FEASIBILITY OF CORRESPONDENCE EDUCATION IN HOME ECONOMICS FOR FEMALE PRIMARY SCHOOL TEACHERS IN NIGER STATE, NIGERIA

BY

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ABSTRACT

FEASIBILITY OF CORRESPONDENCE EDUCATION
IN HOME ECONOMICS FOR FEMALE PRIMARY
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This study was carried out to explore the feasibility of teaching home economics education courses through a correspondence system to female primary school teachers in Niger State, Nigeria. A guided response questionnaire which consisted of twenty-four items including demographic types of questions, opinions regarding recognition and importance of general home economics education, home economics correspondence study, communication media and course organization was administered. Sixty female primary school teachers from Minna, the headquarters of Niger State, and Bida, the next largest city in the state, were involved with the study as available representatives of Niger State female primary school teachers. Results of the study showed that respondents expressed a felt need for home economics correspondence study in the state. They felt that home economics should be taught to both boys and girls in primary and secondary schools in Niger State.

The overall findings of the study revealed that, in general, the female primary school teachers in Niger State

had accurate perceptions of home economics education, and they most often identified family economics and home management as content areas of home economics. As a result of this study, a recommendation is made that correspondence method of education be implemented in Niger State, Nigeria,

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I am indebted to my family: my mother, Mrs. Felicia Ramatu Kolo; my husband, Dr. Jonathan Osman Ndagi; and my children, Catherine, Florence, Mabel, Comfort, Jnr. and Emmanuel, for their moral support during the period of my study. Last, but not least, the author is very thankful to all her relatives and friends who helped to look after the children during her period of study.

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CHAPTER I

INTRODUCTION

STATEMENT OF THE PROBLEM

Education in home economics is education for family life. Family living is important in our society, and home economics education is a field which strives to strengthen and enrich family life. A developing country needs to invest in any education that will bring about the progress and well being of the family in particular and that of the nation in general.

Nigeria has greatly expanded her educational systems, but much of the expansion has not focused on the development of home economics education. Correspondence education can make a valuable contribution to nation building through solving some problems of extending educational opportunities to Nigerian educators.

The expansion of scientific research, the knowledge explosion, the growth of world population, and the fast rate of change in human society and environment are just a few of these changes. With multiple changes the knowledge acquired by young people at school tends to become inadequate in meeting the changing needs of adult life. More important, learning should be treated as a continuous activity throughout one's life.

In the Northern States of Nigeria more value is placed on male education than female education. This is due primarily to the influence of the Islam religion and the culture associated with it. The very few girls who attend formal schools primary through secondary, i.e., kindergarten through high school, have had secondary education. In fact, many have dropped out of school to get married. Soon after marriage these young women start raising families at a very early age. Marriage and family rearing connote the idea of an end to formal schooling in the minds of the young women, because learning is usually associated with the classroom. There is a need to design or introduce continuing education in home economics to some of the young women teaching in primary schools. Correspondence study in home economics could demonstrate that teaching and learning can and does occur outside the classroom.

Nigeria is currently experiencing a shortage of teachers because of the recent introduction of Universal Primary Education (U.P.E.), i.e., the initial beginning of Compulsory Primary Education for all Nigerian children from age six years. The result is the recruitment of high school graduates and Grade Three teachers (i.e., teachers who have had primary education--kindergarten through sixth grade and in addition, attended a three-year teaching course). Most of these teachers have had no training in home economics but are required to teach it to the primary school pupils.

Learning through correspondence could provide the primary school teachers with information and knowledge needed for teaching home economics and enable them to keep up-to-date with the most current information in the field. That is, it could open opportunities for these teachers to augment their knowledge and to enhance their understandings as they learn.

In the Journal of International Federation of Home Economics (I.F.H.E.), it was pointed out that many families in rural areas are in desperate need of education and guidance in different facets of family life. Many of these families have had little access in the past to education, health, and social services.[1] Therefore, it was suggested in the Journal that home economics programs at the primary school level in the rural schools should be given much greater emphasis, particularly since most rural children do not continue their education beyond the primary level. The Journal further suggested that the home economics programs should be modified according to the actual needs of the rural family, and should be an important component of all rural adult education programs.

Home economics education aims principally to give adequate preparation for family living or for a career, and quite often a combination of both. In Nigeria, especially in the rural areas, the standard of living of families

varies greatly. The author's experience in living and working with many Nigerian women has shown that lack of resources is not the major problem in terms of nutritional deficiencies. Nutritional deficiencies are caused by bad eating habits, taboos, superstitions and the lack of knowledge of the right type of food for children at the different stages of growth. The primary school teachers should be made aware of this misinformation and, as a result, present accurate information to the pupils in the primary school.

The basic agreement concluded on the 7th October 1953, between the Government of the former Northern Region, now known as the Northern States, United Nations Children's Fund (UNICEF) and the revised agreement, including the United Nations Educational Scientific and Cultural Organization (UNESCO), for educational development and signed on the 23rd June 1964, provided for the in-service training of primary school teachers in the Northern States of Nigeria. The operation went into effect beginning January 1967 to train primary school teachers through correspondence studies. The teachers involved in this program are the Grade Three teachers and the High School graduates. The courses are designed to help the teachers earn the Grade Two Teachers Certificate. All the primary school teachers without the Grade Two Teachers Certificate in other fields have benefitted from the program except those in the field of home economics. If other primary school teachers have benefitted from correspondence

studies towards improving their competence as teachers, then, it can be reasonably assumed that home economics teachers can also benefit from correspondence studies. Therefore, one of the major aims of this study is to explore the feasibility of teaching home economics through correspondence study at the Grade Two Teachers Certificate level to primary school teachers.

There should be a minimum basic education in home economics for all the primary school children in Niger State, Nigeria. It is important to have the knowledge of home economics since it focuses on the welfare of the human family. The family is the basic social unit of the society, even in a highly developed country. A large portion of people's lives occur within the family. It is also widely recognized that the well being of families and the quality of people's private and, to a certain extent, public lives depend greatly on the ability of the family to use resources wisely and to recognize the management process.

DEFINITION OF TERMS

1. Correspondence Study - A method, means, medium process, or tool of teaching and learning carried on by mail and other forms of communication (such as visuals, recording, radio, television and speaker phone) in which the teacher bears the responsibility of imparting knowledge and skills to a student at a distance.[2]

2. Independent Learning - Refers to learning experiences that do not take place under the auspices and supervision of formal institution,[3] i.e., the students are not required to attend formal classes or to meet regularly with an instructor.
3. Home Economics - is the study of human and material forces affecting homes and families and the utilization of this knowledge for the benefit of mankind.[4]
4. Adult Education - is the kind of learning the grownup voluntarily seeks and plans in order to play his many roles more successfully, i.e., as parent, job holder, citizen, etc.
5. Lifelong Learning or Continuing Education - is that idealistic and timeless conceptual thread that connects all deliberate efforts to help the human organism learn throughout life.[5]
6. Inservice Education - is a procedure for the improvement of instruction and for increasing competence and professional growth of employed personnel.[6]

Objectives of the Study

There is a need to increase the quality and quantity of teachers in the field of home economics due to the rapid increase of pupils in primary schools caused by the Universal Primary Education, i.e., initial stage of compulsory primary education for children from age six years--first grade

through sixth grade. By 1980, at the end of the five-year development plan, the Government of Nigeria plans to make primary education compulsory. This means that the number of teachers in all fields of teaching in the primary schools will have to be increased. When the program started in September 1976, the country needed 163,000 additional teachers, and about 300,000 more teachers will be required over the next five years.[7]

There is no doubt that a system is needed to train teachers on the job for higher proficiency and certification. The need for more teachers is vital to meet the high demand in the primary schools. Therefore, the objectives of this study are:

1. To explore the possibility of offering home economics content and teaching techniques courses through correspondence study to primary school teachers, whose qualification is below the Grade Two Teachers Certificate (i.e., the required recognized certificate for teaching in primary school) in home economics.
2. To identify teacher on-the-job (inservice) education needs and the values associated with it.
3. To determine the most preferred conceptual areas to be included in correspondence education programs for teachers of home economics in primary schools.

Developing countries on many continents are using correspondence instruction to meet basic education needs, including the training of teachers and civil servants. Moreover, the history of correspondence study in the world has shown that different people in different places of different culture can study and learn by the correspondence method.

Correspondence study originated in England during the first half of the nineteenth century. The development of correspondence study was due to the improvements in British postal system and in response to the increased demands for general technical and vocational education caused by the advent of the industrial revolution. The English educators considered and extended education beyond the classroom to meet the needs of non-residents. William Sewell (Fellow and Senior Tutor at Exeter College and later Vice-Chancellor of Oxford University) indicated that though it was impossible to bring everybody requiring education to the classroom, it was not impossible to carry the classroom to them by other means such as extra-mural studies and correspondence study.[8] By 1956, teaching through the mail was an established practice in Europe.

Studies have revealed that children participate in correspondence studies in Australia. Correspondence education was introduced in Australia on April 1, 1910, by Willie Albert Gundry, who was a former Health Inspector of Sydney.

His program was used in teaching sanitary engineering courses. By 1914, correspondence study was used in the Province of Victoria to teach white children who lived in the remote areas away from schools in Australia.[9]

In the United States, like in Europe, there is a great demand for general, technical and industrial education through the correspondence method. The expansion of the United States towards the West, its vastness, and the increase in the role of women in American society were the additional reasons which induced correspondence study in North America.

In 1873, Anna Elliot Ticknor, a Harvard professor's daughter, organized the first correspondence program in the United States. The focus of the program was for women members of the society to encourage studies at home. Similar programs were followed later by others like Dr. William Rainey Harper, who is acknowledged as the father of correspondence study in the United States. In 1892, Harper became the President of Rockefeller University at Chicago and established a correspondence unit within the University's Extension Department.

In Africa, Kabwasa and Kaunda[10] (1973) said that distance education existed through the means of 'talking drums'. The 'talking drum' communicated messages of joy and sorrow, mourning and celebration, war and peace. The modern correspondence education was introduced into Africa chiefly by

British and American commercial correspondence colleges. By 1940 these commercial correspondence colleges had enrolled some African students from Ghana, Nigeria and South Africa. These were the more advanced countries at that time in the continent of Africa south of the Sahara.[11]

It is evident from the above studies that men and women, children and adults can study and learn through the correspondence method. Moreover, according to Wedemeyer[12] (1973), students of correspondence programs sometimes perform far better in their studies than their counterparts in the conventional system. This gives evidence that the students are participating in the correspondence system because of lack of opportunity to go back to college, not because they are academically deficient or incapable.

Many educators have indicated that there is a growing interest in the non-traditional form of education. They also believe that successful correspondence students are usually highly motivated, persistent, disciplined and self-actualizing persons. UNESCO[13] (1970) said teachers in an inservice course tend to be highly motivated because they are anxious to gain more knowledge, promotion and higher salaries. However, correspondence learners need highly motivating and clearly purposeful correspondence programs.

Our program in home economics deals with many fundamental things in everyday lives, namely, food, shelter, family relations, child care and rearing. If home economists

do not design a system to satisfy the expectations of the society, Hookham[14] pointed out that someone will do the job for us. If something is not done, the day may arrive when correspondence programs developed by someone other than home economists might be available. Therefore, home economists must vigorously respond to current challenges.

RESEARCH HYPOTHESIS

The rapid expansion of education in Nigeria has led to an incredible increase in the demand for teachers at all levels. The U.P.E. (Universal Primary Education, i.e., the initial beginning of compulsory primary education for all Nigerian children from age six years) has further increased the need for teachers at the primary education level. Moreover, the facilities in the teacher training institutions are insufficient to accommodate everybody since there is a limit to the number of students that can be admitted to such colleges. The assumptions made in exploring this research are:

1. All professional people can grow and develop in professional competence.
2. Motivational interests and needs of the learner are prime requisites in self-directed instruction.
3. Home economics can be taught through correspondence study.

Apart from an increased demand for education, there is also an increased pressure for equal access to all fields of

education for all people, regardless of sex, age or social status. Women and girls are not offered equal educational opportunities in general,[15] let alone higher education. These forces have brought about a demand for greater variety in educational programs to meet the particular needs of the population. In addition, there is a need for life-long education.

Real work experience has become desirable as part of education, in order to link education with productive work and the integration of the two. The accumulation of new knowledge is taking place at an explosive rate, and there is a continuous demand for more research to keep accumulated knowledge under constant review. This applies to home economics and other disciplines that are associated with it. The knowledge of home economics is important because it deals with the unique basic problems of our everyday lives. It is centered on home activities and relationships and designed to enable girls and boys to assume the responsibilities of sustaining and improving home and family living. It integrates many educational fields such as homemaking, health, economics, sociology and social studies and many different groups such as the school, home, social clubs and community agencies.

The pre-adolescent and adolescent years are the most eventful transition and growth periods in the life cycle of

boys and girls. The schools should be designed to serve this transition period, so that the children could explore creative ideas and emerging practices in home and family life education. The youth should be prepared to become more effective family members.

The home economics teacher functions in many capacities as she works with school children. Like other teachers, she guides her pupils' learning but she has to be able to do so successfully so that she could help the pupils to use the knowledge of home economics to grow toward increased maturity and to assume responsibilities in their parental homes. Elementary children need to learn to select their food and clothing, to work and play with others, to protect their health, to keep themselves clean, and to improve their personal appearance. The home economics teacher has much to offer the elementary school child in these areas.

The independent instruction for the elementary school teacher should cater to the interests and needs of the learner. Therefore, teaching must be viewed from the learner's point of view. Even though the interests and needs of the adult could be extremely diverse, the successful curriculum or program of education must be built to satisfy these needs and interests. Since only through interest can adult students be drawn and held in an educational program, it is of special importance for an adult educator to discover and serve the interests of her students.

CONCLUSION

The correspondence system of education has proved that learning does not have to conform to the place and time limitations imposed by teachers and institutions. It offers the opportunity to learn, available by self-determination, not by institutional or class determinants.

The rise of technology has significant effects on every aspect of human activity including learning. The formal system of education cannot adequately meet the tremendous demands for education which result from population growth, the knowledge explosion, population mobility and industrialization. Therefore, educators must be alert to various methods of teaching through which learning could be transferred to those members of the society who could not attend the formal institutions of higher learning.

The success of the Universal Primary Education (i.e., the initial beginning of compulsory primary education for all Nigerian children) depends on the availability of teachers. Provisions should be made for teacher training facilities, especially in the area of home economics which is the focus area of this study. The teaching of home economics in the primary schools is as important as it is at the higher level. This is due to the fact that the interrelatedness and continuity in educational services cannot be ignored. Each

level of education is dependent on the preceeding level for its intake of students. Likewise, the teachers who should transfer the knowledge of home economics to the primary school children must have adequate knowledge to be able to carry out their teaching more effectively. Hence, correspondence education could provide a solution to the problem.

Correspondence education for primary school teachers of home economics could provide the opportunity for improved knowledge and appreciation through continued study, research, and keeping abreast of the new knowledge and teaching techniques in the broader field of educational practices.

FOOTNOTES

[1]I.F.H.E. International Federation of Home Economics. No. 2. June 1976. 64 Avenue Edouard Vaillant 92100 Boulogne, France.

[2]Charles A. Wedemeyer, Manual of Training Conference Materials, including Report on a Mission to Caracas, Venezuela. Under contract AID/UWEX 529-161-7 (in University of Wisconsin Archives, Madison, April 30 to May 14, 1966, p. 21.

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[5]Robert M. Smith, George F. Aker, and J. R. Kidd. Handbook of Adult Education. A publication of the Adult Education Association of the U.S.A. Macmillan Publishing Co., Inc., New York. 1970, p. 28.

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[12]Charles A. Wedemeyer. "Independent Learning and the Distant Learner." In Proceedings of a Conference on Independent Learning. Project Report No. 7 for the W. W. Kellogg Foundation, University of British Columbia, Vancouver, 1971, p. 59.

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[15]Omololu A. Abimbola. A Philosophy for Nigerian Education. 1969.

CHAPTER II

A REVIEW OF RELATED LITERATURE

Limited research has been attempted in correspondence education in home economics. However, a lot of research has been carried out in almost all other content areas of learning through correspondence studies, as well as in continuing education for teachers.

Okach[1] (1967) took correspondence instruction to mean teaching by means of well constructed lessons--written, oral, televised, broadcast of tape-recorded, in which the face-to-face method of teaching is not the predominant element. In this method of teaching the lessons are dispatched to the student, and there is a two-way communication between the student and the teacher through which feedback takes place.

Erdos[2] stressed that correspondence teaching is "a method of teaching and learning in which the teacher bears the responsibility of imparting knowledge and skills to a student who does not receive instruction orally, but who studies in a place and a time determined by his individual circumstances."

Rainey[3] (1977) pointed out that non-formal education is more task oriented than abstract and verbal. The rewards occur immediately because the learning situation provides a context in which what is learned is put to direct use. Non-formal education is geared to the unique situation of the

learner. It is designed to provide information and skills at the point of need regardless of age or whether persons are in isolated gepgraphical areas, it is an education for the masses and it also enhances participation.

Henne and Pritchard[4] (1945) emphasized that a student gains more independence and finds enjoyment when she is put on her own in determining and selecting from many sources, not when every step is dependent upon the teacher. The independent environment teaches her to be more intelligent and critical of source material.

Most adults like to be independent in carrying out a task. The project in which an adult concludes a task, with the plan and pattern of the task and other details prescribed by the teacher, will be replaced by individual activities in which each adult decides what she will make, selects her own plan and pattern and decides on her own materials.

Holmberg[5] (1967) stated that "correspondence teaching is taken to mean teaching in writing, in the course of which the student and the teacher are in regular contact with each other...teaching by correspondence is a natural means of communication if the instructor and the student are at a distance from each other."

According to Baath and Flinck[6] (1973, the two-way process starts when the learner studies his correspondence materials and submits his written assignments to his correspondence teacher. In turn, the correspondence teacher evaluates the

learner's answers and returns them to him with comments. The process enables the learner to get appropriate feedback.

In the above definition lies what Wedemeyer[7] (1971) identified as the major elements of correspondence study:

> The student and teacher are separated; the normal process of teaching and learning are carried on in writing or some other medium; teaching is individualized; and learning takes place through the self activity of the student who is in a tutorial relationship with the teacher; learning is made convenient for the learner in his own environment, and the learner takes the responsibility of his progress with the freedom to start and stop at any time, as well as to proceed largely at his own pace.

Correspondence learning programs offer the learner who is distant from the school or teacher opportunity to learn within his or her own environment, while carrying on the regular activities of his life. This segment of correspondence learning could be referred to what educationists call "life-long" or "continuing education". The philosophy underlying independent study programs emphasizes a democratic social ideal. No student should be denied the opportunity to learn because he is poor, geographically isolated, socially disadvantaged or otherwise unable to place himself within the institutions which have special environments for learning.

Other names by which correspondence study is known are: 1) 'Home Study', implying that correspondence students do their study at home; 2) Correspondence Courses, denoting that correspondence study makes use of correspondence courses;

3) 'Postal Tuition' and 'Teaching by Mail', indicating that teaching or tuition is carried out through the postal system; 4) 'Education by Post', meaning that teaching and learning are conducted through postal mail; 5) 'Distance Teaching' or 'Tele-Tuition', which implies teaching people at a great physical distance away from the teacher or institution; and 6) 'Distance Education' or 'Telematic Education', which generally refers to the forms of study which are not controlled by teachers in the conventional classrooms or similar places. Like correspondence study, distance education benefits from planning, guidance and teaching done by tutors, and makes use of correspondence lessons and other media or tools of teaching and learning such as radio, television, telephone, video-tapes, cassettes and computer programs. It is not measured only in miles and kilometers, but distance could be measured in social or psychological terms.

Correspondence study is probably the chief form of 'independent study'and a generally accepted term in the United States. Generally speaking, 'independent study' refers to study which enables the learner to develop his capacity for self-directed and autonomous learning, whatever the institutional context, whatever the method, and wherever he may be. As Wedemeyer[8] (1971) says:

> Independent study consists of various forms of teaching-learning arrangements in which teachers and learners carry out their essential tasks and responsibilities apart from one another, communicating in a variety of ways...of providing

> external learners with opportunities to continue learning in their own environments, and of developing in all learners the capacity to carry on self-directed learning.

Actually, the National University Extension Association of the United States (NUEA) now refers to correspondence study as 'independent study', which implies that correspondence study at the present is a representative of 'independent study'.[9]

In summarizing the review, there are already numerous, and most probably there will be more, definitions of correspondence study. For this reason any single definition of correspondence study at the moment can only be tentative. The operational definition is that it is the system in which instruction and learning are effected via the mail and/or some other media (because the learner and the teacher are separated by physical distance), and in which the learner has more opportunities than in other programs to be self-directing, and to study whenever he likes largely at his own pace.

Limitations of Study

The study was limited to the female primary school teachers in Minna and Bida of Niger State by January 1977. The female teachers involved with this study are the Grade Two uncertified teachers, the High School graduates teaching in primary schools and the Grade Three certified and uncertified teachers.

Design of the Study

The research activities presented in this chapter are divided into three major parts:

1. Development of the instrument,
2. Collection of the data, and
3. Treatment of the data.

Development of the Instrument

The instrument used for this study was designed by the writer with the help of her advisor (See Appendix A for Sample Instrument). The contents were made up of four sections of items, in which most of the responses range from "Strongly disagree" to "Strongly agree". The questionnaire contained the following: (1) The first set of items consisted of demographic types of questions, providing background information relating to teaching, i.e., the number of years that the respondents have taught, their educational qualifications, and level at which the respondents received education in home economics. (2) The second section of the instrument pertained to opinions regarding recognition and importance of general home economics education. (3) The third section dealt with home economics correspondence study, while the final section (4) dealt with communication media and course organization.

The instrument was tested as a pilot study with some Nigerian students in Madison. The responses were used to evaluate the instrument for efficiency, validity and reliability.

Collection of Data

Due to the large population involved and cost of collecting data from a large sample, the sample was limited to Minna and Bida as representative of the State. Both Minna and Bida have had long educational status in the State, they both have the largest number of female teachers and the largest number of female pupils in the State. Since the study is based on female teachers who will eventually be instructing the female pupils, the study is focused on the location where the largest majority of the state's representatives that will be involved in the study are clustered.

Secondly, in many developing countries usually civilization or adoption of change spreads very rapidly, if such change is found to evolve from the city. People generally look upon the big cities as a place to socialize and adopt any new innovation that brings about change, especially if the change will involve personal development for their betterment. Organizing a new program such as correspondence education in home economics could spread very fast from the big cities to the rural areas, as there is interaction between the village teachers and the urban teachers.

Thirdly, communications are more easily available in the two cities, i.e., Minna and Bida. The Niger State has also embarked on a bold and gigantic road network construction project which when completed would link the State

Capital directly with almost all the major cities, local government headquarters and a great many villages in the State.

Between January 10th and 13th, 1977, the instrument was administered to 60 female primary school teachers in Minna, the Headquarters of Niger State, Nigeria, and in Bida, the next largest city in the State. Included in the instrument was a letter explaining the purpose of the study and its enhancement. Also included was a standard answer sheet on which to record responses.

The writer visited ten primary schools in Minna on January 10th and 11th, and collected data from 33 female primary school teachers out of a total of 73 female primary school teachers in Minna. In Bida, the writer visited 13 primary schools on January 12th and 13th and collected data from 27 female primary school teachers in the city. In both Minna and Bida, the writer remained at the location to collect the completed answer sheets from the responding teachers. A total of 60 female primary school teachers participated in the study.

The sample teachers selected were those female primary school teachers whose qualifications were below the Grade Two Teachers' Certificate and would be involved in the program. Hence the sample was limited to 60 teachers who fit within the proposed restrictions.

Treatment of the Data

The data were classified and analyzed according to a frequency of responses using percentages and means. A mean was calculated in such cases where attitudes and opinions were indicated. The statistics denote areas in which the primary school teachers recognized home economics education, areas where the teachers identify felt need, as well as types of activities and time periods which they believe to be appropriate or not appropriate for home economics correspondence programs. Also represented were opinions about correspondence study in home economics, views about communication media and course organization.

Earlier in this chapter statements were made that many countries have benefitted from the correspondence system of education, and more countries can still benefit from the system. Developed countries like Britain and the United States, to mention a few, have trained many of their men and women through the correspondence method of education. Other developing countries like Uganda, Botswana and many others have also found the correspondence method of education appropriate with their men and women. These countries considered correspondence education as a means to promote equal opportunity in mass education.

FOOTNOTES

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[2]Renee F. Erdos. Teaching by Correspondence. (A UNESCO Resource Book), Longmans, 1967, p. 11.

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[8]Ibid.

[9]Ibid.

CHAPTER III

THE FINDINGS

The data obtained from this study are presented in five sections as follows:

1. The demographic types of questions, providing background information relating to teaching.
2. The attitudes regarding recognition and importance of home economics education.
3. The attitudes regarding correspondence study in home economics.
4. The communication media and course organization preferred for correspondence study.
5. The identification of preferred content areas of home economics for correspondence study.

The female primary school teachers concerned with this study were those whose teaching qualifications in home economics was below the Grade Two Teachers' Certificate level, i.e., the minimum recognized certificate for a primary school teacher in Nigeria.

In relation to the tables, the number (N) represents responses to each item by teachers assigned to the designated categories. The percent (%) shown is the total number of teachers in each category. In some cases the percents listed do not add to 100 percent because of omitted responses.

Background Information About theResponding Teachers

As indicated in Table 1, 60 female primary school teachers participated in the study. The majority of the responding teachers fell within the age range of 20-24 years. Of the 31 teachers, 51.7 percent fell within this range. The next highest range fell within the ages 25-29 years, i.e., 28.3 percent. A total of nine responding teachers feel within the age range of 30-34 years, i.e., 15.0 percent. Three of the teachers fell within the age range of 35-39 years, which is 5.0 percent of the total number of the responding teachers. Data shown in Tables 1 through 5 represent the demographic variables of the responding teachers. Table 1 presents the age distribution of the responding teachers.

Table 1

Ages of the responding teachers

Ages	N	%
20-24	31	51.7
25-29	17	28.3
30-34	9	15.0
35-39	3	5.0
Total	60	100.0

NOTE: In Tables 1 through 5, the number (N) represents responses to each item by the responding teachers. The percent (%) shown is the total number of the responding teachers.

Table 1 reveals that most of the respondents are in the initial adult age. The writer investigated and found that five respondents who were not married at the time of this study fell within this age range group. A total of 55 respondents were married and involved in childrearing.

Table 2 presents the qualification levels of the responding teachers.

Table 2

Respondents' highest attained educational level

Educational level	N	%
Grade II	29	48.3
Grade III	9	15.0
Secondary	8	13.0
Other	13	21.7
Total	59	98.4

Grade II qualification refers to those teachers who have had elementary training--i.e., kindergarten through the sixth grade, and in addition have attended a five-year teachers' training college.

Grade III qualification refers to those teachers who have had elementary education--i.e., kindergarten through the sixth grade, and in addition have attended a three-year teachers college.

Secondary qualification refers to those teachers who have had elementary education--i.e., kindergarten through

the sixth grade, and in addition have attended a five-year post primary institution without any teachers' training.

Table 2 shows that most of the responding teachers are Grade Two uncertificated teachers. A total number of 29 respondents, i.e., 48.3 percent, had been to a Grade Two Teachers College but did not make it through successfully. Fifteen percent of the responding teachers had Grade Three Certificates, while 13.0 percent had secondary education an 21.7 percent had other qualifications which are lower than the Grade Two Certificate level. Learning through the correspondence method could help these teachers achieve higher proficiency in the teaching career.

Data in Table 3 presents years of teaching experience of the responding teachers.

Table 3

Respondents' teaching experience

Years of teaching experience	N	%
0 - 4	32	53.3
5 - 9	12	20.0
10 -14	7	11.0
15 -19	6	10.0
20	3	5.0
Total	60	

A total of 53.3 percent of the responding teachers had none to four years of teaching experience. The next highest

teaching experience category of 20.0 percent fell within five to nine years. A total of 11.0 percent fell between 10-14 years, while 10 percent fell between 15-19 years, and five percent of the respondents had up to 20 years of teaching experience. This table reveals then that the majority of the respondents were inexperienced teachers. It could be assumed that most of the teachers must have just left a training institution to join the teaching profession.

Table 4 presents the data that shows the educational level(s) in which the responding teachers received education in home economics, and shows that all the respondents have had some level of education in home economics. Most of the respondents' educational level in home economics fell within primary education. The table revealed that 40.0 percent of the responding teachers had some home economics education in primary school.

Table 4

Respondents' educational level(s) in home economics

	Grade II		Grade III		Secondary		Other	
	N	%	N	%	N	%	N	%
Yes	24	40	9	15	9	15	19	31.7
No	36	56	51	85	51	85	41	68.3
Total	60	100	60	100	60	100	60	100.0

However, basic education in home economics does not qualify the teachers to teach home economics courses due to lack of experience and knowledge about how to teach such courses. Most important, a teacher is required to demonstrate under some type of supervision her capability in teaching methods and techniques before she is recognized as being capable in teaching such courses.

Table 5 presents the data about the availability of home economics courses in the respondents' schools, and shows that only about one-third of the responding teachers offered home economics in their schools. As presented in the table, 76.7 percent of the responding teachers did not offer home economics in their schools. As discussed earlier, teachers may not be qualified or have the content knowledge to teach home economics.

Table 5
Teaching of home economics in respondents' schools

	N	%	Total N	Total %
Yes	13	21.7		
No	46	76.7	59	98.4

Table 6 presents the data on the responding teachers' attitudes and views regarding recognition and importance of home economics education. From Table 6, the majority of

Table 6

Respondents' opinions regarding recognition and importance of home economics education

	Strongly dis-agree	Dis-agree	Slightly dis-agree	Slightly agree	Agree	Strongly agree	Total	Mean
Anybody can teach home economics whether or not he or she has studied it	36 60%	7 11.7	3 5.0	3 5.0	7 11.7	3 5.0	59 98.4	2.0
Home economics is concerned with home making and family living	1 1.7	1 1.7	0 0.0	0 0.0	22 36.7	35 58.3	59 98.4	5.4
Girls should be taught home economics in primary and secondary schools in Nigeria	0 0.0	0 0.0	1 1.7	2 3.3	21 35.0	36 60.0	60 100.0	5.5
Boys and girls should be taught home economics in primary and secondary schools in Nigeria	4 6.7	7 11.7	4 6.7	13 21.7	15 25.0	17 28.3	60 100.0	4.3
Home economics education is a field that is now limited to girls only in Nigeria	5 8.3	7 11.7	1 1.7	3 5.0	16 26.7	27 45.0	59 98.4	4.6

NOTE: In Tables 6 and 7 a mean value of 3.5 or higher indicates agreement with an item whereas a mean value of 3.5 represents disagreement with an item. Thus, the higher the mean values the greater the agreement with the item.

the responding teachers strongly disagreed with the first statement on the table which states that anybody can teach home economics whether or not he or she has studied it (mean value 2.0). A total of 60.0 percent of the responding teachers strongly disagreed with the statement. On the other hand, 11.7 percent of the teachers agreed that anybody can teach home economics without studying it. This agreement could be related to the fact that every Nigerian girl is taught basic cooking by her parents, and even to some extent basic sewing and how to feed a little brother or sister. Thus, some respondents may have interpreted home economics as the home taught skills.

The next section in Table 6 presents the responding teachers' recognition of some home economics concerns. There was a high level of agreement with the statement as shown by the total 58.3 percent of the respondents who strongly agreed that home economics is concerned with home making and family living (mean value 5.4). Only 1.7 percent of the responding teachers strongly disagreed with the statement. As a result of this high level of agreement, it seems most of the respondents are aware that home economics is concerned with home making and family living.

The third section in the table pertains to the teaching of home economics in primary and secondary schools to girls in Nigeria. Table 6 shows that 60.0 percent of the responding teachers strongly agreed that home economics

should be taught to girls in both primary and secondary schools in Nigeria. Only 1.7 percent slightly disagreed with the statement and none of the respondents strongly disagreed with the statement. The result presented a strong feeling that girls should be taught home economics in both primary and secondary schools in Nigeria (mean value 6.0).

The fourth section in the table also pertains to the teaching of home economics to both boys and girls in primary and secondary schools in Nigeria. Less than half, 28.3 percent, of the responding teachers strongly agreed with the statement. A total of 11.7 percent of the respondents disagreed with the statement that both boys and girls should be taught home economics in primary and secondary schools in Nigeria (mean value 4.3). The level of disagreement in this section could be due to the fact that in the past Nigerian boys were never associated with domestic science, now identified as home economics, at any formal institution. The results showed that some of the responding taachers still held to that value that boys should not be taught a career which is identified as belonging to girls.

The last section in Table 6 indicated the recognition of the limitation of home economics education for girls only in Nigeria at the time the study was administered. Three-quarters of the responding teachers, 45.0 percent, strongly agreed that home economics education was limited to girls only in Nigeria when the study was carried out.

A total of 8.3 percent of the respondents strongly disagreed with the statement. An interesting note is that the writer found out after the administration of the questionnaire that a neighboring state was proposing to involve boys in home economics programs and there were speculations that the plan to involve boys in home economics courses had also gone into operation in the neighboring state of Kwara State.

Table 7 presents the teachers' responses about home economics correspondence study in general. The responding teachers indicated their level of agreement with statements about correspondence education in home economics. The first statement in the table received a mean value of 5.3. A total of 58.3 percent of the responding teachers strongly agreed that home economics correspondence study would be beneficial to them. Only 1.7 percent of the respondents disagreed with the statement. The result indicated that the responding teachers perceived some benefits in correspondence study in home economics.

The next statement in Table 7 pertains to the responding teachers' opinions about correspondence study in home economics and teaching performance. A total of 48.3 percent of the respondents strongly agreed that home economics correspondence study would help them in their teaching (mean value 5.4). None of the teachers disagreed with the statement. The response to this statement revealed that

Table 7.

Respondents' opinions about home economics correspondence study

	Strongly dis-agree	Dis-agree	Slightly dis-agree	Slightly agree	Agree	Strongly agree	Total	Mean
Home economics correspondence study will be beneficial to me	0 0.0	1 1.7	1 1.7	4 6.7	18 30.0	35 58.3	59 98.4	5.3
Home economics correspondence study should help me in my teaching	0 0.0	0 0.0	0 0.0	3 5.0	28 46.7	29 48.3	60 100.0	5.4
Home economics correspondence study should increase my competency in the teaching skills as well as subject matter knowledge	0 0.0	1 1.7	1 1.7	5 8.3	21 35.0	30 50.0	58 96.7	5.0
Home economics correspondence study should be concerned with the knowledge of subject matter in home economics	2 3.3	0 0.0	0 0.0	6 10.0	19 31.7	32 53.3	59 98.4	5.0

Table 7 (continued)

	Strongly dis-agree	Dis-agree	Slightly dis-agree	Slightly Agree		Strongly agree	Total	Mean
Home economics correspondence study for primary school teachers should include methodology, i.e., techniques and methods of teaching	1 1.7	1 1.7	0 0.0	7 11.7	12 20.0	38 63.3	59 98.4	**5.0**
Do you agree that home economics can be taught through correspondence study?	1 1.7	4 6.7	2 3.3	2 3.3	21 35.0	30 50.0	60 100.0	**5.0**
Completion of lessons in correspondence study is a student's responsibility	2 3.3	0 0.0	2 3.3	7 11.7	19 31.7	29 48.3	59 98.4	**5.0**
I will be willing to pay some money for tuition for home economics correspondence study	3 5.0	2 3.3	1 1.7	6 10.0	17 28.3	31 51.7	60 100.0	5.0
Periodic residential courses should be arranged along with the correspondence study	1 1.7	1 1.7	1 1.7	5 8.3	17 28.3	35 58.3	60 100.0	**5.0**

all of the responding teachers agreed to some extent that correspondence study in home economics would aid them in their teaching.

The third statement in the table is concerned with correspondence study in home economics as a means of providing reliable and useful on-the-job education. A total of 50.0 percent of the responding teachers strongly agreed that home economics correspondence study should increase their competencies in the teaching skills as well as subject matter knowledge (mean value 5.0). Only 1.7 percent of the respondents disagreed with the statement. The majority of the responding teachers believed that home economics correspondence study would provide them with adequate information which would increase their competencies in the teaching skills and subject matter knowledge in home economics.

The fourth statement in the table referred to home economics correspondence study as concerned with the knowledge of subject matter in home economics. A total of 53.3 percent of the responding teachers strongly agreed with the statement, while 3.3 percent strongly disagreed with the statement. The high level of agreement by the responding teachers indicated their feelings that correspondence study should be concerned with the knowledge of subject matter in home economics (mean value 5.0).

The fifth statement in the table revealed the responding teachers' opinions about whether teaching methods in home economics should be included in the correspondence study. A total of 63.3 percent of the respondents strongly agreed that home economics correspondence study for primary school teachers ir Niger State should include methodology, i.e., techniques and methods of teaching. Only 1.7 percent of the respondents disagreed with the statement. The response to this statement by the responding teachers revealed feelings by the teachers that techniques and methods of teaching should be part of the correspondence study in home economics (mean value 5.0).

The sixth statement in Table 7 related to the responding teachers' views on whether home economics can be taught through correspondence system. Fifty percent of the responding teachers strongly agreed that home economics can be taught through correspondence study (mean value 5.0). Only 1.7 percent of the responding teachers strongly disagreed with the statement. The high level of agreement by the respondents indicated their interest and readiness to be involved in correspondence study. An example of attached activities that might occur would be the residential courses which the respondents would need to make up for the laboratory and in-class interactions required for the teaching of home economics courses.

The seventh statement in the table referred to some of the responsibilities involved in a correspondence study system. A total of 48.3 percent of the responding teachers strongly agreed that completion of lessons in correspondence study is a student's responsibility (mean value 5.0). Three point three percent of the respondents strongly disagreed with the statement. The majority of the responding teachers agreed that it would be their duty to see that they complete their lessons if they were involved with the correspnndence system of education.

The eighth statement in the table about paying tuition received favorable response by the teachers indicating the willingness to pay tuition (mean value 5.0). A total of 51.7 percent of the responding teachers strongly agreed to pay tuition. Five percent of the respondents strongly disagreed with paying tuition for home economics correspondence study. The high percentage of the respondents willing to pay tuition helped the writer conclude that the respondents not willing to pay tuition might be involved in some financial commitment. This could be responsible for their lack of money to pay tuition.

The last statement in the table dealt with the opinions regarding the incorporation of residential courses with the correspondence study. A total of 58.3 percent of the responding teachers strongly agreed that periodic

residential courses should be arranged along with the correspondence study (mean value 5.0). Only 1.7 percent of the respondents strongly disagreed that there shouldn't be any residential courses for correspondence study. The high level of consent by the teachers for residential courses in correspondence study confirmed what was mentioned earlier in section six of this table, where the respondents unanimously agreed that home economics can be taught through correspondence study despite the inconveniences that the accompanying residential courses might cause.

Tables 8 through 11 present the data about the responding teachers' views on the length of courses, course organization, and communication media. Table 8 presents the respondents' views about the frequency of residential courses. The majority of the teachers were in favor of residential courses being held every three months. A total of 85.0 percent of the respondents preferred every three months while 11.7 percent opted for every six months and 3.3 percent of the responding teachers opted for every twelve

Table 8

Responses to preferred frequency of residential courses

Time	N	%
Once in 3 months	51	85.0
Once in 6 months	7	11.7
Once in 12 months	2	3.3
Total	60	100.0

months. The frequency of the residential courses being held once in three months, which received high preference by the respondents, revealed the high preference indicated by the teachers for residential courses to be arranged along with the correspondence study.

Table 9 presents the data about the teachers' responses to the number of weeks they would like to spend at the residential conferences. The table shows that the responding teachers preferred to spend three weeks, which is the longest time period stated in the table. A total of 48.3 percent of the respondents were in favor of spending three weeks at the residential conferences, while 36.7 percent of the teachers favored two weeks and 15.0 percent favored one week.

Table 9
Respondents' preferred number of weeks at the residential conferences

Weeks	N	%
1 week	9	15.0
2 weeks	22	36.7
3 weeks	29	48.3
Total	60	100.0

This result is in contrast to the study done by Lois Hughes and Barbara Dougherty of Inservice Education assessment Needs for Teachers of Home Economics Related Areas in

Wisconsin. Their result revealed that Wisconsin teachers preferred to spend the shortest possible time at the residential courses.

Table 10 presents the data about the respondents' preferred number of lessons per week if one lesson required two hours of work. In this section, teachers indicated high level of preference for two lessons per week. A total of 60.0 percent of the responding teachers fell within this category.

Table 10
Respondents' preferred number of lessons per week

Lessons	N	%
One per week	17	28.3
Two per week	36	60.0
Three per month	5	8.3
Other	2	3.3
Total	60	100.0

The high level of agreement by the responding teachers to cope with two lessons within a week indicated that the teachers will be prepared to work hard if the correspondence program is implemented. Educators like Malcolm Knowles[1] said that many self-directed learners are motivated by "internal incentives", such as the need for self esteem, the desire to achieve, the urge to grow, the satisfaction of

accomplishment and the need to know something specific. This could be why the respondents opted for two lessons a week in addition to their teaching responsibilities.

Table 11 presents the method of communication that the respondents would prefer for correspondence study. Instruction by mail seemed to be the most preferred method of communication, 71.7 percent of the responding teachers opted for this method. It was interesting to find that 15.0 percent of the respondents advocated for lessons through television since there were no television services in this part of Nigeria when the study was carried out. It could be due to the fact that the teachers were interested in television media.

Table 11

Respondents' preferred method of communication

Method	N	%
Mail	43	71.7
Radio	6	10.0
Television	9	15.0
Other	2	3.3
Total	60	100.0

Preference for lessons to be sent through the mail seemed to be more appropriate solution. The Post and Telecommunications Department in Nigeria has set up a vast road transportation system to cope with the distribution of mails

in the country. Also the Government of Niger State is concerned about opening up new roads and the improvement of the existing ones, therefore, communicating by mail is probably the most feasible method of contact with the teachers in the state.

The data in Table 12 presents the responding teachers' identification of content areas of home economics. The table revealed a high level of identification by respondents of the stated content areas of home economics. Family economics and home management received the highest level of identification, as shown by the total of 98.4 percent of the respondents. This finding indicated that the teachers were aware of the importance of family economics and home

Table 12

Respondents' identification of content areas of home economics

Areas	N	%
Family economics and home management	59	98.4
Foods and nutrition, selection, preservation and preparation	58	96.7
Family relationships and child development	57	95.0
Clothing, textiles and related arts	56	93.3
Housing and equipment	57	95.0
Consumer education	57	95.0
Other	21	35.0

management as a major focus of home economics. Although all the content areas received high level of identification, it seemed that some of the responding teachers did not attach importance to clothing, textiles and related arts. This content area received the least high level of identification in the table. The condition could be due to the fact that some of the respondents might have assumed that clothing and textiles are only related to sewing, because many people who haven't been to formal schools in Nigeria could make their own clothes even at the commercial level. The respondents tended to follow the public opinion of lack of complete understanding of what content areas are involved in the teaching of home economics.

SUMMARY

Chapter III has revealed the expressed need and preference of the responding teachers for a correspondence system of education in home economics. Since the majority of the responding teachers were young adults between the ages of 20-24 years old, this could be responsible for the high demand for correspondence study in home economics. The teachers were not ready to terminate their education at this early age but probably for specific reasons they could not attend any institution to continue their education. The teachers seemed to perceive the possible

solution to meeting educational needs through the correspondence system of education. Although there could be other reasons for the high level of preference by the respondents for correspondence study in home economics, the one that was significant was the agreement that both boys and girls should be taught home economics in both primary and secondary schools.

The responding teachers also showed unanimous agreement that girls should be taught home economics in primary and secondary schools. The teachers perceived the values of teaching boys and girls home economics and the teachers who would be teaching the courses did not have enough content area knowledge and methods and techniques for teaching home economics courses. There is no doubt that the teachers showed a high level of identification for correspondence education in home economics to be implemented. The teachers' responses revealed their anxiety to acquire enough knowledge to teach home economics courses to the pupils in primary schools.

In Table 2, the majority of the responding teachers have been to the Grade Two Teachers College where the respondents were supposed to have received more education in home economics, but most of the women's teachers colleges at that time in Northern Nigeria did not offer enough home economics for the students to be able to teach the

courses. Moreover, since the 48.3 percent who have been to the teachers' college did not succeed further showed that the teachers lack knowledge to teach home economics courses. The majority of the responding teachers received their education in home economics in primary schools, as shown in Table 4, and Table 3 showed that the majority of the teachers had zero to four years teaching experience. If the majority of these inexperienced teachers had only primary education in home economics, there could be justification for not teaching home economics in primary schools.

In Table 5, only 21.7 percent of the respondents were teaching home economics in their schools at the time that the study was carried out. Through informal discussions with some of these teachers, the writer was informed that needlework was the only course that was being taught in home economics. Nevertheless, the pupils will acquire the knowledge of how to take care of their clothes, how to mend, clean, launder and store them. They learn how to make entirely different garments from old ones.

The data in Table 6 showed that the teachers were aware of home economics. The first statement in the table revealed that the majority of the responding teachers did not interpret home economics as meaning only cooking and sewing skills, which are usually acquired from parents. Hence, the majority strongly disagreed with the statement

that anybody could teach home economics whether or not the person has studied it. In Table 7, the high rating for correspondence education in home economics was reflected in positive identification for all the statements about correspondence education in home economics. The responding teachers identified willingness to participate in correspondence education if implemented and agreed that home economics courses could be taught through the correspondence system.

In Table 8, the respondents preferred the most frequent period of contact for residential conferences stated in the table, likewise the teachers identified the longest time period to be spent at the conferences. They also preferred to have the most number of lessons per week, as stated in Table 10. All these identifications indicated the need and feelings of the responding teachers for correspondence education in home economics. In Table 12, the responding teachers seemed to be aware of the content areas of home economics as this was revealed by the respondents' high level of identification with the stated content areas in the table.

Increased awareness of inequality in educational opportunities and pressures for change have clearly been brought to light by the responding teachers' high demand for non-formal system of home economics education. While

increased family income is a strong motivating force, non-monetary rewards could also provide strong motivation towards participation in non-formal programs. Some of these include the provision of child care, health and nutrition services and increases in the household production of food. The evidence is then clear that lifelong learning for many purposes is an emerging educational incentive for many people who could not attend the formal institutions of learning.

FOOTNOTE

[1]Malcolm S. Knowles, Self Directed Learning: A Guide for Learners and Teachers. Copyright c 1975 by Malcolm S. Knowles. Published by Association Press, 291 Broadway, New York, N.Y. 10007, p. 21.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to explore the feasibility of offering home economics courses through the correspondence method to female primary school teachers of Niger State, Nigeria. The primary school teachers involved with the study were:

(1) The Grade Two uncertified teachers, i.e., the teachers who had elementary education--kindergarten through sixth grade and in addition attended five years teachers college, but did not succeed in the examinations. In other words, these teachers were not qualified to be recognized as primary school teachers by the Nigerian standard of primary school teacher identification.

(2) The Grade Three teachers, i.e., the teachers who had elementary education--kindergarten through sixth grade and in addition, attended three years teachers college, and

(3) High school graduates recruited to teach in primary schools.

The objectives of the study were:

(1) To explore the feasibility of teaching home economics courses and better teaching skills through correspondence study to primary school teachers of Niger State, Nigeria, whose qualification is below the Grade Two Teachers

Certificate (i.e., the required recognized certificate for teaching in primary school) in home economics.

(2) To identify teacher on-the-job (in-service) education needs and the values associated with it.

(3) To determine the most preferred conceptual areas to be included in correspondence education programs for teachers of home economics in primary schools.

A structured check response questionnaire was used to collect the data. The questionnaire consisted of twenty-four items of which the first set of items consisted of demographic types of questions providing background information relating to teaching, i.e., the number of years that the responding teachers have taught, their academic qualification and school level that the responsents received education in home economics. The second set of items in the instrument contained opinions regarding recognition and importance of general home economics education. The third set of items referred to home economics correspondence study, and the last items related to communication media and course organization.

A total of sixty female primary school teachers were involved in this study. The teachers were drawn from two main cities of Niger State, Nigeria. Thirty-three respondents were from Minna, the capital of Niger State, and twenty-seven respondents were from Bida, the next largest city in

the state. The data were key-punched on IBM cards and tabulated for percentage frequency and mean scores (see Appendix B for data tabulations).

Approximately 52.0 percent of the responding teachers' ages fell within 20-24 years, the rest were between 25-39 years. About 48.0 percent of the respondents have attempted the Grade Two Teachers College Certificate, but did not obtain the certificate. The findings revealed that the majority of the teachers are beginning teachers. Their teaching experience fell mostly between zero and four years. A total of 53.0 percent of the teachers were within this experience range. The majority of the respondents had their education in home economics in the primary schools. Forty percent of the teachers indicated that they had their education in home economics at the elementary level. Roughly 77.0 percent of the responding teachers were not teaching home economics in their schools at the time that the study was carried out.

The responding teachers refuted the statement which said that anybody can teach home economics whether or not he or she has studied it. Forty-six out of sixty respondents agreed that specialized education is necessary in home economics before one could teach the courses. Fifty-seven out of sixty respondents indicated agreement with the statement that said home economics is concerned with homemaking

and family living. The responding teachers agreed that girls should be taught home economics in primary and secondary schools in Nigeria. Most of the respondents also agreed that both boys and girls should be taught home economics in parimary and secondary schools in Nigeria. The majority of the responding teachers agreed that home economics education is a field that was limited to girls only in Nigeria at the time that the study was carried out.

In the next section of the summary about correspondence education in home economics, the responding teachers expressed a strong desire for home economics correspondence courses. Most of these teachers have realized that one of the ways they could achieve further education would be through an informal system of education. Gould and Cross[1] pointed this out in their article that "one of the most overlooked but powerful facts of our time is that we have come to a stage in our educational development where a good deal of what man learns, or can learn, is not a part of the formal educational system at all..." This is where correspondence education comes in as organized learning activities that can occur outside the conventional offerings which is considered a practical way to provide education for the adult society.

Ninety-five percent of the responding teachers indicated that home economics correspondence study would be beneficial to them. All the respondents indicated that

home economics correspondence study should help them in their teaching. This indication by the respondents correlates with Mondale's article[2] that many countries are experimenting with on-the-job education. He said, "The programs and the people involved with them believe that education is something that can take place outside of school and also a continuous process throughout one's life, because as we increasingly encounter changing career and social demands, we must shape education to help us meet them." There was also high indication by the respondents that home economics correspondence study should increase their competencies in the teaching skills as well as subject matter knowledge. Ninety-five percent of the respondents indicated that home economics correspondence study should be concerned with the knowledge of subject matter in home economics. The same number of respondents indicated that home economics correspondence study for primary school teachers should include methodology, i.e., techniques and methods of teaching. Approximately 89.0 percent of the respondents indicated that home economics could be taught through correspondence study. About 92.0 percent of the teachers believed that a student of correspondence study is responsible for the completion of lessons. Also, 90.0 percent of the responding teachers indicated willingness to pay some money for tuition for home economics correspondence study. Ninety-five percent of the teachers

agreed that periodic residential courses should be arranged along with the correspondence study.

The whole section on attitudes towards correspondence education revealed all positive feelings by the responding teachers for an informal system of education. The revelation has proved that the teachers were anxious to keep abreast with adequate and current information and identified that correspondence education would be beneficial to them and their teaching. Mondale[3] in his article said that we shouldn't expect the education acquired at early age to be adequate at a later age. Therefore, there is a need for training to meet adequate needs of the adults. Horace Mann,[4] in his article advocated education for "common man". Dewey[5] strived for "education for leadership", including the arts, trades and experiences in the community. To be precise, he looked beyond the schools.

The time periods indicated by the responding teachers for residential courses was once in every three months. Eighty-five percent of the respondents opted for this time period. The majority of the teachers preferred to spend three weeks at the residential conferences. The most preferred number of lessons per week was two lessons if one lesson required two hours of work. The most preferred method of communication was mail. Seventy-two percent of the respondents advocated this method of communication.

The respondents gave high ratings in identifying the content areas of home economics. Family economics and home management received the highest identification rating, followed by foods and nutrition, selection, preservation and preparation. The rest of the content areas were rated 95.0 percent each, they are family relationships and child development, clothing, textiles and related arts; housing and equipment and consumer education.

The findings of this study revealed that the teachers felt correspondence courses could provide sufficient knowledge in the content areas of home economics courses, and skills to teach the courses effectively. Results also indicated that the respondents were willing to take courses by mail if correspondence education in home economics is established.

CONCLUSIONS AND RECOMMENDATIONS

Data resulting from this study were used to draw the following conclusions and recommendations:

1. Correspondence courses for Teacher-In-Service Education Program designed to help improve and upgrade the qualifications of primary school teachers in the Northern States of Nigeria should include home economics courses.

2. Home economics correspondence study should be augmented by other forms of instruction, such as radio and residential courses.

3. Further research should be carried out with all the primary school teachers in Niger State to investigate their opinions about correspondence education in home economics.

4. Nigerian home economists should be encouraged to write suitable materials which can be used in teacher correspondence programs, teacher training colleges and schools.

5. The Government of Niger State should encourage the Ministry of Education to allocate funds to primary schools and post primary schools in the state for the teaching of home economics courses.

6. The Niger State Government should provide training for teachers of home economics, and make home economics courses compulsory in both primary and post primary schools.

7. Research should be a principal part of all correspondence programs in the state. The research should help to generate new knowledge about correspondence programs and enable the clientele to use the correspondence method of education more effectively.

8. The correspondence program should be planned to accommodate teachers of different lengths of teaching experience. Thus the programs should be planned for a broad accommodation of backgrounds and needs. Also, special efforts could

be made to individualize instruction in order to best suit the individual.

9. Further exploration should be done of why some schools teach needlework and why the majority do not.

10. Both boys and girls should be taught home economics in primary and secondary schools in Niger State.

This study has brought together the ideas of some female primary school teachers interested in correspondence education in the field of home economics. Correspondence education in home economics could familiarize the teachers with the study of family living. Learning through the correspondence method could improve the teachers' careers and their earning power. It could further increase their understanding and guide them to challenge intellectual growth and self-improvement. It could also widen and deepen the teachers' knowledge through continuous study and research in keeping abreast with the new knowledge and techniques in the broader field of educational practices in home economics. As a result of this study, a recommendation is made that correspondence method of education in home economics be implemented in Niger State, Nigeria.

FOOTNOTES

[1]Samuel B. Gould, K. Patricia Cross, Editors. Explorations in Non-Traditional Study. Jossey-Bass, Inc., Publishers. San Francisco, Washington, London. 1972. p. 7.

[2]Walter F. Mondale. The Next Step: Lifelong Learning. In Change. October 1976.

[3]Ibid.

[4]Ibid.

[5]Ibid.

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APPENDICES

APPENDIX A

Dear Fellow Nigerian:

I am exploring the possibility of teaching home economics courses through correspondence study to primary school teachers at the grade two teachers certificate level in Niger State (Nigeria).

The objective of this exploration is to increase the competency and qualification of those primary school teachers who have below grade two teachers certificate. The course will be designed to update and augment their earning capacity. It will also aid them in developing higher proficiency in the teaching skills as well as the subject matter knowledge in the field of home economics.

The persons who will be completing this instrument for investigating the feasibility of correspondence study for primary school teachers of home economics in Niger State-Nigeria will include:

1. Primary school teacher who did not receive home economics education in grade two teachers college.
2. Primary school teacher who has grade three teachers certificate, and
3. Primary school teacher who has secondary education.

I need your cooperation to help fill out the attached questionnaire and return it to me.

Thank you for your time and cooperation.

Yours sincerely,

Comfort Y. Ndagi (Mrs.)

Do not write on this section

HOME ECONOMICS CORRESPONDENCE STUDY QUESTIONNAIRE

For the purpose of this study, correspondence study is defined as a method, means, medium, process, or tool of teaching and learning carried on by mail and other forms of communication (such as visuals, recording, radio, television and speaker phone) in which the teacher bears the responsibility of i parting knowledge and skills to a student at a distance.

Please indicate the proper response by a check.

1. Age

_____ 20-24
_____ 25-29
_____ 30-34
_____ 35-39
_____ 40-45
_____ Older

2. Education completed

_____ Grade two teachers certificate
_____ Grade three teachers certificate
_____ Secondary education
_____ Other. Please explain.

3. Appropriate category for number of years you have taught

_____ 0-4 years
_____ 5-9 years
_____ 10-14 years
_____ 15-19 years
_____ 20 years or over

4. The educational level(s) in which you received education in home economics

_____ Primary school
_____ Grade three teachers college
_____ Secondary school
_____ Other. Please explain.

5. Do you teach home economics courses in your school?

_____ Yes
_____ No

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree	Below are listed statements about home economics education. Check ✓ according to your level of agreement.
6.							Anybody can teach home economics whether or not he or she has studied it.
7.							Home economics is concerned with home making and family living.
8.							Girls should be taught home economics in primary and secondary schools in Nigeria.
9.							Both boys and girls should be taught home economics in primary and secondary schools in Nigeria.
10.							Home economics education is a field that is now limited to girls only in Nigeria.
							Below are listed statements about correspondence study in home economics. Please indicate your level of agreement.

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree	Topics for correspondence (continued)
11.							Home economics correspondence study will be beneficial to me.
12.							Home economics correspondence study should help me in my teaching.
13.							Home economics correspondence study should increase my competency in the teaching skills as well as subject matter knowledge.
14.							Home economics correspondence study should be concerned with the knowledge of subject matter in home economics.
15.							Home economics correspondence study for primary school teachers should increase methodology, i.e. techniques and methods of teaching.
16.							Do you agree that home economics can be taught through correspondence study?
17.							Completion of lessons in correspondence study is a student's responsibility.

		Strongly disagree	Disagree	Slightly disagree	Agree	Slightly agree	Strongly agree	Topics for correspondence education (continued)
☐	18.							I will be willing to pay some money for tuition for home economics correspondence study.
☐	19.							Periodic residential courses should be arranged along with the correspondence study.

Indicate your response by checking the appropriate blank (✓).

☐ 20. How often you would prefer the residential courses to be held.

_____ every 3 months
_____ every 6 months
_____ every 12 months

☐ 21. The number of weeks you would prefer to spend at the residential conferences.

_____ one week
_____ two weeks
_____ three weeks.

☐ 22. The number of lessons you would be able to complete in correspondence study if one lesson requires two hours of work.

_____ one lesson a week
_____ two lessons a week
_____ three lessons a month
_____ other. Please explain.

☐ 23. Method of communication you would most prefer if you participated in home economics correspondence study.

_____ mail
_____ radio
_____ television
_____ other. Please explain.

24. Please indicate content areas of home economics. Add others you feel are not represented.

- ☐ _____ Family economics and home management
- ☐ _____ Foods and nutrition, selection, preservation and preparation
- ☐ _____ Family relationships and child development
- ☐ _____ Cooking and sewing
- ☐ _____ Clothing textiles and related arts
- ☐ _____ Housing and equipment
- ☐ _____ Consumer education
- ☐ _____ Others. Please explain.

APPENDIX B



Map of Nigeria

Nigeria

The Federal Republic of Nigeria has an area of 366,669 sq. miles (913,072.64 sq. km.). Its greatest length from east to west is over 700 miles (1,120 km.) and from north to south 650 miles (1,104 km).

Nigeria is bounded on the west by the Republic of Dahomey, on the north by the Republic of Niger, on the east by the Republic of Cameroun, and on the south by the Gulf of Guinea.

The Federal Military Government is still using the 1963 census figure, which puts the country's population at sixty million. It is probable that the population might have exceeded this figure by now.

In education, the Government has accepted Universal and Compulsory Primary Education as a matter of policy. The aim is to ensure that all children of primary school age go to school. When the program started in 1976, about 7.4 million children were in primary schools. By 1980, the last year of the plan, total enrollment is expected to have risen to 11.5 million. The success of this gigantic scheme depends on the availability of teachers. The provision of teacher training facilities should therefore be planned to meet the demand from the primary sector of the country's education in particular and other sectors of education in general.


NIGER STATE
Rijau
Kontagora
Kagara
Kaduna
Kuta
MINNA
Kutigi
Jebba
Bida
Agaie
Abuja
Federal Capital Territory
Baro

Niger State

The Niger State of Nigeria came into existence in February 1976. The Niger State was created when the Federal Military Government created additional states in the Federation in 1976. The state used to be part of the former North Western State which comprised what was known as Niger Province, the area from which the name was derived.

The Niger State lies between latitudes 3°20' and 7°40' East and longitudes 8° and 11°30' North, the state shares a common border with Kaduna State and Plateau State on the east and southeast, respectively, as well as Sokoto State to the north and Kwara State to the south. The state covers a land area of about 73,555,478 square kilometers, and the 1963 census put the state's population figure at approximately 1.3 million, though the true figure as of now could be near 2 million. Nevertheless, the state's population compares favorably with those of the other states in the Federation.

The state is trying hard to meet the immediate as well as long-term manpower needs in its education policy. This was shown by the state's allocation with education receiving the highest revenue in the 1976/77 budget. With the implementation of the Universal Primary Education (U.P.E.)

scheme, a total of 1.050 additional classrooms were constructed, while enrollment into primary school was estimated above 94,000.

The state has over 300 existing primary, secondary grammar, teacher training, commercial and technical schools. There is also the state's School of Basic Studies, temporarily located at Bida, and the Advanced Teachers College at Minna. In addition, plans are under way to establish a College of Arts and Science during the current planning period. The number of adult education classes in the state has also risen considerably.

B1-1. Participants' responses regarding the statement -

Anybody can teach home economics whether or not he or she has studied it.

Ages	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
20-24	16	4	1	1	6	2	30
	53.33	13.33	3.33	3.33	20.00	6.67	100.00
	44.44	57.14	33.33	33.33	85.71	66.67	50.85
	27.12	6.78	1.69	1.69	10.17	3.39	50.85
25-29	10	2	2	2	0	1	17
	58.82	11.76	11.76	11.76	.00	5.88	100.00
	27.78	28.57	66.67	66.67	.00	33.33	28.81
	16.95	3.39	3.39	3.39	.00	1.69	28.81
30-34	8	0	0	0	1	0	9
	88.89	.00	.00	.00	11.11	.00	100.00
	22.22	.00	.00	.00	14.29	.00	15.25
	13.56	.00	.00	.00	1.69	.00	15.25
35-39	2	1	0	0	0	0	3
	66.67	33.33	.00	.00	.00	.00	100.00
	5.56	14.29	.00	.00	.00	.00	5.08
	3.39	1.69	.00	.00	.00	.00	5.08
TOTAL	36	7	3	3	7	3	59
	61.02	11.86	5.08	5.08	11.86	5.08	100.00
	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	61.02	11.86	5.08	5.08	11.86	5.08	100.00

B1-2. Participants' responses regarding the statement -

Home economics is concerned with home making and family living.

Ages	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL
20-24	0	0	15	15	30
	.00	.00	50.00	50.00	100.00
	.00	.00	68.18	42.86	50.85
	.00	.00	25.42	25.42	50.85
25-29	1	1	5	10	17
	5.88	5.88	29.41	58.82	100.00
	100.00	100.00	22.73	28.57	28.81
	1.69	1.69	8.47	16.95	28.81
30-34	0	0	2	7	9
	.00	.00	22.22	77.78	100.00
	.00	.00	9.09	20.00	15.25
	.00	.00	3.39	11.86	15.25
35-39	0	0	0	3	3
	.00	.00	.00	100.00	100.00
	.00	.00	.00	8.57	5.08
	.00	.00	.00	5.08	5.08
TOTAL	1	1	22	35	59
	1.69	1.69	37.29	59.32	100.00
	100.00	100.00	100.00	100.00	100.00
	1.69	1.69	37.29	59.32	100.00

B1-3. Participants' responses regarding the statement -

Girls should be taught home economics in primary and secondary schools in Nigeria.

Ages	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
20-24	1	2	10	18	31
	3.23	6.45	32.26	58.06	100.00
	100.00	100.00	47.62	50.00	51.67
	1.67	3.33	16.67	30.00	51.67
25-29	0	0	6	11	17
	.00	.00	35.29	64.71	100.00
	.00	.00	28.57	30.56	28.33
	.00	.00	10.00	18.33	28.33
30-34	0	0	5	4	9
	.00	.00	55.56	44.44	100.00
	.00	.00	23.81	11.11	15.00
	.00	.00	8.33	6.67	15.00
35-39	0	0	0	3	3
	.00	.00	.00	100.00	100.00
	.00	.00	.00	8.33	5.00
	.00	.00	.00	5.00	5.00
TOTAL	1	2	21	36	60
	1.67	3.33	35.00	60.00	100.00
	100.00	100.00	100.00	100.00	100.00
	1.67	3.33	35.00	60.00	100.00

B1-4. Participants' responses regarding the statement -

Boys and girls should be taught home economics **in primary and secondary** schools in Nigeria.

Ages	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
20-24	2	5	3	8	5	8	31
	6.45	16.13	9.68	25.81	16.13	25.81	100.00
	50.00	71.43	75.00	61.54	33.33	47.06	51.67
	3.33	8.33	5.00	13.33	8.33	13.33	51.67
25-29	2	1	1	2	5	6	17
	11.76	5.88	5.88	11.76	29.41	35.29	100.00
	50.00	14.29	25.00	15.38	33.33	35.29	28.33
	3.33	1.67	1.67	3.33	8.33	10.00	28.33
30-34	0	1	0	3	3	2	9
	.00	11.11	.00	33.33	33.33	22.22	100.00
	.00	14.29	.00	23.08	20.00	11.76	15.00
	.00	1.67	.00	5.00	5.00	3.33	15.00
35-39	0	0	0	0	2	1	3
	.00	.00	.00	.00	66.67	33.33	100.00
	.00	.00	.00	.00	13.33	5.88	5.00
	.00	.00	.00	.00	3.33	1.67	5.00
TOTAL	4	7	4	13	15	17	60
	6.67	11.67	6.67	21.67	25.00	28.33	100.00
	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	6.67	11.67	6.67	21.67	25.00	28.33	100.00

B1-5. Participants' responses regarding the statement -

Home economics education is a field that is now limited to girls only in Nigeria.

Ages	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
20-24	3	2	1	2	10	13	31
	9.68	6.45	3.23	6.45	32.26	41.94	100.00
	60.00	28.57	100.00	66.67	62.50	48.15	52.54
	5.08	3.39	1.69	3.39	16.95	22.03	52.54
25-29	0	4	0	1	4	8	17
	.00	23.53	.00	5.88	23.53	47.06	100.00
	.00	57.14	.00	33.33	25.00	29.63	28.81
	.00	6.78	.00	1.69	6.78	13.56	28.81
30-34	2	1	0	0	0	5	8
	25.00	12.50	.00	.00	.00	62.50	100.00
	40.00	14.29	.00	.00	.00	18.52	13.56
	3.39	1.69	.00	.00	.00	8.47	13.56
35-39	0	0	0	0	2	1	3
	.00	.00	.00	.00	66.67	33.33	100.00
	.00	.00	.00	.00	12.50	3.70	5.08
	.00	.00	.00	.00	3.39	1.69	5.08
TOTAL	5	7	1	3	16	27	59
	8.47	11.86	1.69	5.08	27.12	45.76	100.00
	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	8.47	11.86	1.69	5.08	27.12	45.76	100.00

B1-6. Participants' responses regarding the statement -

Home economics correspondence study will be beneficial to me.

Ages	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
20-24	1	1	4	11	14	31
	3.23	3.23	12.90	35.48	45.16	100.00
	100.00	100.00	100.00	61.11	40.00	52.54
	1.69	1.69	6.78	18.64	23.73	52.54
25-29	0	0	0	4	13	17
	.00	.00	.00	23.53	76.47	100.00
	.00	.00	.00	22.22	37.14	28.81
	.00	.00	.00	6.78	22.03	28.81
30-34	0	0	0	3	5	8
	.00	.00	.00	37.50	62.50	100.00
	.00	.00	.00	16.67	14.29	13.56
	.00	.00	.00	5.08	8.47	13.56
35-39	0	0	0	0	3	3
	.00	.00	.00	.00	100.00	100.00
	.00	.00	.00	.00	8.57	5.08
	.00	.00	.00	.00	5.08	5.08
TOTAL	1	1	4	18	35	59
	1.69	1.69	6.78	30.51	59.32	100.00
	100.00	100.00	100.00	100.00	100.00	100.00
	1.69	1.69	6.78	30.51	59.32	100.00

B1-7. Participants' responses regarding the statement -

Home economics correspondence study should help me in my teaching.

Ages	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
20-24	3	17	11	31
	9.68	54.84	35.48	100.00
	100.00	60.71	37.93	51.67
	5.00	28.33	18.33	51.67
25-29	0	6	11	17
	.00	35.29	64.71	100.00
	.00	21.43	37.93	28.33
	.00	10.00	18.33	28.33
30-34	0	5	4	9
	.00	55.56	44.44	100.00
	.00	17.86	13.79	15.00
	.00	8.33	6.67	15.00
35-39	0	0	3	3
	.00	.00	100.00	100.00
	.00	.00	10.34	5.00
	.00	.00	5.00	5.00
TOTAL	3	28	29	60
	5.00	46.67	48.33	100.00
	100.00	100.00	100.00	100.00
	5.00	46.67	48.33	100.00

B1-8. Participants' responses regarding the statement -

Home economics correspondence study should increase my competency in the teaching skills as well as subject matter knowledge.

Ages	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
20-24	1	1	4	13	11	30
	3.33	3.33	13.33	43.33	36.67	100.00
	100.00	100.00	80.00	61.90	36.67	51.72
	1.72	1.72	6.90	22.41	18.97	51.72
25-29	0	0	1	6	9	16
	.00	.00	6.25	37.50	56.25	100.00
	.00	.00	20.00	28.57	30.00	27.59
	.00	.00	1.72	10.34	15.52	27.59
30-34	0	0	0	2	7	9
	.00	.00	.00	22.22	77.78	100.00
	.00	.00	.00	9.52	23.33	15.52
	.00	.00	.00	3.45	12.07	15.52
35-39	0	0	0	0	3	3
	.00	.00	.00	.00	100.00	100.00
	.00	.00	.00	.00	10.00	5.17
	.00	.00	.00	.00	5.17	5.17
TOTAL	1	1	5	21	30	58
	1.72	1.72	8.62	36.21	51.72	100.00
	100.00	100.00	100.00	100.00	100.00	100.00
	1.72	1.72	8.62	36.21	51.72	100.00

B1-9. Participants' responses regarding the statement -

Home economics correspondence study should be concerned with the knowledge of subject matter in home economics.

Ages	STRONGLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
20-24	1	6	9	15	31
	3.23	19.35	29.03	48.39	100.00
	50.00	100.00	47.37	46.88	52.54
	1.69	10.17	15.25	25.42	52.54
25-29	1	0	7	9	17
	5.88	.00	41.18	52.94	100.00
	50.00	.00	36.84	28.13	28.81
	1.69	.00	11.86	15.25	28.81
30-34	0	0	3	5	8
	.00	.00	37.50	62.50	100.00
	.00	.00	15.79	15.63	13.56
	.00	.00	5.08	8.47	13.56
35-39	0	0	0	3	3
	.00	.00	.00	100.00	100.00
	.00	.00	.00	9.38	5.08
	.00	.00	.00	5.08	5.08
TOTAL	2	6	19	32	59
	3.39	10.17	32.20	54.24	100.00
	100.00	100.00	100.00	100.00	100.00
	3.39	10.17	32.20	54.24	100.00

B1-10. Participants' responses regarding the statement -

Home economics correspondence study for primary school teachers should include methodology, i.e., techniques and methods of teaching.

Ages	STRONGLY DISAGREE	DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
20-24	1	1	4	8	17	31
	3.23	3.23	12.90	25.81	54.84	100.00
	100.00	100.00	57.14	66.67	44.74	52.54
	1.69	1.69	6.78	13.56	28.81	52.54
25-29	0	0	1	2	13	16
	.00	.00	6.25	12.50	81.25	100.00
	.00	.00	14.29	16.67	34.21	27.12
	.00	.00	1.69	3.39	22.03	27.12
30-34	0	0	2	2	5	9
	.00	.00	22.22	22.22	55.56	100.00
	.00	.00	28.57	16.67	13.16	15.25
	.00	.00	3.39	3.39	8.47	15.25
35-39	0	0	0	0	3	3
	.00	.00	.00	.00	100.00	100.00
	.00	.00	.00	.00	7.89	5.08
	.00	.00	.00	.00	5.08	5.08
TOTAL	1	1	7	12	38	59
	1.69	1.69	11.86	20.34	64.41	100.00
	100.00	100.00	100.00	100.00	100.00	100.00
	1.69	1.69	11.86	20.34	64.41	100.00

B1-11. Participants' responses regarding the statement -

Do you agree that home economics can be taught **through correspondence** study?

Ages	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
20-24	0	3	1	2	11	14	31
	.00	9.68	3.23	6.45	35.48	45.16	100.00
	.00	75.00	50.00	100.00	52.38	46.67	51.67
	.00	5.00	1.67	3.33	18.33	23.33	51.67
25-29	1	1	1	0	8	6	17
	5.88	5.88	5.88	.00	47.06	35.29	100.00
	100.00	25.00	50.00	.00	38.10	20.00	28.33
	1.67	1.67	1.67	.00	13.33	10.00	28.33
30-34	0	0	0	0	2	7	9
	.00	.00	.00	.00	22.22	77.78	100.00
	.00	.00	.00	.00	9.52	23.33	15.00
	.00	.00	.00	.00	3.33	11.67	15.00
35-39	0	0	0	0	0	3	3
	.00	.00	.00	.00	.00	100.00	100.00
	.00	.00	.00	.00	.00	10.00	5.00
	.00	.00	.00	.00	.00	5.00	5.00
TOTAL	1	4	2	2	21	30	60
	1.67	6.67	3.33	3.33	35.00	50.00	100.00
	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	1.67	6.67	3.33	3.33	35.00	50.00	100.00

B1-12. Participants' responses regarding the statement -

Completion of lessons in correspondence study is a student's responsibility.

Ages	STRONGLY DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
20-24	2	2	5	10	11	30
	6.67	6.67	16.67	33.33	36.67	100.00
	100.00	100.00	71.43	52.63	37.93	50.85
	3.39	3.39	8.47	16.95	18.64	50.85
25-29	0	0	1	5	11	17
	.00	.00	5.88	29.41	64.71	100.00
	.00	.00	14.29	26.32	37.93	28.81
	.00	.00	1.69	8.47	18.64	28.81
30-34	0	0	1	4	4	9
	.00	.00	11.11	44.44	44.44	100.00
	.00	.00	14.29	21.05	13.79	15.25
	.00	.00	1.69	6.78	6.78	15.25
35-39	0	0	0	0	3	3
	.00	.00	.00	.00	100.00	100.00
	.00	.00	.00	.00	10.34	5.08
	.00	.00	.00	.00	5.08	5.08
TOTAL	2	2	7	19	29	59
	3.39	3.39	11.86	32.20	49.15	100.00
	100.00	100.00	100.00	100.00	100.00	100.00
	3.39	3.39	11.86	32.20	49.15	100.00

B1-13. Participants' responses regarding the statement -

I will be willing to pay some money for tuition for home economics correspondence study.

Ages	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
20-24	1	1	1	3	9	16	31
	3.23	3.23	3.23	9.68	29.03	51.61	100.00
	33.33	50.00	100.00	50.00	52.94	51.61	51.67
	1.67	1.67	1.67	5.00	15.00	26.67	51.67
25-29	1	1	0	2	4	9	17
	5.88	5.88	.00	11.76	23.53	52.94	100.00
	33.33	50.00	.00	33.33	23.53	29.03	28.33
	1.67	1.67	.00	3.33	6.67	15.00	28.33
30-34	1	0	0	1	4	3	9
	11.11	.00	.00	11.11	44.44	33.33	100.00
	33.33	.00	.00	16.67	23.53	9.68	15.00
	1.67	.00	.00	1.67	6.67	5.00	15.00
35-39	0	0	0	0	0	3	3
	.00	.00	.00	.00	.00	100.00	100.00
	.00	.00	.00	.00	.00	9.68	5.00
	.00	.00	.00	.00	.00	5.00	5.00
TOTAL	3	2	1	6	17	31	60
	5.00	3.33	1.67	10.00	28.33	51.67	100.00
	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	5.00	3.33	1.67	10.00	28.33	51.67	100.00

B1-14. Participants' responses regarding the statement -

Periodic residential courses should be arranged along with the correspondence study.

Ages	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
20-24	1	1	1	3	10	15	31
	3.23	3.23	3.23	9.68	32.26	48.39	100.00
	100.00	100.00	100.00	60.00	58.82	42.86	51.67
	1.67	1.67	1.67	5.00	16.67	25.00	51.67
25-29	0	0	0	1	5	11	17
	.00	.00	.00	5.88	29.41	64.71	100.00
	.00	.00	.00	20.00	29.41	31.43	28.33
	.00	.00	.00	1.67	8.33	18.33	28.33
30-34	0	0	0	1	2	6	9
	.00	.00	.00	11.11	22.22	66.67	100.00
	.00	.00	.00	20.00	11.76	17.14	15.00
	.00	.00	.00	1.67	3.33	10.00	15.00
35-39	0	0	0	0	0	3	3
	.00	.00	.00	.00	.00	100.00	100.00
	.00	.00	.00	.00	.00	8.57	5.00
	.00	.00	.00	.00	.00	5.00	5.00
TOTAL	1	1	1	5	17	35	60
	1.67	1.67	1.67	8.33	28.33	58.33	100.00
	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	1.67	1.67	1.67	8.33	28.33	58.33	100.00

B2-1. Participants' responses regarding the statement -

Anybody can teach home economics whether or not he or she has studied it.

Educational level	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
GRADE 2	15	5	1	3	4	1	29
TEACHERS	51.72	17.24	3.45	10.34	13.79	3.45	100.00
CERT.	41.67	71.43	33.33	100.00	57.14	33.33	49.15
	25.42	8.47	1.69	5.08	6.78	1.69	49.15
GRADE 3	8	0	1	0	0	0	9
TEACHERS	88.89	.00	11.11	.00	.00	.00	100.00
CERT.	22.22	.00	33.33	.00	.00	.00	15.25
	13.56	.00	1.69	.00	.00	.00	15.25
SECON-	5	0	0	0	1	2	8
DARY	62.50	.00	.00	.00	12.50	25.00	100.00
EDUCATON	13.89	.00	.00	.00	14.29	66.67	13.56
	8.47	.00	.00	.00	1.69	3.39	13.56
	8	2	1	0	2	0	13
OTHER	61.54	15.38	7.69	.00	15.38	.00	100.00
	22.22	28.57	33.33	.00	28.57	.00	22.03
	13.56	3.39	1.69	.00	3.39	.00	22.03
	36	7	3	3	7	3	59
TOTAL	61.02	11.86	5.08	5.08	11.86	5.08	100.00
	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	61.02	11.86	5.08	5.08	11.86	5.08	100.00

B2-2. Participants' responses regarding the statement -

Home economics is concerned with home making and family living.

Educational level	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL
GRADE 2 TEACHERS CERT.	0	1	11	17	29
	.00	3.45	37.93	58.62	100.00
	.00	100.00	50.00	48.57	49.15
	.00	1.69	18.64	28.81	49.15
GRADE 3 TEACHERS CERT.	1	0	1	7	9
	11.11	.00	11.11	77.78	100.00
	100.00	.00	4.55	20.00	15.25
	1.69	.00	1.69	11.86	15.25
SECONDARY EDUCATON	0	0	4	4	8
	.00	.00	50.00	50.00	100.00
	.00	.00	18.18	11.43	13.56
	.00	.00	6.78	6.78	13.56
OTHER	0	0	6	7	13
	.00	.00	46.15	53.85	100.00
	.00	.00	27.27	20.00	22.03
	.00	.00	10.17	11.86	22.03
TOTAL	1	1	22	35	59
	1.69	1.69	37.29	59.32	100.00
	100.00	100.00	100.00	100.00	100.00
	1.69	1.69	37.29	59.32	100.00

B2-3. Participants' responses regarding the statement -

Girls should be taught home economics in primary and secondary schools in Nigeria.

Educational level	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
GRADE 2 TEACHERS CERT.	0	0	12	17	29
	.00	.00	41.38	58.62	100.00
	.00	.00	57.14	48.57	49.15
	.00	.00	20.34	28.81	49.15
GRADE 3 TEACHERS CERT.	0	0	2	7	9
	.00	.00	22.22	77.78	100.00
	.00	.00	9.52	20.00	15.25
	.00	.00	3.39	11.86	15.25
SECONDARY EDUCATON	1	1	2	4	8
	12.50	12.50	25.00	50.00	100.00
	100.00	50.00	9.52	11.43	13.56
	1.69	1.69	3.39	6.78	13.56
OTHER	0	1	5	7	13
	.00	7.69	38.46	53.85	100.00
	.00	50.00	23.81	20.00	22.03
	.00	1.69	8.47	11.86	22.03
TOTAL	1	2	21	35	59
	1.69	3.39	35.59	59.32	100.00
	100.00	100.00	100.00	100.00	100.00
	1.69	3.39	35.59	59.32	100.00

B2-4. Participants' responses regarding the statement -

Boys and girls should be taught home economics inprimary and secondary schools in Nigeria.

Educational level	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
GRADE 2 TEACHERS CERT.	2	4	2	5	7	9	29
	6.90	13.79	6.90	17.24	24.14	31.03	100.00
	50.00	57.14	50.00	38.46	46.67	56.25	49.15
	3.39	6.78	3.39	8.47	11.86	15.25	49.15
GRADE 3 TEACHERS CERT.	0	0	0	2	4	3	9
	.00	.00	.00	22.22	44.44	33.33	100.00
	.00	.00	.00	15.38	26.67	18.75	15.25
	.00	.00	.00	3.39	6.78	5.08	15.25
SECONDARY EDUCATON	1	1	1	1	1	3	8
	12.50	12.50	12.50	12.50	12.50	37.50	100.00
	25.00	14.29	25.00	7.69	6.67	18.75	13.56
	1.69	1.69	1.69	1.69	1.69	5.08	13.56
OTHER	1	2	1	5	3	1	13
	7.69	15.38	7.69	38.46	23.08	7.69	100.00
	25.00	28.57	25.00	38.46	20.00	6.25	22.03
	1.69	3.39	1.69	8.47	5.08	1.69	22.03
TOTAL	4	7	4	13	15	16	59
	6.78	11.86	6.78	22.03	25.42	27.12	100.00
	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	6.78	11.86	6.78	22.03	25.42	27.12	100.00

B2-5. Participants' responses regarding the statement -

Home economics education is a field that is not limited to girls only in Nigeria.

Educational level	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
GRADE 2 TEACHERS CERT.	1	4	1	1	5	16	28
	3.57	14.29	3.57	3.57	17.86	57.14	100.00
	20.00	57.14	100.00	33.33	33.33	59.26	48.28
	1.72	6.90	1.72	1.72	8.62	27.59	48.28
GRADE 3 TEACHERS CERT.	1	1	0	0	2	5	9
	11.11	11.11	.00	.00	22.22	55.56	100.00
	20.00	14.29	.00	.00	13.33	18.52	15.52
	1.72	1.72	.00	.00	3.45	8.62	15.52
SECONDARY EDUCATON	3	0	0	0	3	2	8
	37.50	.00	.00	.00	37.50	25.00	100.00
	60.00	.00	.00	.00	20.00	7.41	13.79
	5.17	.00	.00	.00	5.17	3.45	13.79
OTHER	0	2	0	2	5	4	13
	.00	15.38	.00	15.38	38.46	30.77	100.00
	.00	28.57	.00	66.67	33.33	14.81	22.41
	.00	3.45	.00	3.45	8.62	6.90	22.41
TOTAL	5	7	1	3	15	27	58
	8.62	12.07	1.72	5.17	25.86	46.55	100.00
	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	8.62	12.07	1.72	5.17	25.86	46.55	100.00

B2-6. Participants' responses regarding the statement -

Home economics correspondence study will be beneficial to me.

Educational level	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
GRADE 2 TEACHERS CERT.	0	0	1	9	18	28
	.00	.00	3.57	32.14	64.29	100.00
	.00	.00	25.00	52.94	51.43	48.28
	.00	.00	1.72	15.52	31.03	48.28
GRADE 3 TEACHERS CERT.	0	0	0	2	7	9
	.00	.00	.00	22.22	77.78	100.00
	.00	.00	.00	11.76	20.00	15.52
	.00	.00	.00	3.45	12.07	15.52
SECONDARY EDUCATON	0	0	3	1	4	8
	.00	.00	37.50	12.50	50.00	100.00
	.00	.00	75.00	5.88	11.43	13.79
	.00	.00	5.17	1.72	6.90	13.79
	1	1	0	5	6	13
OTHER	7.69	7.69	.00	38.46	46.15	100.00
	100.00	100.00	.00	29.41	17.14	22.41
	1.72	1.72	.00	8.62	10.34	22.41
	1	1	4	17	35	58
TOTAL	1.72	1.72	6.90	29.31	60.34	100.00
	100.00	100.00	100.00	100.00	100.00	100.00
	1.72	1.72	6.90	29.31	60.34	100.00

B2-7. Participants' responses regarding the statement - Home economics correspondence study should help me in my teaching.

Educational level	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
GRADE 2 TEACHERS CERT.	2	12	15	29
	6.90	41.38	51.72	100.00
	66.67	44.44	51.72	49.15
	3.39	20.34	25.42	49.15
GRADE 3 TEACHERS CERT.	0	3	6	9
	.00	33.33	66.67	100.00
	.00	11.11	20.69	15.25
	.00	5.08	10.17	15.25
SECON-DARY EDUCATON	0	5	3	8
	.00	62.50	37.50	100.00
	.00	18.52	10.34	13.56
	.00	8.47	5.08	13.56
OTHER	1	7	5	13
	7.69	53.85	38.46	100.00
	33.33	25.93	17.24	22.03
	1.69	11.86	8.47	22.03
TOTAL	3	27	29	59
	5.08	45.76	49.15	100.00
	100.00	100.00	100.00	100.00
	5.08	45.76	49.15	100.00

B2-8. Participants' responses regarding the statement -

Home economics correspondence study should increase my competency in the teaching skills as well as subject matter knowledge.

Educational level	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
GRADE 2 TEACHERS CERT.	0	0	1	12	15	28
	.00	.00	3.57	42.86	53.57	100.00
	.00	.00	25.00	57.14	50.00	49.12
	.00	.00	1.75	21.05	26.32	49.12
GRADE 3 TEACHERS CERT.	0	0	0	2	7	9
	.00	.00	.00	22.22	77.78	100.00
	.00	.00	.00	9.52	23.33	15.79
	.00	.00	.00	3.51	12.28	15.79
SECONDARY EDUCATON	0	1	2	1	4	8
	.00	12.50	25.00	12.50	50.00	100.00
	.00	100.00	50.00	4.76	13.33	14.04
	.00	1.75	3.51	1.75	7.02	14.04
OTHER	1	0	1	6	4	12
	8.33	.00	8.33	50.00	33.33	100.00
	100.00	.00	25.00	28.57	13.33	21.05
	1.75	.00	1.75	10.53	7.02	21.05
TOTAL	1	1	4	21	30	57
	1.75	1.75	7.02	36.84	52.63	100.00
	100.00	100.00	100.00	100.00	100.00	100.00
	1.75	1.75	7.02	36.84	52.63	100.00

B2-9. Participants' responses regarding the statement -

Home economics correspondence study should be concerned with the knowledge of subject matter in home economics.

Educational level	STRONGLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
GRADE 2 TEACHERS CERT.	0	3	8	17	28
	.00	10.71	28.57	60.71	100.00
	.00	50.00	44.44	53.13	48.28
	.00	5.17	13.79	29.31	48.28
GRADE 3 TEACHERS CERT.	1	0	4	4	9
	11.11	.00	44.44	44.44	100.00
	50.00	.00	22.22	12.50	15.52
	1.72	.00	6.90	6.90	15.52
SECON-DARY EDUCATON	1	3	1	3	8
	12.50	37.50	12.50	37.50	100.00
	50.00	50.00	5.56	9.38	13.79
	1.72	5.17	1.72	5.17	13.79
OTHER	0	0	5	8	13
	.00	.00	38.46	61.54	100.00
	.00	.00	27.78	25.00	22.41
	.00	.00	8.62	13.79	22.41
TOTAL	2	6	18	32	58
	3.45	10.34	31.03	55.17	100.00
	100.00	100.00	100.00	100.00	100.00
	3.45	10.34	31.03	55.17	100.00

B2 -10. Participants' responses regarding the statement -

Home economics correspondence study for primary school teachers should include methodology, i.e., techniques and methods of teaching.

Educational level	STRONGLY DISAGREE	DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
GRADE 2 TEACHERS CERT.	0	0	4	5	20	29
	.00	.00	13.79	17.24	68.97	100.00
	.00	.00	66.67	41.67	52.63	50.00
	.00	.00	6.90	8.62	34.48	50.00
GRADE 3 TEACHERS CERT.	0	0	2	1	6	9
	.00	.00	22.22	11.11	66.67	100.00
	.00	.00	33.33	8.33	15.79	15.52
	.00	.00	3.45	1.72	10.34	15.52
SECONDARY EDUCATON	0	1	0	3	4	8
	.00	12.50	.00	37.50	50.00	100.00
	.00	100.00	.00	25.00	10.53	13.79
	.00	1.72	.00	5.17	6.90	13.79
OTHER	1	0	0	3	8	12
	8.33	.00	.00	25.00	66.67	100.00
	100.00	.00	.00	25.00	21.05	20.69
	1.72	.00	.00	5.17	13.79	20.69
TOTAL	1	1	6	12	38	58
	1.72	1.72	10.34	20.69	65.52	100.00
	100.00	100.00	100.00	100.00	100.00	100.00
	1.72	1.72	10.34	20.69	65.52	100.00

IBRAHIM

B2-11. Participants' responses regarding the statement -

Do you agree that home economics can be taught through correspondence study?

Educational level	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
GRADE 2 TEACHERS CERT.	0	2	0	2	8	17	29
	.00	6.90	.00	6.90	27.59	58.62	100.00
	.00	50.00	.00	100.00	40.00	56.67	49.15
	.00	3.39	.00	3.39	13.56	28.81	49.15
GRADE 3 TEACHERS CERT.	0	0	1	0	2	6	9
	.00	.00	11.11	.00	22.22	66.67	100.00
	.00	.00	50.00	.00	10.00	20.00	15.25
	.00	.00	1.69	.00	3.39	10.17	15.25
SECONDARY EDUCATON	0	2	1	0	2	3	8
	.00	25.00	12.50	.00	25.00	37.50	100.00
	.00	50.00	50.00	.00	10.00	10.00	13.56
	.00	3.39	1.69	.00	3.39	5.08	13.56
OTHER	1	0	0	0	8	4	13
	7.69	.00	.00	.00	61.54	30.77	100.00
	100.00	.00	.00	.00	40.00	13.33	22.03
	1.69	.00	.00	.00	13.56	6.78	22.03
TOTAL	1	4	2	2	20	30	59
	1.69	6.78	3.39	3.39	33.90	50.85	100.00
	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	1.69	6.78	3.39	3.39	33.90	50.85	100.00

B2-12. Participants' responses regarding the statement -

Completion of lessons in correspondence study is a student's responsibility.

Educational level	STRONGLY DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
GRADE 2 TEACHERS CERT.	2	1	2	10	13	28
	7.14	3.57	7.14	35.71	46.43	100.00
	100.00	50.00	28.57	52.63	46.43	48.28
	3.45	1.72	3.45	17.24	22.41	48.28
GRADE 3 TEACHERS CERT.	0	0	0	3	6	9
	.00	.00	.00	33.33	66.67	100.00
	.00	.00	.00	15.79	21.43	15.52
	.00	.00	.00	5.17	10.34	15.52
SECONDARY EDUCATON	0	0	2	2	4	8
	.00	.00	25.00	25.00	50.00	100.00
	.00	.00	28.57	10.53	14.29	13.79
	.00	.00	3.45	3.45	6.90	13.79
OTHER	0	1	3	4	5	13
	.00	7.69	23.08	30.77	38.46	100.00
	.00	50.00	42.86	21.05	17.86	22.41
	.00	1.72	5.17	6.90	8.62	22.41
TOTAL	2	2	7	19	28	58
	3.45	3.45	12.07	32.76	48.28	100.00
	100.00	100.00	100.00	100.00	100.00	100.00
	3.45	3.45	12.07	32.76	48.28	100.00

B2-13. Participants' responses regarding the statement -

I will be willing to pay some money for tuition for home economics correspondence study.

Educational level	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
GRADE 2 TEACHERS CERT.	1	0	1	3	8	16	29
	3.45	.00	3.45	10.34	27.59	55.17	100.00
	33.33	.00	100.00	50.00	50.00	51.61	49.15
	1.69	.00	1.69	5.08	13.56	27.12	49.15
GRADE 3 TEACHERS CERT.	0	1	0	1	1	6	9
	.00	11.11	.00	11.11	11.11	66.67	100.00
	.00	50.00	.00	16.67	6.25	19.35	15.25
	.00	1.69	.00	1.69	1.69	10.17	15.25
SECONDARY EDUCATON	1	1	0	1	1	4	8
	12.50	12.50	.00	12.50	12.50	50.00	100.00
	33.33	50.00	.00	16.67	6.25	12.90	13.56
	1.69	1.69	.00	1.69	1.69	6.78	13.56
OTHER	1	0	0	1	6	5	13
	7.69	.00	.00	7.69	46.15	38.46	100.00
	33.33	.00	.00	16.67	37.50	16.13	22.03
	1.69	.00	.00	1.69	10.17	8.47	22.03
TOTAL	3	2	1	6	16	31	59
	5.08	3.39	1.69	10.17	27.12	52.54	100.00
	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	5.08	3.39	1.69	10.17	27.12	52.54	100.00

B2-14. Participants' responses regarding the statement -

Periodic residential courses should be arranged along with the correspondence study.

Educational level	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
GRADE 2 TEACHERS CERT.	0	0	1	0	8	20	29
	.00	.00	3.45	.00	27.59	68.97	100.00
	.00	.00	100.00	.00	47.06	58.82	49.15
	.00	.00	1.69	.00	13.56	33.90	49.15
GRADE 3 TEACHERS CERT.	0	0	0	2	1	6	9
	.00	.00	.00	22.22	11.11	66.67	100.00
	.00	.00	.00	40.00	5.88	17.65	15.25
	.00	.00	.00	3.39	1.69	10.17	15.25
SECONDARY EDUCATON	1	0	0	1	3	3	8
	12.50	.00	.00	12.50	37.50	37.50	100.00
	100.00	.00	.00	20.00	17.65	8.82	13.56
	1.69	.00	.00	1.69	5.08	5.08	13.56
OTHER	0	1	0	2	5	5	13
	.00	7.69	.00	15.38	38.46	38.46	100.00
	.00	100.00	.00	40.00	29.41	14.71	22.03
	.00	1.69	.00	3.39	8.47	8.47	22.03
TOTAL	1	1	1	5	17	34	59
	1.69	1.69	1.69	8.47	28.81	57.63	100.00
	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	1.69	1.69	1.69	8.47	28.81	57.63	100.00

B3-1. Participants' responses regarding the statement -

Anybody can teach home economics whether or not he or she has studied it.

Teaching experience	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
0-4 YEARS	18	4	1	1	4	3	31
	58.06	12.90	3.23	3.23	12.90	9.68	100.00
	50.00	57.14	33.33	33.33	57.14	100.00	52.54
	30.51	6.78	1.69	1.69	6.78	5.08	52.54
5-9	6	2	1	2	1	0	12
	50.00	16.67	8.33	16.67	8.33	.00	100.00
	16.67	28.57	33.33	66.67	14.29	.00	20.34
	10.17	3.39	1.69	3.39	1.69	.00	20.34
10-14	5	0	1	0	1	0	7
	71.43	.00	14.29	.00	14.29	.00	100.00
	13.89	.00	33.33	.00	14.29	.00	11.86
	8.47	.00	1.69	.00	1.69	.00	11.86
15-19	4	1	0	0	1	0	6
	66.67	16.67	.00	.00	16.67	.00	100.00
	11.11	14.29	.00	.00	14.29	.00	10.17
	6.78	1.69	.00	.00	1.69	.00	10.17
20 YEARS OR OVER	3	0	0	0	0	0	3
	100.00	.00	.00	.00	.00	.00	100.00
	8.33	.00	.00	.00	.00	.00	5.08
	5.08	.00	.00	.00	.00	.00	5.08
TOTAL	36	7	3	3	7	3	59
	61.02	11.86	5.08	5.08	11.86	5.08	100.00
	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	61.02	11.86	5.08	5.08	11.86	5.08	100.00

B3-2. Participants' responses regarding the statement -
Home economics is concerned with home making and family living.

Teaching experience	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL
0-4 YEARS	0	0	13	18	31
	.00	.00	41.94	58.06	100.00
	.00	.00	59.09	51.43	52.54
	.00	.00	22.03	30.51	52.54
5-9	1	1	4	6	12
	8.33	8.33	33.33	50.00	100.00
	100.00	100.00	18.18	17.14	20.34
	1.69	1.69	6.78	10.17	20.34
10-14	0	0	3	4	7
	.00	.00	42.86	57.14	100.00
	.00	.00	13.64	11.43	11.86
	.00	.00	5.08	6.78	11.86
15-19	0	0	2	4	6
	.00	.00	33.33	66.67	100.00
	.00	.00	9.09	11.43	10.17
	.00	.00	3.39	6.78	10.17
20 YEARS OR OVER	0	0	0	3	3
	.00	.00	.00	100.00	100.00
	.00	.00	.00	8.57	5.08
	.00	.00	.00	5.08	5.08
TOTAL	1	1	22	35	59
	1.69	1.69	37.29	59.32	100.00
	100.00	100.00	100.00	100.00	100.00
	1.69	1.69	37.29	59.32	100.00

B3-3. Participants' responses regarding the statement -

Girls should be taught home economics in primary and secondary schools in Nigeria.

Teaching experience	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
0-4 YEARS	1	2	10	19	32
	3.13	6.25	31.25	59.38	100.00
	100.00	100.00	47.62	52.78	53.33
	1.67	3.33	16.67	31.67	53.33
5-9	0	0	4	8	12
	.00	.00	33.33	66.67	100.00
	.00	.00	19.05	22.22	20.00
	.00	.00	6.67	13.33	20.00
10-14	0	0	4	3	7
	.00	.00	57.14	42.86	100.00
	.00	.00	19.05	8.33	11.67
	.00	.00	6.67	5.00	11.67
15-19	0	0	3	3	6
	.00	.00	50.00	50.00	100.00
	.00	.00	14.29	8.33	10.00
	.00	.00	5.00	5.00	10.00
20 YEARS OR OVER	0	0	0	3	3
	.00	.00	.00	100.00	100.00
	.00	.00	.00	8.33	5.00
	.00	.00	.00	5.00	5.00
TOTAL	1	2	21	36	60
	1.67	3.33	35.00	60.00	100.00
	100.00	100.00	100.00	100.00	100.00
	1.67	3.33	35.00	60.00	100.00

B3-4. Participants' responses regarding the statement -

Boys and girls should be taught home economics **in primary and** secondary schools in Nigeria.

Teaching experience	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
0-4 YEARS	3	4	3	7	6	9	32
	9.38	12.50	9.38	21.88	18.75	28.13	100.00
	75.00	57.14	75.00	53.85	40.00	52.94	53.33
	5.00	6.67	5.00	11.67	10.00	15.00	53.33
5-9	1	2	1	2	2	4	12
	8.33	16.67	8.33	16.67	16.67	33.33	100.00
	25.00	28.57	25.00	15.38	13.33	23.53	20.00
	1.67	3.33	1.67	3.33	3.33	6.67	20.00
10-14	0	0	0	2	3	2	7
	.00	.00	.00	28.57	42.86	28.57	100.00
	.00	.00	.00	15.38	20.00	11.76	11.67
	.00	.00	.00	3.33	5.00	3.33	11.67
15-19	0	1	0	1	3	1	6
	.00	16.67	.00	16.67	50.00	16.67	100.00
	.00	14.29	.00	7.69	20.00	5.88	10.00
	.00	1.67	.00	1.67	5.00	1.67	10.00
20 YEARS OR OVER	0	0	0	1	1	1	3
	.00	.00	.00	33.33	33.33	33.33	100.00
	.00	.00	.00	7.69	6.67	5.88	5.00
	.00	.00	.00	1.67	1.67	1.67	5.00
TOTAL	4	7	4	13	15	17	60
	6.67	11.67	6.67	21.67	25.00	28.33	100.00
	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	6.67	11.67	6.67	21.67	25.00	28.33	100.00

B3-5. Participants' responses regarding the statement -

Home economics education is a field that is not limited to girls only in Nigeria.

Teaching experience	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
0-4 YEARS	3	2	1	1	9	16	32
	9.38	6.25	3.13	3.13	28.13	50.00	100.00
	60.00	28.57	100.00	33.33	56.25	59.26	54.24
	5.08	3.39	1.69	1.69	15.25	27.12	54.24
5-9	0	4	0	1	2	5	12
	.00	33.33	.00	8.33	16.67	41.67	100.00
	.00	57.14	.00	33.33	12.50	18.52	20.34
	.00	6.78	.00	1.69	3.39	8.47	20.34
10-14	0	0	0	1	3	2	6
	.00	.00	.00	16.67	50.00	33.33	100.00
	.00	.00	.00	33.33	18.75	7.41	10.17
	.00	.00	.00	1.69	5.08	3.39	10.17
15-19	2	1	0	0	0	3	6
	33.33	16.67	.00	.00	.00	50.00	100.00
	40.00	14.29	.00	.00	.00	11.11	10.17
	3.39	1.69	.00	.00	.00	5.08	10.17
20 YEARS OR OVER	0	0	0	0	2	1	3
	.00	.00	.00	.00	66.67	33.33	100.00
	.00	.00	.00	.00	12.50	3.70	5.08
	.00	.00	.00	.00	3.39	1.69	5.08
TOTAL	5	7	1	3	16	27	59
	8.47	11.86	1.69	5.08	27.12	45.76	100.00
	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	8.47	11.86	1.69	5.08	27.12	45.76	100.00

B3-6. Participants' responses regarding the statement -
Home economics correspondence study will be beneficial to me.

Teaching experience	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
0-4 YEARS	1	1	4	9	17	32
	3.13	3.13	12.50	28.13	53.13	100.00
	100.00	100.00	100.00	50.00	48.57	54.24
	1.69	1.69	6.78	15.25	28.81	54.24
5-9	0	0	0	4	8	12
	.00	.00	.00	33.33	66.67	100.00
	.00	.00	.00	22.22	22.86	20.34
	.00	.00	.00	6.78	13.56	20.34
10-14	0	0	0	2	4	6
	.00	.00	.00	33.33	66.67	100.00
	.00	.00	.00	11.11	11.43	10.17
	.00	.00	.00	3.39	6.78	10.17
15-19	0	0	0	2	4	6
	.00	.00	.00	33.33	66.67	100.00
	.00	.00	.00	11.11	11.43	10.17
	.00	.00	.00	3.39	6.78	10.17
20 YEARS OR OVER	0	0	0	1	2	3
	.00	.00	.00	33.33	66.67	100.00
	.00	.00	.00	5.56	5.71	5.08
	.00	.00	.00	1.69	3.39	5.08
TOTAL	1	1	4	18	35	59
	1.69	1.69	6.78	30.51	59.32	100.00
	100.00	100.00	100.00	100.00	100.00	100.00
	1.69	1.69	6.78	30.51	59.32	100.00

B3-7. Participants' responses regarding the statement - Home economics correspondence study should help me in my teaching.

Teaching experience	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
0-4 YEARS	3	14	15	32
	9.38	43.75	46.88	100.00
	100.00	50.00	51.72	53.33
	5.00	23.33	25.00	53.33
5-9	0	6	6	12
	.00	50.00	50.00	100.00
	.00	21.43	20.69	20.00
	.00	10.00	10.00	20.00
10-14	0	4	3	7
	.00	57.14	42.86	100.00
	.00	14.29	10.34	11.67
	.00	6.67	5.00	11.67
15-19	0	3	3	6
	.00	50.00	50.00	100.00
	.00	10.71	10.34	10.00
	.00	5.00	5.00	10.00
20 YEARS OR OVER	0	1	2	3
	.00	33.33	66.67	100.00
	.00	3.57	6.90	5.00
	.00	1.67	3.33	5.00
TOTAL	3	28	29	60
	5.00	46.67	48.33	100.00
	100.00	100.00	100.00	100.00
	5.00	46.67	48.33	100.00

B3-8. Participants' responses regarding the statement -

Home economics correspondence study should increase my competency in the teaching skills as well as subject matter knowledge.

Teaching experience		DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
0-4 YEARS		0	1	4	12	14	31
		.00	3.23	12.90	38.71	45.16	100.00
		.00	100.00	80.00	57.14	46.67	53.45
		.00	1.72	6.90	20.69	24.14	53.45
5-9		1	0	1	4	6	12
		8.33	.00	8.33	33.33	50.00	100.00
		100.00	.00	20.00	19.05	20.00	20.69
		1.72	.00	1.72	6.90	10.34	20.69
10-14		0	0	0	3	3	6
		.00	.00	.00	50.00	50.00	100.00
		.00	.00	.00	14.29	10.00	10.34
		.00	.00	.00	5.17	5.17	10.34
15-19		0	0	0	2	4	6
		.00	.00	.00	33.33	66.67	100.00
		.00	.00	.00	9.52	13.33	10.34
		.00	.00	.00	3.45	6.90	10.34
20 YEARS OR OVER		0	0	0	0	3	3
		.00	.00	.00	.00	100.00	100.00
		.00	.00	.00	.00	10.00	5.17
		.00	.00	.00	.00	5.17	5.17
TOTAL		1	1	5	21	30	58
		1.72	1.72	8.62	36.21	51.72	100.00
		100.00	100.00	100.00	100.00	100.00	100.00
		1.72	1.72	8.62	36.21	51.72	100.00

B3-9. Participants' responses regarding the statement -

Home economics correspondence study should be concerned with the knowledge of subject matter in home economics.

Teaching experience	STRONGLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
0-4 YEARS	1	6	8	17	32
	3.13	18.75	25.00	53.13	100.00
	50.00	100.00	42.11	53.13	54.24
	1.69	10.17	13.56	28.81	54.24
5-9	1	0	5	6	12
	8.33	.00	41.67	50.00	100.00
	50.00	.00	26.32	18.75	20.34
	1.69	.00	8.47	10.17	20.34
10-14	0	0	3	3	6
	.00	.00	50.00	50.00	100.00
	.00	.00	15.79	9.38	10.17
	.00	.00	5.08	5.08	10.17
15-19	0	0	2	4	6
	.00	.00	33.33	66.67	100.00
	.00	.00	10.53	12.50	10.17
	.00	.00	3.39	6.78	10.17
20 YEARS OR OVER	0	0	1	2	3
	.00	.00	33.33	66.67	100.00
	.00	.00	5.26	6.25	5.08
	.00	.00	1.69	3.39	5.08
TOTAL	2	6	19	32	59
	3.39	10.17	32.20	54.24	100.00
	100.00	100.00	100.00	100.00	100.00
	3.39	10.17	32.20	54.24	100.00

B3-10. Participants' responses regarding the statement -

Home economics correspondence study for primary school teachers should include methodology, i.e., techniques and methods of teaching.

Teaching experience	STRONGLY DISAGREE	DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
0-4 YEARS	0	1	4	7	20	32
	.00	3.13	12.50	21.88	62.50	100.00
	.00	100.00	57.14	58.33	52.63	54.24
	.00	1.69	6.78	11.86	33.90	54.24
5-9	1	0	1	2	7	11
	9.09	.00	9.09	18.18	63.64	100.00
	100.00	.00	14.29	16.67	18.42	18.64
	1.69	.00	1.69	3.39	11.86	18.64
10-14	0	0	1	1	5	7
	.00	.00	14.29	14.29	71.43	100.00
	.00	.00	14.29	8.33	13.16	11.86
	.00	.00	1.69	1.69	8.47	11.86
15-19	0	0	0	2	4	6
	.00	.00	.00	33.33	66.67	100.00
	.00	.00	.00	16.67	10.53	10.17
	.00	.00	.00	3.39	6.78	10.17
20 YEARS OR OVER	0	0	1	0	2	3
	.00	.00	33.33	.00	66.67	100.00
	.00	.00	14.29	.00	5.26	5.08
	.00	.00	1.69	.00	3.39	5.08
TOTAL	1	1	7	12	38	59
	1.69	1.69	11.86	20.34	64.41	100.00
	100.00	100.00	100.00	100.00	100.00	100.00
	1.69	1.69	11.86	20.34	64.41	100.00

B3-11. Participants' responses regarding the statement -

Do you agree that home economics can be taught through correspondence study?

Teaching experience	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
0-4 YEARS	1	3	1	2	8	17	32
	3.13	9.38	3.13	6.25	25.00	53.13	100.00
	100.00	75.00	50.00	100.00	38.10	56.67	53.33
	1.67	5.00	1.67	3.33	13.33	28.33	53.33
5-9	0	1	1	0	8	2	12
	.00	8.33	8.33	.00	66.67	16.67	100.00
	.00	25.00	50.00	.00	38.10	6.67	20.00
	.00	1.67	1.67	.00	13.33	3.33	20.00
10-14	0	0	0	0	4	3	7
	.00	.00	.00	.00	57.14	42.86	100.00
	.00	.00	.00	.00	19.05	10.00	11.67
	.00	.00	.00	.00	6.67	5.00	11.67
15-19	0	0	0	0	1	5	6
	.00	.00	.00	.00	16.67	83.33	100.00
	.00	.00	.00	.00	4.76	16.67	10.00
	.00	.00	.00	.00	1.67	8.33	10.00
20 YEARS OR OVER	0	0	0	0	0	3	3
	.00	.00	.00	.00	.00	100.00	100.00
	.00	.00	.00	.00	.00	10.00	5.00
	.00	.00	.00	.00	.00	5.00	5.00
TOTAL	1	4	2	2	21	30	60
	1.67	6.67	3.33	3.33	35.00	50.00	100.00
	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	1.67	6.67	3.33	3.33	35.00	50.00	100.00

B3-12. Participants' responses regarding the statement -

Completion of lessons in correspondence study is a student's responsibility.

Teaching experience	STRONGLY DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
0-4 YEARS	2	2	4	8	15	31
	6.45	6.45	12.90	25.81	48.39	100.00
	100.00	100.00	57.14	42.11	51.72	52.54
	3.39	3.39	6.78	13.56	25.42	52.54
5-9	0	0	2	5	5	12
	.00	.00	16.67	41.67	41.67	100.00
	.00	.00	28.57	26.32	17.24	20.34
	.00	.00	3.39	8.47	8.47	20.34
10-14	0	0	1	2	4	7
	.00	.00	14.29	28.57	57.14	100.00
	.00	.00	14.29	10.53	13.79	11.86
	.00	.00	1.69	3.39	6.78	11.86
15-19	0	0	0	3	3	6
	.00	.00	.00	50.00	50.00	100.00
	.00	.00	.00	15.79	10.34	10.17
	.00	.00	.00	5.08	5.08	10.17
20 YEARS OR OVER	0	0	0	1	2	3
	.00	.00	.00	33.33	66.67	100.00
	.00	.00	.00	5.26	6.90	5.08
	.00	.00	.00	1.69	3.39	5.08
TOTAL	2	2	7	19	29	59
	3.39	3.39	11.86	32.20	49.15	100.00
	100.00	100.00	100.00	100.00	100.00	100.00
	3.39	3.39	11.86	32.20	49.15	100.00

B3-13. Participants' responses regarding the statement -

I will be willing to pay some money for tuition **for home economics** correspondence study.

Teaching experience	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
0-4 YEARS	2	1	1	3	7	18	32
	6.25	3.13	3.13	9.38	21.88	56.25	100.00
	66.67	50.00	100.00	50.00	41.18	58.06	53.33
	3.33	1.67	1.67	5.00	11.67	30.00	53.33
5-9	0	1	0	2	4	5	12
	.00	8.33	.00	16.67	33.33	41.67	100.00
	.00	50.00	.00	33.33	23.53	16.13	20.00
	.00	1.67	.00	3.33	6.67	8.33	20.00
10-14	1	0	0	0	3	3	7
	14.29	.00	.00	.00	42.86	42.86	100.00
	33.33	.00	.00	.00	17.65	9.68	11.67
	1.67	.00	.00	.00	5.00	5.00	11.67
15-19	0	0	0	1	2	3	6
	.00	.00	.00	16.67	33.33	50.00	100.00
	.00	.00	.00	16.67	11.76	9.68	10.00
	.00	.00	.00	1.67	3.33	5.00	10.00
20 YEARS OR OVER	0	0	0	0	1	2	3
	.00	.00	.00	.00	33.33	66.67	100.00
	.00	.00	.00	.00	5.88	6.45	5.00
	.00	.00	.00	.00	1.67	3.33	5.00
TOTAL	3	2	1	6	17	31	60
	5.00	3.33	1.67	10.00	28.33	51.67	100.00
	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	5.00	3.33	1.67	10.00	28.33	51.67	100.00

B3-14. Participants' responses regarding the statement -

Periodic residential courses should be arranged **along with the** correspondence study.

Teaching experience	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	TOTAL
0-4 YEARS	1	1	1	2	8	19	32
	3.13	3.13	3.13	6.25	25.00	59.38	100.00
	100.00	100.00	100.00	40.00	47.06	54.29	53.33
	1.67	1.67	1.67	3.33	13.33	31.67	53.33
5-9	0	0	0	2	4	6	12
	.00	.00	.00	16.67	33.33	50.00	100.00
	.00	.00	.00	40.00	23.53	17.14	20.00
	.00	.00	.00	3.33	6.67	10.00	20.00
10-14	0	0	0	0	3	4	7
	.00	.00	.00	.00	42.86	57.14	100.00
	.00	.00	.00	.00	17.65	11.43	11.67
	.00	.00	.00	.00	5.00	6.67	11.67
15-19	0	0	0	1	2	3	6
	.00	.00	.00	16.67	33.33	50.00	100.00
	.00	.00	.00	20.00	11.76	8.57	10.00
	.00	.00	.00	1.67	3.33	5.00	10.00
20 YEARS OR OVER	0	0	0	0	0	3	3
	.00	.00	.00	.00	.00	100.00	100.00
	.00	.00	.00	.00	.00	8.57	5.00
	.00	.00	.00	.00	.00	5.00	5.00
TOTAL	1	1	1	5	17	35	60
	1.67	1.67	1.67	8.33	28.33	58.33	100.00
	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	1.67	1.67	1.67	8.33	28.33	58.33	100.00