics Programmes.

ii) There is a lot of collaboration between Home Economics extension personnel and other organisation such as:

- Better life Programme
- Child welfare and ante-natal clinics.
- Food vendors of primary and secondary schools.

iii) Activities carried out by Home Economics extension personnel include the following:

- Foods and nutrition for preparing balanced diet for families school children, food vendors and in paediatric clinics for malnourished children.
- Handicrafts for income generating activities.
- Health and sanitation for self, environment and kitchen.
- Counselling for relationships between family members.
- Improved food production techniques
- formation of women cooperative groups to help them have access to loans/credit facilities and other inputs.

Data Collection

For this study, primary and secondary data were used. Structured questionnaire were administered on respondents

involved in the Home Economics activities and other relevant information. This involved the researcher personally visiting the four states to train senior extension Home Economists for 2 working days in each state. An interval of one week i.e. 5 working days were allowed for questionnaire administration. A second trip was undertaken by the researcher to collect administered questionnaire and made some observations.

Analysis of Data

The data collected were analysed using descriptive statistics and Analysis of Variance. Descriptive statistics was used to show frequencies of response and their percentages particularly of personal data information of the study. Analysis of variance was used to establish the difference between variables of interest. 0.05 level of significance was used to test the hypothesis.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

The purpose of this study was to establish the benefits derived by households from the activities of Home Economics Extension Programme. To achieve this purpose, the data collected in this study were statistically analysed, using 0.05 as level of significance the results of which are presented in the chapter.

Data Presentation

The results of this study are presented according to the activities that improve family life and the hypothesis stated in Chapter one. Before these results are presented, demographic information are shown in Table 4.1, 4.2 and 4.3

Table 4.1: Ages of Respondents

Range	Count	Percentage	Cum %
< 20 years	1	0.55	0.55
21-25	1	0.55	1.1
26-30	9	4.97	6.07
31-35	51	28.18	34.25
36-40	62	34.25	68.5
41-45	48	26.52	95.02
46 yrs 7 above	9	4.97	99.99=100

A look at table 4.1 shows that majority of the respondents fall within the age range 31 years and 45 years old. While only 4.97% respondents were 46 years and above 6.1% (II) respondents fall within the age range of below 20 years and 30 years old.

Information regarding marital status is presented in Table 4.2 below.

Table 4.2: Frequency Distribution of Marital Status

Variable	Count	Percentage	Cum%
Married	136	75.14	75.14
Widowed	23	12.71	87.85
Divorced	21	11.60	99.45
No Response	1	0.55	100%

An observation of table 4.2 shows that about 75% (75.14%) that is 136 respondents are married while 23 respondents representing 12.71% are widowed and another 21 representing 11.60% have divorced. One person did not respond to the question of marital status. A break-down of responses on qualification of respondents is shown in table 4.3

Table 4.3: Frequency Tabulation of RespondentS Qualifications

Qualification	Count	Percentage	Cum%
No formal education	1	0.55	0.55
Any form of Primary Education	37	20.44	20.99
Teacher's Grade II	11	6.08	27.07
WASC	118	65.19	92.26
Adult Education	8	4.42	96.68
Koranic Education	5	2.76	99.44
Other Form (Not specified	11	0.55	99.99=100

A close look at table 4.3 reveals that 168 respondents representing 91.71% had formal education ranging from some forms of primary education through teachers' grade II to secondary education. 14 respondents 7.73% had no formal education while one person indicated that she has not been privileged to have any form of education.

Table 4.4 is on contact of respondents with home economics activities.

Table 4.4: Contact of Respondents with Home Economics Activities

Contact	Count	Percentage	Cum %
Yes	178	98.34	98.34
No	1	0.55	98.89
No Response	2	1.10	99.99=100

A look at table 4.4 shows that 98.34% or 178 respondents said they have had contact with Home Economics activities. One person maintained that she has not had contact with home economics personnel and their activities while 2 persons did not respond to the question of contact. Out of the 178 respondents who have had contact with home economics personnel 170 (93.92%) indicated that they have had contact for more than five times.

In all the listed home economics activities in the questionnaire, all the respondents have had contact with the personnel. The only exception in these items is Adult Education which as reflected in the field staff edition of the questionnaire is not carried out by the personnel. A break down of responses on benefits accruing to the respondents and their perception of such benefits is shown in a table marked

appendix A. A look and an understanding of the table shows that most of the respondents either agreed or strongly agreed with the benefits they were supposed to derive from participating in home economics activities as listed out in the questionnaire.

Responses to section C Question B1 -B34 have been tabulated and shown in a table marked appendix B. This is on the rating of the effectiveness of home economics personnel. On this rating most respondents agreed that effectiveness of the personnel has been found to be satisfactory on high scale.

Activities which Improve Family Life

The results revealed that most of the beneficiaries of the activities of Home Economics extension programme range between 31 years to 46 years and above. It goes to show that extension Home Economics personnel are involved with adult learners. The activities identified by the beneficiaries that had helped them to improve their family life are listed below:

1. Food preparation and distribution
2. Knitting and sewing
3. Management of the home
4. Home Improvement
5. Home decoration and arrangement
6. Income generating activities
7. Food production, preservation and storage
8. Family planning and child care

9. Management of small business
10. Women group formation and management
11. Personal and environmental health
12. Improvising home made materials
13. Family relationship
14. Identifying family needs and goals
15. Clothing management and renovation

To further verify from the respondents the degree to which these activities help in the improvement of family life, 23.13% strongly agree while 76.87% agreed that the activities helped in improving family lives. There was no respondent that disagreed with the activities. Similarly the effectiveness of the activities to the improvement of family life was evaluated as to the degree of the respondents satisfaction/successfulness of the activities and the non satisfaction/non sucessfulness of the activities.

The results revealed that 77 respondents or 40.86% rated the activities very successful while 104 respondents representing 59.14% rated the activities successful. No respondent rated the activities as non-successful. This shows that all the respondents were satisfied with the activities of Home Economic extension programme.

Hypothesis 1

This hypothesis states that there is no significance

difference among the different age groups in their assessment of the activities of Home Economics on increased food production, preservation and storage among families. The result using a one way analysis of variance is shown in table 4.5.

Table 4.5 One Way Analysis of Variance on Increased Food Production, Preservation and Storage of Households by Age Group.

Source	df	ss	ms	F	P
Age	6	528.2	88.03	1.68	0.128
Error	174	9126.3	52.45		
Total	180	9654.5			

An understanding of table 4.5 reveals that the calculated F value is 1.68 at df 6, 174 and at 0.05 level of significance. The F value is found to be lower than the critical value of 2.14 at df 6, 174, this indicates non-significant difference among the various age groups in their assessment of the activities on increased food production, preservation and storage.

The non significance could be attributed to the fact that every family wish to adequately feed her members and sell off excess for additional income. Since families will not be able to produce the family's food throughout the year, there is the

need to properly preserve some surplus from produce and make food available during non-production periods.

Hypothesis II

This hypothesis states that there is no significant difference between the literate and non-literate persons in their assessment of food preparation, food distribution and food consumption within families. To test this hypothesis two tail t-test was used, the result of which are presented in table 4.6 below.

Table 4.6: Two Tail T-Test of Effectiveness of Home Economic Activities

Variable	N	X	SD	SE	DF	T	P
Educated	164	81.63	6.63	0.52	163	0.65	0.152
Illiterate	17	86.21	8.61	2.1	16	-2.55	

A look at tables 4.6 column 1 shows that the calculated t value is 0.65. This value (t = 0.65) is lower than the critical value of t which is 2.101 at df 163 and 0.05 level of significance.

In other words, there is no significant different between the literate and the illiterate in their assessment of activities on food preparation, distribution, and consumption.

As there is no significant difference therefore, the null hypothesis which states that there is no significant difference between the literate and the illiterate in their assessment of home economics activities on food preparation, distribution and consumption is retained.

The retention of this hypothesis could be attributed to the different extension methods and approached of the extension Home Economics personnel in reaching their clientele.

One would expect that the literate home makers would not be interested in food preparations and distribution activities of Home Economics extension programme. It was interesting to note that both the literate and non-literate were highly interested in this activity. This was gathered also during the oral interview that home makers are interested in collecting various recipes to break the monotony of the few one at hand. This confirms a saying that "the more recipes a home maker has, the better the varieties she prepares".

Olayiwole noted in (1980) while comparing the Extension Home Economics training with other rural programmes in her paper "Motivation and Mobilisation of Nigerian women for integrated Rural Development". She states that extension Home Economists have broad based training which is Family centred. She went further to say that its broad knowledge base makes the area equally suitable and applicable to healthy normal families and those having problem. It is then not out of

place that both literate and illiterate respondents of this study have benefitted from extension Home Economics activities.

Hypothesis III

This hypothesis states that there is no significant difference among people with different qualifications in their assessment on the management of human resources, financial resources, and community services to families.

Table 4.7: One Way Analysis of Variance of Difference in Qualification and Effectiveness of Personnel

Source	df	ss	ms	F
Qualification	6	1412.3	235.4	6.08
Error	174	6732.8	38.7	
Total	180	8145.1		

Table 4.7 reveals that with F value of 6.08 at df 6, 176 a significant difference was found, ($P < 0.05 = 2.14$, df 6, 176). This implies that a significant difference exists between people of different qualifications in their assessment of the effectiveness of the home economics

activities on management of human resources. Since a significant difference has been found between people of different qualifications the null hypothesis is hereby rejected on the basis of the significant difference. Lionberger (1962) irrespective of this finding maintain that schooling has been valued as a means of increasing knowledge about new farm technology. It is therefore, assumed that the privileged educated respondents would have some advantages over those without any formal education. This is because more information could be gathered from reading books, which could generate a lot of discussions for increased knowledge.

Hypothesis IV

This hypothesis states that there is no significant difference among people with different occupations in their assessment on the Home Economics activites on education on family planning and child development. A one way analysis of variance was computed to test this hypothesis. The results of the analysis are presented in table 4.8.

Table 4.8: One Way Analysis of Variance of Respondents Assessment on Family Planning, and Child Development.

Source	df	ss	ms	f
Occupation	6	968.2	161.3	3.94
Error	174	7116.3	40.9	
Total	180	8084.5		

An understanding of table 4.8 reveals that the F value of 3.94 with df 6, 174 is not significant at 0.05 level of tolerance.

As the F value of 3.94 is higher than 2.14 implying a significant difference, the hypothesis which states that there is no significant difference among people with different occupations in their assessment of the education on family planning and child development is therefore rejected.

The rejection of this hypothesis could be assumed to be due to different demands on individual time and the activities of Home making. The civil servant home makers wanted fewer children. The traders and farmers wanted as many children as possible to hawk food items or help on the farm especially during harvesting and planting seasons.

A reconsideration of questions earlier raised.

(i) Related documents to this study have revealed among other things that the area of Home Economics has witnessed some remarkable restructuring.

In the series-Home Economics 1, 2, & 3, Institute of Education, Ahmadu Bello University Zaria, 1979-80. The restructuring is made on the assertion that, changes have been made in the structure and contents of subjects which have known for years as: "Domestic Service and Needlework".

a) These two options have been merged to the course of family life: Home Economics

b) Three major areas of Home Economics have been adopted; namely,

Home and Family Living; Food and Nutrition; and clothing, Textiles and Related Arts.

c) All three areas are to be taught in a given year to provide the student or pupil with a more rounded education in family living.

Such changes reflected above had added to the refinement and better focusing regarding the curriculum specification and students' activities. Consequently, Home Economics graduates who end up as extension personnel are better equipped and oriented to look after members of the society in need of their services.

Education is empowerment and so Home Economics extension

personnel have the rare privilege of utilising their new assets to the advantage of the entire community.

Responses have confirmed beyond any reasonable doubt that the other questions can be answered thus:

ii. The Home Economics Extension personnel are unique and irreplaceable as their training is specialized and they function in ways that minute them intimately with the need of entire families especially the women, and young couples within the society.

iii. The Home Economics Extension Personnel are essential assistants to the entire society, they are far above ceremonial actresses and reach out to homes and hospitals. Through their extension activities, the extension personnel could make the semi-literate and literate parents more aware about their roles and responsibilities to themselves and the society. They could add substance and quality to the food choices, household maintenance and health practices of family members.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The aim of this study was to assess the effectiveness of Home Economics Extension Programme in Northern States of Nigeria. The programme is an informal (out of school) education to help home makers in particular and families in general improve their standards of living. The study was carried out in the four
States of the then Northern Nigeria where Home Economics extension activities started. The States covered were Kaduna, Kano, Plateau and Kwara.

Information gathered from literature revealed that extension Home Economists are trained at the college of agriculture, Samaru, a branch of the Division of Agricultural Colleges. The training started in 1964 with the first graduands convocating in 1965. However, since then, there had been some studies on the roles of these extension Home Economists with the questionnaires always directed to the extension workers themselves. There appears to be absent studies on the performance of the extension personnel in the selected States.

This study attempted to involve the beneficiaries (households) of the Home Economics extension activities of their opinion on the effectiveness of Home Economics extension

programme. Effectiveness for this study was measured by the degree of satisfaction and non-satisfaction of Home Economics activites as rated by households who are the beneficiaries.

Findings

The analysis of this study has revealed the following:

1. Age: Majority of the respondents fall between the ages of 31 and 45 years respectively representing 62.43%. Ages 46 years and above only represent 4.97% others fall within the age range of less than 20-30 years - 6.07%

2. Marital Status: 75.14% were married, 11.60% were divorced, 12.71% were widows and 0.5% did not respond to this question.

3. Qualification: The data revealed the qualification of respondents as follows; 20.44% obtained their first primary school leaving certificate. 6.0% had their grade II teachers certificate. 65.19% hold the West African School Certificate (WASC). 4.42% had their formal education through adult education while 2.76% went through koranic education. 0.55% did not specify her qualification. This implies that Home Economics extension personnel have the skill and knowledge to disseminate Home Economics activities to people with different qualification.

4. **Contact with Home Economics Activities:** 98.34% indicated that they have had contact with Home Economics Personnel and Home Economics activities: 93.92% out of the 98.34% further

indicated that they have had contact more than five (5) times. 1.65% did not respond to the question.

Hypotheses Testing

The data collected in this study was subjected to statistical analysis as per the proposed null hypotheses.

The null hypothesis

1. There is no significant difference among the various age groups in their assessment on the activities food production, preservation and storage among families. It was found that the F value is lower than the critical value of 2.14 and df 6, 174. Therefore, the hypothesis is rejected. This implies that all age groups need to intensify their efforts to increase food production, preservation and storage.

2. There is no significant difference between the literate and non literate persons in their assessment of food preparation, food distribution and consumption within the families. The analysis revealed that there is no significant difference (0.05) between the literate and the illiterate persons in their assessment of Home Economics activities. This implies that both literate and illiterate persons find the activities on food preparation, distribution and consumption very effective.

3. There is no significant difference among people with different qualifications in their assessment of the

management of human resources and community services to families. The analysis revealed that a significant difference exists between people of different qualifications in their assessment of the management of human resources and community services to families.

4. There is no significant difference among people with different occupation in their assessment of education on family planning and child development. The hypothesis rejected on the basis of significant difference.

Effectiveness of Home Economics Extension Programme

1. **Activities to Improve Family Life**

The data revealed that Home Economics personnel have embarked on various activities to improve family life. These activities could be summarised under the following:

a. Food and Nutrition;

b. Home Management;

c. Income Generating Activities;

d. Child care and Family Relationships;

e. Clothing Management;

f. Consumer education;

g. Wool/Handicrafts.

2. **Qualification of Respondents**

The data shows that the respondents have different educational backgrounds. These qualifications include primary school certificate, teachers grade II certificate, West

African School Certificate, Adult education and Koranic education. In all these levels of qualification, the extension Home Economics personnel were able to teach Home Economics activities to the understanding and to acceptable standards by families of the respondents. This of course must have been carried out using various teaching techniques for the respondents to find the activities effective.

3. **Occupation of Respondents**

The data collected revealed that beneficiaries of Home Economics Extension Programme are of different occupations. These include farmers, housewives, traders, teachers and some employees of the civil service.

The extension Home Economics personnel were able to satisfy these various groups because of their different skills and knowledge of Home Economics extension programmes.

4. Age of Respondents

Beneficiaries of Home Economics activities are of different age groups from less than 20 years to 46 years and above. However the data revealed that the age group that were mostly involved were age group between 31 and 46 years and above. Working with different age groups and adults in particular need special technique. The approach of extension Home Economics personnel to arouse interest and participation of adults in Home Economics extension programme is achieved

through the unique training on extension methodology and the effectiveness of teaching adult learners.

5. Effectiveness of Activities

The data revealed that the effectiveness of Home Economics extension programme which was measured by the degree of success and satisfaction by respondents were rated as follows:

All respondents agree that the Home Economics activities were successful and thus were all satisfied 40.86% rated the activities as very successful while 59.14% rated the activities as successful. This implies that Home Economics Extension Personnel have been effective in improving family life in the area covered by the study.

6. **Training and Re-training of Field Staff**

All the extension Home Economics personnel in both the Ministry of Agriculture and Agricultural Development Projects have gone through one training or the other as shown by the data. These training have in no doubt helped the personnel to teach Home Economics activities effectively. The training have helped to increase knowledge and skill on the job which helped the personnel to teach new ideas and technologies for continued effective performance.

Conclusion

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

1. Extension Home Economics personnel are involved in various activities that improve family life.
2. The age range of the majority of beneficiaries of Home Economics activities are between 31 and 46 years and above.
3. 75.14% of respondents are married, 12.71% are widows and 11.60% are divorced.
4. The beneficiaries of Home Economics activities have different educational backgrounds.
5. 93.92% of the respondents have had contact with Home Economics personnel and Home Economics activities more than five times.
6. There is no significant difference among the age groups in their assessment of Home Economics activities on increased food production, preservation and storage.
7. There is no significant difference between the literate and illiterate beneficiaries in their assessment of Home Economics activities on food preparation, food distribution and consumption within families.
8. There is a significant difference between persons of different qualifications in their assessment of Home Economics activities on management of human resources, financial resources and community services to families.
9. There is significant difference among people with

different occupations in their assessment of the Home Economics activities on family planning and child development..

10. The extension Home Economics personnel are effective in the teaching of Home Economics activities through the Home Economics Extension Programme. This is possible because of the skill and knowledge acquired during their academic training and short term trainings on the job.

Recommendations

In the light of the above findings the following recommendations are made:

1. Due to the frequency of changes in the society, the needs and priorities of the family are also changing. There is therefore, the need to re-train the Home Economics extension personnel.

This will make them subject matter specialists in their field of work and make them live to expectation from families.

2. The data collected revealed that many of the beneficiaries had access to the home of the extension Home Economics personnel. It is implied that the beneficiaries made considerable effort on their part to make contact with the personnel. It is pertinent that the extension Home Economics personnel endeavour to reach out to more families.

3. It was found that there is an acute shortage of extension Home Economics personnel due probably to the creation of more

States and local governments. It is therefore highly recommended that States and local governments should endeavour to employ extension Home Economics personnel to help families improve their living.

Suggestions for Further Research

1. This study was limited to four States in the Northern States of Nigeria. More data from other parts of the country; South West, South East could be evaluated.
2. The economic status of the respondents is recommended for further study as this has direct influence on the effectiveness of Home Economic programmes extension programmes.
3. It is suggested that further research be carried out to assess viable projects that could be promoted through the efforts of Home Economics Extension extension programme to improve family and community welfare.

Implication for Curriculum

It is important that curriculum planners for Home Economics extension review programmes as often as possible. This will enable curriculum designers and the Home Economics extension personnel to review the syllabus contents from time to time and effect the desirable changes appropriately.

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Appendix A

Questionnaire on the Effectiveness of Home Economics Extension Programme in Improving Family Life

Department of Voc. & Tech.
Ahmadu Bello University
Zaria.

Dear Respondent,

I am a student in the above named department, undertaking a study on the Effectiveness of Home Economic Extension Programme in Strengthening Family Life.

The findings of this study will be used to assess the effectiveness of the Home Economics Extentsion Personnel in improving family life. It will also help to review and modify areas of need of the programme.

Please respond to the questionnaire as soon as possible. I assure you that any information given shall be treated in confidence.

Yours sincerely,

Signed

F.O. Olowoniyan (Mrs).

Section A: Personal Details:

Please tick ( ) the answer that is applicable to you.

1. Sex: Male ( ) Female ( )
2. Age: ( )
   i) Less than 25 years ( )
   ii) 21 - 25 years ( )
   iii) 26 - 30 years ( )
   iv) 31 - 35 years ( )
   v) 36 - 40 years ( )
   vi) 41 -45 years ( )
   vii) 46 years and above ( )
3. Marital Status: ( )
   i) Married ( )
   ii) Widowed ( )
   iii) Divorced ( )
   iv) Separated ( )
4. Do you have any formal education?

   Yes ( ) No ( )

5. If yes, please check\tick your highest qualification
   i) Primary education ( )
   ii) Teacher training ( )
   iii) Secondary education ( )
   iv) Adult education ( )
   v) Koranic education ( )
   vi) Any other, (please specify)

   .....

6. What is your occupation?

i) Famer ( )

ii) Housewife ( )

iii) Trader ( )

iv) Teacher ( )

v) Community social worker ( )

vi) Any other, (please specify)

.....

.....

Section B

This section seeks information about your interactions with activities of Home Economics personnel. Please tick the appropriate box .

1. Have you ever had contact with the activities of Home Economics personnel? Yes ( ) No ( )

2. If yes, how many times

i) Once ( )

ii) Twice ( )

iii) Three times ( )

iv) Four times ( )

v) Five times ( )

3. Which of the listed Home Economics activities have you had contact with?

Please tick ( ) as many as possible.

1. Food preparation and distribution ( )

2 Knitting and sewing ( )

3. Home Management ( )

4. Introduction new food items to the family ( )

5. Home Improvement ( )

6. Home decoration and home arrangement ( )

7. Income generating activities (e.g. soap or pomade making, food vending,cloth retailing etc. ( )

8. Food production

9. Food preservation and storage ( )

10. Family planning and child care ( )

11. Management of small business ( )

12. Management of women groups ( )

13. Adult education ( )

14. Personal and environment health ( )

15. Improvising home made materials ( )

16. Family relationship ( )

17. Identifying family needs and goals ( )

18. Others, (please specify).....
.....

4. Has your contact with the Home Economics personnel help you to achieve the following? Please respond by ticking ( ) any of the following responses:-

KEY: SA - Strongly agree

A - Agree

D - Disagree

SD - Strongly disagree

		SA	A	D	SD
a)	I can now manage the family resources better				
b)	I am better informed of family planning.				
c)	I can now prepare nutritious food for my family.				
d)	The health of my family has improved.				
e)	I have improved in my personal health habits.				
f)	I have improved in the sanitation of my house and SA A D D environment.				
g)	I now understand the advantages of working with other women groups.				

h) I have improved in the over-all managerial ability of my household.

SECTION C

This section seeks to know the effectiveness of

Home Economics personnel and Home Economics activities.

Key: VS = very successful

S = successful

NS = non - successful

	VS	S	NS
a) How would you rate the effectiveness of the Home Economcis personnel.			
b) How would you rate the effectiveness of the following Home Economics activities.			

1.	Weekly meetings			
2.	Home visits			
3.	Home Decoration			
4.	Demonstration by personnel			
5.	Storage of food in the home			
6.	Preservation of food			
7.	Disposal of waste in the around the house.			
8.	Providing safe & clean water			
9.	Care of utensils in the home			
10.	Better child rearing			
11.	Improve family relationship			
12.	Selection of clothing materials			
13.	Sewing for the family			

14.	Renovating old items in the house			
15.	Home arrangement			
16.	Home management	VS	S	NS
17.	Understanding family goals			
18.	Planning to achieve family goals			
19.	Consumer education			
20.	Understanding characteristics of cleaning agents.			
21.	Understanding washing and cleaning procedures.			
22.	Understanding the roles of different members in the house as regards decision making.			
23.	Understanding the concept of family planning.			

24.	Understanding the importance of child spacing.			
25.	Understanding gender issues especially among the children.			
26.	Understanding and coping with teenage behaviours.			
27.	Understanding the nutrition needs of the family members.			
28.	Preparing nutritious foods			
29.	Distributing foods to meet the needs of family members.			
30.	Introducing new food items to the family to provide variety and improve family diets.			
31.	Introducing income generating activities to the family.			
32.	Personal health			

33. Understanding one-self in relation to family communication.				
34. Personal adorment and groming.				

FIELD STAFF QUESTIONNAIRE

Section A: For the questions that follow, kindly tick ( ) the answer that is applicable to you.

1. Sex (i) Male ( ) (ii) Female ( )

2. Age:

1) Less than 20 years ( )

ii) 21 - 25 years ( )

iii) 26 - 35 years ( )

iv) 31 - 35 years ( )

v) 36 - 40 years ( )

vi) 41 years and above ( ).

3. Marital Status:

i) Married ( )

ii) Single ( )

iii) Widowed ( )

iv) Divorced ( )

v) Separated ( )

4. Educational qualification (please circle your highes qualification.

i) WASC/GC ( )

ii) OND ( )

iii) HND ( )

iv) Bachelor degress ( )

v) Master's degree ( )

vi) Ph.D. ( )

vii) Others (please specify ( ) .....

5. Please indicate the year of completion of highest qualification 19.....

6. Please indicate the range of your working experience

experience:

i) Less than 5 year ( )

ii) 6-10 years ( )

iii) 11 - 15 years ( )

iv) 16 - 20 years ( )

v) 21 years and above ( )

Section B

This section seeks information about the protect or ministry work with and the activities carried out by you.

1. Organisation or Ministry:

i) Ministry of Agriculture and natural Resources (MANR)

ii) Agriculture Development Project (AD).

2. Position Held

i) Women Agriculture (WIA) Head

ii) Assistant Director - WIA

iii) Head of Section

iv) Principal of a training school

v) Home Economics supervisor

vi) Any other (please specify).....

3. Designation (rank)

i) Subject Matter Specialist (SMS)

ii) Block Extension Supervisor (BES)

iii) Vilage Extension Agent (VEA)

iv) State Home Economist (SHE)

v) Home Instructor (HI)

vi) Any other (please specify).....

4. Do you collaborate with any other agency?

v) Irregular meetings ()

vi) Inappropriate time for meeting ()

vii) Any other (please specify)

.....

8. Please suggest possible solutions to problems in 7 above.

.....

.....

9. In your own view rate the effectiveness of home Economics personnel in improving family life.

i) Excellent ()

ii) Very good ()

iii) Good ()

iv) Fair ()

v) poor ()

10. Comment on your view in 9 above.

.....

.....

11. Please rate the effectiveness of Home Economics activities in improving family life.

i) Excellent ()

ii) Very good ()

iii) Fair	()					
iv) Good	()					
v) Poor	()					
12. Comment on your view in 11 above.						
.....						
.....						

Section C

This section seeks your opinion on any opportunities for

development and improvement of your performance on the field.

Appendix B

DISTRIBUTION OF RESPONSE TO QUESTONS 4a to 4x IN THE QUESTIONNARIRE

	Count	%	Count	%	Count	%	Count	%	Count	%
a	5	2.75	53	29.28	131	66.85	1	0.55	1	0.55
b	15	8.29	64	35.35	99	54.70	3	1.10	1	0.55
c	3	1.55	131	72.38	46	35.41	1	0.55	-	-
d	7	3.87	78	43.09	93	51.38	3	1.10	1	0.55
e	-	-	38	15.47	149	82.32	4	3.31	-	-
f	-	-	85	46.96	95	53.49	-	-	1	0.55
g	1	0.55	44	34.31	74	40.88	60	33.15	3	-
h	1	0.55	77	42.54	97	53.59	6	3.31	-	1.10
i	1	0.55	53	28.75	133	67.96	5	3.76	-	-
j	2	1.10	80	44.20	99	54.70	-	-	-	-
k	1	0.55	44	34.31	132	67.4	14	7.73	-	-
l	1	0.55	86	47.51	85	46.95	9	4.97	-	-
m	1	0.55	47	25.97	135	69.06	7	3.87	1	-
n	7	3.87	111	61.33	57	31.49	6	3.31	-	0.55
o	7	3.87	85	46.96	76	41.99	13	7.18	-	-
p	5	3.76	118	65.19	52	28.73	6	3.31	-	-
q	5	3.76	100	55.25	68	37.57	8	4.42	-	-
r	5	3.76	75	41.44	99	54.70	2	1.10	-	-
s	3	1.10	55	30.39	134	68.51	-	-	-	-
t	3	1.10	49	27.07	84	46.41	46	25.41	-	-
u	4	2.21	42	33.2	132	72.93	3	1.66	-	-
v	3	1.66	73	40.33	102	56.35	3	1.66	-	-
w	2	1.10	56	30.94	77	42.54	46	25.41	-	-
x	3	1.66	24	13.36	147	81.22	6	3.31	1	0.55

Appendix C
DISTRIBUTION OF RESPONSE TO QUESTION SECTION C,B,-B34

No Response			Very Satisfactory		Satisfactory		Not Satisfactory	
	Pq	%	Pq	%	Pq	%	Pq	%
B1	-	-	124	68.51	55	30.39	2	1.10
B2	-	-	105	58.01	75	41.44	1	0.55
B3	-	-	115	63.54	61	33.70	5	2.76
B4	1	0.55	73	40.33	105	58.01	2	1.10
B5	1	0.55	76	41.99	104	57.46	-	-
B6	1	0.55	74	40.88	105	58.01	1	0.55
B7	3	1.66	55	30.39	107	60.22	14	7.73
B8	-	-	52	28.73	128	70.72	1	0.55
B9	-	-	66	36.46	113	62.43	2	1.10
B10	-	-	35	19.34	134	74.03	12	6.63
B11	3	1.66	49	27.07	135	69.06	4	2.4
B12	-	-	37	14.92	149	82.32	5	2.76
B13	-	-	82	45.30	88	48.62	11	6.08
B14	1	0.55	74	40.88	98	54.14	8	4.42
B15	-	-	100	55.35	77	42.54	4	2.21
B16	2	1.10	87	48.07	88	48.62	4	2.4
B17	-	-	78	43.09	99	54.70	4	2.21
B18	-	-	74	40.88	103	56.91	4	2.21
B19	1	0.55	57	31.49	116	64.09	7	3.87
B20	-	-	72	39.78	107	59.12	2	1.10
B21	-	-	59	32.60	118	65.19	4	1.21
B22	-	-	68	37.57	107	59.12	6	3.31
B23	-	-	48	26.52	130	71.82	3	1.66
B24	-	-	78	43.09	101	55.80	2	1.10
B25	-	-	48	26.52	130	71.82	3	1.66
B26	-	1.10	68	37.57	113	62.43	-	-
B27	2	2.76	113	62.43	66	36.46	-	-
B28	5	1.66	137	78.69	39	21.55	-	-
B29	3	0.55	111	61.33	66	36.46	1	0.55
B30	1	-	112	61.88	66	36.46	2	1.10
B31	-	0.55	128	70.72	51	28.18	2	1.10
B32	1	0.55	83	45.86	91	50.28	6	3.31
B33	1	2.76	38	20.99	138	76.24	4	2.28
B34	5							

APPENDIX D

Samaru College of Agricultural Enrolment of Home Economics. Student from 1964 to 1989

Envirolment				Graduation
Year Number	Diploma	Higher Diploma	Diploma	Higher Diploma
1964	19	-	-	-
1965	21	-	10	-
1966	34	-	16	-
1967	36	-	16	-
1968	13	-	8	-
1969	10	-	5	-
1970	35	-	7	-
1971	34	-	21	-
1972	33	12	32	-
1973	38	-	20	12
1974	40	15	37	14
1975	46	16	23	16
1976	40	18	39	18
1977	33	25	32	23
1978	35	22	33	22
1979	40	27	32	27
1980	33	28	31	28
1981	31	25	35	34
1982	37	36	31	36
1983	42	38	-	-
1984	35	32	40	25
1985	35	33	36	33
1986	34	32	25	31
1987	41	25	24	25
1988	34	43	31	-
1989	31	50	-	-

Source: Olayimole C.B., 1988 Twenty-Five years of Home Economics Extension Training (1964 - 1989).

APPENDIX E
Staffing situation of ADP WIA component in 1992

ADP	HEAD WTA			HQ SMS			ZONAL SMS		BEAS
ADP	In			In			In		
	Rq	Post	S	Rq	Post	S	Rq	Post	S
Lagos	1	1	-	1	-	1	4	- 4	5	5	-
Ogun	1	1	-	1	1	-	4	- 4	30	18	12
Oyo	1	1	-	1	1	-	4	- 4	34	27	7
Osun	1	1	-	1	1	-	4	- -	29	19	-
Ondo	1	1	-	1	1	-	5	5 -	37	24	13
Edo	1	1	-	1	1	-	2	2 -	23	8	15
Delta	1	1	-	1	1	-	3	3 -	28	16	12
Kwara	1	1	-	1	1	-	4	4 -	23	14	9
Kogi	1	1	-	1	1	-	3	3 -	32	14	18
Abia	1	-	1	1	1	-	3	3 -	20	9	11
Akwa-Ibom	1	1	-	1	1	-	6	6 -	54	7	47
Anambra	1	1	-	1	1	-	5	2 3	22	15	7
C/River	1	1	-	1	1	-	3	2 1	30	15	18
Enugu	1	1	-	1	1	-	3	1 2	24	20	4
Imo	1	1	-	1	1	-	3	3 -	45	17	28
Rivers	1	1	-	1	1	-	4	2 2	47	0	47
Benue	1	1	-	1	1	-	4	3 1	40	31	9
Plateau	1	1	-	1	1	-	4	4 -	47	47	-
Taraba	1	1	-	1	-	1	4	4 -	40	7	33
Adamawa	1	1	-	1	1	-	4	3 -	47	46	1
Bauchi	1	1	-	1	1	-	4	4 -	55	16	39
Yobe	1	1	-	1	1	-	4	4 -	40	2	33
Borno	1	1	-	1	1	-	4	5 -	46	55	6
Abuja	1	1	-	1	1	-	2	2 -	9	9	-
Niger	1	1	-	1	1	-	3	3 -	37	37	-
Kaduna	1	1	-	1	1	-	3	3 -	72	81	9
Kebbi	1	1	-	1	1	-	3	3 -	30	10	22
Kano	1	1	-	1	1	-	3	3 -	110	150	142
Jigawa	1	1	-	1	1	-	2	2 -	80	49	31
Katsina	1	1	-	NA	-		3	2 1	63	55	8
Sokoto	1	1	-	2	-	1	2	2 1	27	10	17

Note: Rq Required: Short fall: N.A. = Not available.
vii) Food production

Source: Oyebanji (1994)

APPENDIX F

ORAL INTERVIEW AND OBSERVATION SCHEDULE

1. How long (years) have you been in contact with the Home Economics Extension Programme?
2. What benefits have you derived?
3. How often do you hold meetings with the Home Economics Extension Personnel?
4. Do you gain similar benefits with other social workers?
5. Who are these other social workers?
6. What is your view about the Home Economics Extension Programme as compared to (5) above?
7. What activities do you like best from the programme?
8. What other activites do you suggest that could be included in the programme.