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TITLE PAGE

A STUDY OF THE ORGANIZATION OF HOME ECONOMICS
PROGRAMME OF THE MINISTRY OF AGRICULTURE AND
NATURAL RESOURCES IN IMO STATE AND ITS
EDUCATIONAL IMPLICATIONS TO RURAL WOMEN

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BY

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APPROVAL PAGE

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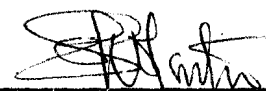
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TABLE OF CONTENTS

			<u>P a g e</u>
TITLE PAGE	..	..	1
APPROVAL PAGE	..	..	11
ACKNOWLEDGEMENTS	..	..	111
TABLE OF CONTENTS	..	..	v
LIST OF TABLES	..	..	ix
LIST OF FIGURES	..	..	xi
ABSTRACT	..	..	xii-xv
<u>CHAPTER 1:</u> INTRODUCTION	..	..	1
Background	..	..	1
Statement of Problems	..	..	10
Purpose of the Study	..	..	17
Importance of Study	..	..	19
Hypotheses and Research Questions	..	..	21
A: Research Questions	..	..	21
B: Research Hypotheses	..	..	21
<u>CHAPTER II:</u> LITERATURE REVIEW	..	..	23
1. The Challenges of Organizing Home Economics Adult Education Programme			23
ii. Administrative Objectives and Communication Channel in Home Economics Adult Education	..	..	32
iii. Staff Recruitment and Training	..	..	44

DISCUSSION:

Research Question I	..	..	..	108
Research Question II	..	..	..	108
Effect of Bureaucracy on Programme Operation				110
Results	..	..	..	112
Comparative Study of Extension Home Economics Attendance (1983-85) in Ikwuano/Umuahia Local Government Area of Imo State	..	..		115
Situation in The Four Eastern States			..	125
Findings of the Study	..	..	..	127

CHAPTER V: SUMMARY, CONCLUSIONS, INPLICATIONS AND RECOMMENDATIONS

	..	..		130
Summary	..	..	..	130
Conclusion	..	..	..	132
Implications	..	..	..	139
Limitations of the Study			..	143
Recommendations	..	..	..	145
Developed Communication Model			..	149
Summary	..	..	..	151

REFERENCES:

	..	..	..	..	153
Books	..	..	..	..	153
Journals	..	..	..	..	157
Government Publications	..	..	..	..	161
Unpublished Thesis		..	..	..	164
Current Affairs	..	..	..	..	165

iv. Criteria and Methods of Evaluating Home Economics Adult Education Programme ..	52
v. Summary of the Review of Literature ..	59
 <u>CHAPTER III: METHODOLOGY AND RESEARCH PROCEDURE</u>	65
1. The Population, Sample and Sampling Technique	65
2. Types of Data Needed	69
3. Instrument for Data Collected	69
4. Administration and Collection of the Questionnaires	73
5. Method of Data Analysis, ...	75
Scoring	77
Summary of Questionnaire on Distribution and Response	82
Summary	82
 <u>CHAPTER IV: ANALYSIS AND DISCUSSION OF FIGURES</u> ..	85
Staff Experience, Participation and Mobility in the Organization of Programme ..	89
Relationship of Courses Taught and The Educational Background of the Participants ..	90
Relationship Between Official Bureaucracy and Supply of Relevant Facilities	97
Differences Between the Responses of Programme Benefitted and Non-Benefitted Communities ..	101
The Difference Between the Policy-makers Responses and the Community Home Economics Education on Organizational Climate	104

APPENDICES:

A. List of Adult Home Economics Centres Involved in Imo State	168
Permission to Administer Questionnaires to Zonal Agric/Home Economics Officers ..	170
Ministry of Agriculture & Natural Resources Imo State Department of Agricultural Extension Services ..	171

APPENDIX:

B. Comprehensive Data Collection Based on Questionnaires	173
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APPENDIX:

C. Questionnaire Section A.	191
Questionnaire Section B.	196
Questionnaire Section C.	202

LIST OF TABLES

<u>Table</u>		<u>Page</u>
I	The Composition of Communities in the Zones	6
II	Statements of Educational Objectives	37
III	Communication Climate	42
IV	Sample of Evaluation Climate	58
V	Functionable Centres in the Six Agricultural/Educational Zones of Imo State	65
VI	Population Breakdown in the LGAs	67
VII	Class Participants in the LGAs	67
VIII	Representatives of the Ministry's Key Officials	68
IX	Questionnaires Distribution	74
X	Frequency Distribution of Questionnaires	79
XI	Respondents in the Six Zones	80
XII	Staffing and Organisation of Adult Rural Home Economics Programme	86
XIII	Relationship Between Staffing and Participation	89
XIV-XV	Educational Level and Course Preference	92-93
XVI	Responses Made to the Rural Communities Requests (I)	97

Table

XVII	Responses Made to the Rural Communities Requests (2)	99
XVIII-XIX	Mean Differences Between the Ratings of Programme Benefitted and Non-Programme Benefitted Participants.	101-103
XX-XXI	Mean Responses of Policy-makers and Home Economists Over Administrative Evaluation	105-106
XXII	Analysis of Response Variables on Impact of Bureaucracy	111
XXIV	Comparative Study of Extension Home Economics Attendance 1983-85	116
XXV	Impact Expressed - Ikwuano/ Umuahia LGA in Percentage	118
XXVI	Three Years Participation of All Imo State Centres	119
XXVII	Situation in the Four Eastern States	125

LIST OF FIGURESP a g eFigure

1	1983-1985 Attendance in Ikwuano/Umuahia L.G.A. 	117
II	Imo State Total Attendance for Each Year 	120
III	Organization of Rural Home Economics Extension Programme in the Four Eastern States.. ..	122
IV	Developed Communication Model ..	149
V	Organization Chart, Ministry of Agriculture and Natural Resources Extension Service ..	169

ABSTRACT

This work is a study of the organization of home economics out-reach programme of the Ministry of Agriculture and Natural Resources in Imo State and its Educational Implications to the Rural Women.

The primary objective is to determine the numerical strength of present centres, the resources available, channel of communication adopted in decision-making and to offer recommendations where necessary.

To achieve this purpose, two research questions and five hypotheses were stated as follows:-

Questions:

1. What were the Ministry's main objective in establishing the home economics unit of the Ministry?
2. What communication system did the Ministry employ to meet the home economics centres' requirements, and what were the organizational implications.

Hypotheses:

H01. There is no significant relationship between number of participants who attend the rural home economics programme and the number of trained staff employed.

H11. There are some relationship.

~~Before there was complete presence of cookers and~~

H02. There is no significant relationship between

acceptance of courses taught to the participants and their level of education.

- H₁₂. There exist some relationship between acceptance of courses taught to the participants and their level of education.
- H₀₃. There is no significant relationship between the official bureaucracy and the quantity and rate of supply of relevant facilities to the Home Economics Programmes.
- H₁₃. There is a relationship between them.
- H₀₄. There is no significant difference between the mean ratings of programme benefitted and non-programme benefitted participants over acquired knowledge.
- H₁₄. There are significant differences.
- H₀₅. There is no significant difference between the mean ratings of the policy-makers and community home economists with respect to their responses over administrative evaluation.
- H₁₅. There are significant differences.

The study is composed of three major parts: The first part attempts to identify the centres set up by the Ministry of Agriculture and Natural Resources in the rural communities. The second part reviews and summarises the three years home economics education programmes carried out among rural women in Imo State

and compared with what obtained in other three Eastern States.

The third part focuses on the nature of administrative variability on the home economics teachers and administrators over a set task. The educational impacts made by the programme on the rural women were also monitored.

The pre-research oral interview that was conducted in the Ministry and the Home Economics Head Office at Owerri gave some useful information which guided the researcher to penetrate further into the Local Government Area Offices.

Validated modified versions of the Organizational Climate Description Questionnaire (OCDQ) were responded to by the 414 participating rural women from the twenty one Local Government Areas in Imo State. Forty officials comprising 18 Home Economists, 22 Ministry and Zonal Officials responded to the second and third sets of administrative questionnaires.

The findings and results were tabulated and analysed. All the Hypotheses 1-5 except H_{03} were rejected at 0.05 level of significance where differences were observed. Systematic similarities in the participants responses were found to relate to either complete

neglect or limited resources. There were enough evidence to show that the rural Home Economics Teachers need full support of both the Ministry of Agriculture and Natural Resources; other Agencies, and the communities themselves in supplying human and material resources and to open many more centres.

Recommendations were made, including suggested curriculum outlines based on the participants expressed needs. It is hoped that the findings of this study will help to improve the organization of home economics education programmes in the rural communities of Imo State and the country as a whole.

CHAPTER 1

INTRODUCTION

BACKGROUND

The focus of this work is on education for home and family life, as one of the important objectives of adult education. As continuing education becomes a pattern of life in present day Nigeria, a variety of adult education programmes must be developed and additional personnel trained. The concept of life-long learning implies that man can change, that society can be improved, and that education is one of life's most challenging adventures. Ruud & Hall (1974:5).

The afore-mentioned philosophy and its educational implications to the rural women need a very close study. Modern educators believe that what is taught within the school should be related to life activities and experience of learners and should result in changes in their behaviour, thinking and feeling. It is usually difficult to obtain evidence that such changes are taking place and that the people's needs are met unless there is a firm control of the communication channels.

Home Economics education includes two types of programmes thus consumer and home making programme

(extension work), and occupational training (wage earning). As both programmes continue to expand and gain depth it is essential to maintain them as parts of a total concept in home economics education. As new knowledge and skills are developed, home economists face a great challenge. Mary Hurt (1974:5) in her home economics ideology said that ways must be found to put the new knowledge and information to work, so that people can attain richer, more satisfying lives as members of families, also as workers serving the needs of individuals and families.

One of the most important discoveries in the 20th century about rural development is that leaving people to their own initiative and resources is not enough. Consequently, external stimuli in the form of technology must be applied through the process of education to accelerate economic and social progress. The rural women do not communicate very much with people outside their community. Some of the women do attend weekly meetings but these do not have objectives of common interest - such as solving their home management problems. Agusiobo & Olaitan (1981: 32)

The main responsibility of the rural woman is the management of her home; this she does in the traditional way taught to her by her mother. The gradual changes do not affect her method of home management since she has not really had the opportunity to understand how changes in

her general situation can affect her home management practices. The process of rural home economics education has now been adopted in most of the free countries of the world as the activating force in helping rural communities substitute action based on truth and current reality for action based on opinion and outmoded tradition - this is the revolution of the National Extension Seminar on April 15 - May 1, 1964, Department of Agriculture, Khartoum, Sudan.

For a country desiring progress like Nigeria, it is both proper and necessary, therefore, to create their rural home economics programme to introduce and stimulate rural change. Effective changes in family, home-making and community institutions will help them adjust too, or overcome, the forces governing their economic and social status.

This no doubt reflects the opinions expressed in the National Policy on Education (1977:21) where adult and non-formal education is said to consist of functional literacy remedial, continuing, vocational, aesthetic, cultural and civic education for both youths and adults outside the formal education.

The only established record on the organization of out-reach adult rural home economics education in Imo State is by the Ministry of Agriculture and Natural Resources Extension Programme. The educators did not

function effectively because their operation was adversely affected by the bureaucratic procedure in the organization. To be able to make useful contribution and recommendations on the function of existing home economics programme and establishment of more centres, it was necessary to make a careful study of the Organizational Structure of the Ministry and its implications on the Home Economics Education for the rural women in Imo State.

The review of Imo State Ministry of Agriculture and Natural Resources Annual Report 1980 indicated that ten years ago the operation of home economics programme was rudimentary. There were only three female staff as Agricultural Superintendents. The Ministry needed the female members of the staff to join their male extension counterparts who worked with the farmers, to demonstrate modern utilization of agricultural products to the rural women.

A centre was opened at Owerri because the three girls who were inherited from the then East Central State Ministry of Agriculture and Rural Development had basic knowledge in Home Economics, as they were posted to Owerri. The rural home economics unit of the defunct Eastern Nigeria Ministry of Agriculture and Rural Development was in existence by 1965 according to the record. At the

establishment of Owerri Centre, there was need to utilize the manpower and other inherited resources.

Initially only few women attended the home economics adult classes. As the publicity and awareness gained grounds, and through the co-operation of Alvan Ikoku College of Education, wider publicity was given to the programme. This campaign has so far sustained the continued increase in attendance of the participants.

In the late 1970's the three female staff were sent to Colleges of Agriculture to improve their knowledge in general agriculture and home economics in particular. This step towards progress opened wider horizon for more participants and the employment of more staff.

At present, the staff strength has risen from three in 1976 to 25 in 1985; and the centres have risen from one to ten in number. There are total of twenty-one Local Government Areas in Imo State and 383 communities/villages.

Table I: The Composition of Communities
in the Zones

Agric. Zone	No. of LGAs	No. of Communities/ Villages
Aba	4	59
Afikpo	2	21
Okigwe	3	65
Orlu	4	81
Owerri	5	112
Umuahia	3	42
	21	383

A look at these existing home economics adult education centres and the actual figure of the communities looks like a drop of water in the ocean. This unbalanced structure in the programme is a big administrative problem that needs solving.

The Imo State Ministry of Agriculture and Natural Resources has Agro-based centres at its Local Government Areas. There are 21 LGAs and only 9 of them operated home economics rural programme. There is one home economics advisory committee for the State. To be able to assess the educational implications of the Ministry's

home economics programmes on the rural women. it was pertinent to carry out a theoretical and analytical frame-work in this direction, which findings will aid the Ministry in future decision-making.

Role of Ministry and Home Economics Educators

Home economics reflects the role of both men and women at the family level as well as at the level of the economy and the society. It develops the latent potentialities of its practitioner and enables him to become a well adjusted, socially responsible and family-minded individual. Effective Home Economics Education should be seen as a powerful tool for reducing unemployment, for providing more jobs, and thus increasing our productivity.

The role of Home Economics teachers is not confined only to school education but it should be extended for the promotion of life-long time education in and out of the school. The job of Home Economists is to teach the learners to practise genuine home economics in order to make every home a happier place, therefore, there is need to provide leadership to plan, organise and operate a community Home Economics Programme which can be implemented in every town and city throughout the country. If an optimum programme in Home Economics is to be achieved, all resources must be

identified, tapped and exploited. These resources come in both material and non-material forms, and the two can hardly be divorced from each other.

Deacon and Firobaught (1981:7) defined resources as means for meeting demands. There is need to get involved in improving agricultural production, storage and marketing and in improving consumption in the home. This would be done by providing the women in rural communities and family with the training which they need for development of skills and attitudes and by providing them with access to services, institutions and productive resources. Home Economics should be used to strengthen the nation's economy by inbuing the youths and adults in rural communities with the judicious utilization of their resources. People should be educated to use their limited financial resources on what they need and not on what they like.

Home Economics educators should work together with related government offices and civic organizations. The educators should work with the Community and Health Services in helping mothers with every aspect of home economics. They must become more and more effective at reaching greater number of people and disseminating more tested information to more people.

MAJOR ADMINISTRATIVE TASK UNIT	TASK ACTIVITIES	PARTICIPATION LEVEL				
		Always	More Often	Some times	Few times	Never
v) Clubs or Participants	1. Creating home economics adult education centres					
	2. Train teachers/workers volunteers.					
	3. Regular inspection and monitoring activities.					
	4. Supply resource materials and fund.					
	5. Select and encourage participants.					

	Strongly Agree	Agree	No Idea	Disagree	Strongly Disagree
1. Rural women are susceptible to failure and ignorance, therefore, they require education.					
2. Majority of them might not have access to improved technology therefore do not need introduction to such materials and equipment.					
3. Running a happy home and managing resources do not require much knowledge.					
4. They should be educated in order to gain salary-earning employment.					
5. They need just education to improve standard of living and self employment.					
6. Bureaucracy in the Ministry affects easy supply of materials or facilities for the running of adult home economics programme.					
7. For easy response, application for the programme resources should be channelled through the Advisory Committee.					
8. through Board of Governors.					
9. through the Permanent Secretary.					

	Strongly Agree	Agree	No Idea	Disagree	Strongly Disagree
10. through the Zonal Co-ordinators.					
11. Direct to the Minister.					
12. Some of the home economics educators in-charge do practice the bureaucratic tactics in execution of the resources.					
13. The most appropriate teaching period for the adult programmes is during morning hours.					
14. is during evening hours.					
15. To wipe ignorance, every autonomous community in the State should be made to have an adult home economics centre whether they appreciate it or not.					

Unless the Ministry of Agriculture, Natural Resources and Community Development doubles its effort in providing resources, paying attention to the administrative functions of its home economics unit and recognizing the needs of more rural communities, then, the educational implications of the programme to the rural women may not be recognized.

STATEMENT OF PROBLEM

According to Olaitan and Agusiobo (1981:297) the swiftly changing conditions of the world today and their impact on personal, family and community living make it necessary for home economics to be extended beyond the walls of the school, adult education is therefore needed in home economics.

Home economics education programmes emphasize the needed information and skills that are recognized by the learners as very useful. It points to the search for new information about family practices and family needs, and for means to satisfy these needs, such as the relationship between synthesis and application of knowledge drawn from physical, biological, and social sciences and the problems and needs of families. The Federal Government having recognized the mass illiteracy problem facing our rural

population recommended in the National Policy on Education (1977:81) that adult and non-formal education be extended to adult citizens to give them necessary aesthetic, cultural and civic education for public enlightenment.

Furthermore, according to Rudd Hall (1974) organizing Home Economics Education Programme is very involving and broad in scope. They require great attention to sound principles of scientific procedure in order to secure the accuracy needed; especially when various communication channels through administration are involved; also when evaluation as a process of collecting information, as a basis for making decisions, forming judgements and drawing conclusions are involved.

Under the present adult home economics programme administrative structure in Imo State, the Ministry of Agriculture and Natural Resources concentrates its attention on the home economics centre at Owerri which acts as a radiating or focusing point for other zonal centres. Because the Ministry looks at Owerri head office as a central representative for other zonal centres, the Ministry's distribution of facilities and resources

become limited, with the result that the problems of the zonal centres, L.G.A. centres and the community centres become those of the adult home economics head office at Owerri which is incapable of carrying the load.

When a community centre feels that its immediate need requires prompt attention it makes a direct contact with the Ministry through local representation but the Ministry tries to respond to their need through the adult home economics centre at Owerri.

Furthermore, not all the zones and Local Government Areas have adult home economics centres. Due to the cost and the organization involved, the Ministry is yet to come up with a solution.

An Home Economics Advisory Committee was born in 1983, also was the ISADAP (Imo State Accelerated Development Agricultural Production). These two groups work hard to add a lot of input to the development and organization of home economics education programme in the rural communities in the State.

Often the home economics head office finds it difficult to relay some information to the Ministry, also their resources are too meagre to be shared with other

centres or even to open new ones. These and many other needs of the communities are the problems facing the Ministry.

Faced with this broad spectrum in administration of Home Economics education programmes for rural communities, the Imo State Ministry of Agriculture, Natural Resources and Rural Development needs a clearer direction through which to identify the rural communities's needs since home economics educators and some voluntary organizations are the main communication channels between the needy communities and the Ministry. Therefore, the study aims at finding the alternative means and plans through which the Ministry can identify directly the rural communities needs and positively respond to them.

The problems such as lack of home economics centres, lack of resources and adequate communication channel; therefore are based on the functional and operation of the Imo State Ministry of Agriculture's Home Economics programme and its educational implications to the rural women.

The rural women need both internal and external stimuli to acquire the knowledge, economic and social developments. How do they get this support? Already there is misconception that home economics education as part of adult education is mainly for women. It is

obvious that the percentage of the male labour force in the Ministries; especially on the policy-making cadre is greater than those of the female. This imbalance in the labour force may affect the administrative propositions and the direct attention of the government's approach to the rural women's education.

The need to provide educational opportunities for under-privileged men/women to enable them play significant roles in the society has been articulated throughout Nigeria and indeed the world, since 1975. Gayfer, (1980). P.151.

"The Role of Home Economics Teachers in Home Economics Education in Nigeria". This is the headline of the memorandum submitted during the 10th Annual Conference of the Home Economics Association by the Chairman in 1981. The same paper was presented and applauded at the 14th Congress of International Federation of Home Economics held in Manila Philippine in July 1980. After the memorandum and those from other countries, the Congress came out with a number of resolutions and outlined plans for action. Some of the resolutions passed are: the need for home economists to participate in all major development programmes; urgent need to make every

individual aware of his responsibility for his own personal development and that of the society to which he belongs and intensification of the backing for advancement of women during the second women's half-decade.

There is need therefore to provide leadership, to plan, organize and operate a community home economics programmes which can be implemented in every town and city throughout Nigeria.

Furthermore, at the opening ceremony of the 13th Annual Conference of the Home Economics Teachers Association held at Owerri, Imo State from 16th - 19th April, 1984, the Commissioner for Education, Adiele Afigbo, in his address to the Association said:

"I would like to see you whose discipline influences the home most as the senior partners of government in its drive for national progress and rebirth. I would therefore want to call on all Home Economics Teachers to join forces with the Federal Military Government in its battle against the ills of the society. It is a well known fact that the agent of all development is the human being and that it is upon human responses that change depends. Family welfare which is the central focus of your field of study is also an important area of concern for the present administration. If this nation must change for better, it must worry about the quality and performance of her family which is the primary unit of every society".

The Professor's charge to the home economics profession is a pointer to the right direction, but few programmes exist towards this goal and the people in the rural community hardly participate in them.

One of the actions towards improvement in organization and administration of rural home economics programme taken by the Ministry of Agriculture, Natural Resources and Rural Development in Imo State is the formation of Advisory Committee of Home Economics in May 1983 whose aims and objectives run as follows:

1. To formulate Home Economics policies and programmes for the improvement of the living standards and economic conditions of rural women in their communities.
2. To work towards the provision of the necessary input/ resources for effective programme that will be of maximum benefit to the communities.
3. To assist the Home Economics Unit of the Federal Department of Agriculture, Rural Development in conjunction with the State Home Economics Extension Unit of the Ministry of Agriculture in setting up effective and far-reaching Home Economics Extension allied programmes.

4. To assist the Home Economics Unit of Federal Department of Agriculture and Rural Development in their training and research needs.

PURPOSE OF THE STUDY

From 1976 till date some Ministries of Agriculture, Natural Resources and Rural Development in the Federation send some of their female Agricultural Assistants to the Federal School of Agriculture, Umudike, for further training as Higher Agricultural Superintendents. They study general agriculture with emphasis on Home Economics subjects. At the end of the Higher Diploma Course, the students return to their respective Ministries.

In 1982 a survey of on-the-job assessment sponsored by the Federal School of Agriculture was carried out in four of the six Education Zones in Imo State to monitor the activities of these students (now staff of the Ministries). During the survey it was observed that some of these female members of staff had no home economics centres to operate. It was noted that the contributive effects range from no participants to no facilities and resources to operate with.

This study indicates that participation has to be one of the key elements in any educational strategy oriented towards basic needs of the people, not only on the part of the officials, but also of the community. Therefore the major purposes of the study of Home Economics

programmes of the Imo State Ministry of Agriculture and Natural Resources are to:

1. identify these on-going rural home economics programmes, collect up-to-date information and data on administrative basis which will help the State Ministry in future decision-making.
2. review the resources available, the preparation and experience of the teachers, the type of students enrolled, the kind of courses offered; and
3. identify the educational implications and future study in organizing home economics programme among rural women.

The achievement of above purposes will depend on the understanding and functions of rural home economics. Rural home economics education programmes are informal organisations designed to achieve the instruction of rural adults. The Home Economics Educators with the help of the Ministries, are charged with the task of creating and/or maintaining the educational viability of the Home Economics Organization. In order to accomplish their organizational responsibilities, Home Economists and the Ministry need certain measure of initiative and decision-making in running the affairs

of the programme. Good management involves the effective use of available resources to achieve designed goals and effective communication.

IMPORTANCE OF THE STUDY

More often than not the practicability of aims and objectives of any system may prove more difficult than the formulation, and the aims and objectives of organizing rural home economics education programme is not an exception. For this reason, the study tries to answer the following questions in order to project the importance of this research work: What benefits will accrue from the study? To whom, and in what direction?

The benefits that may accrue from this study include creating more awareness to the general public on rural home economics education; opening many more centres thereby reducing rural ignorance. Motivating and encouraging the on-going programmes. There may be transfer of new knowledge and improvement on basic home technology.

The major beneficiaries of this innovation will be rural communities and women in particular. The new knowledge and ideas benefitted may help towards the improvement of rural women's ways of coping with their

immediate family problems, especially in home management, child care, nutrition and economic ventures. It may help to reduce rural-urban migration of youths, and some adults because people could now live in an improved community (both environmental and education wise).

There may be improvement in their general outlook and they may adopt more open communication system within and outside the community thereby reducing the rural inferiority complex. They may develop new skills in home practices and improve on the ones already practised. They may be able to form co-operatives.

The study may also be beneficial to the Ministry of Agriculture and Natural Resources in Imo State and other Agencies who work towards the development of the rural communities. On the part of these Government authorities, the study could be a guide line for decision making and policy implementation. It may also serve as a blue print for future reflections on the past years activities and note if there is need for any changes or improvements on the programme.

RESEARCH QUESTIONS AND HYPOTHESES

(A) Research Questions:

Based on the main problems of the study two pertinent questions were asked:

1. What is the Ministry of Agriculture and Natural Resources' Main objective in establishing the home economics units of the Ministry?
2. What communication system did the Ministry employ to meet the home economics centres requirements and what were the organizational implications.

In order to determine how far the system permits and the involvement to create and maintain more rural home economics community centres in Imo State, also to achieve the other objectives outlined in the purpose of study, the following hypotheses were tested.

(B) Hyptheses:

1. There is no significant relationship between the number of participants who attend the rural home economics programmes and the number of trained staff employed.

2. There is no significant relationship between acceptance of courses taught to the participants and their level of education.
3. There is no significant relationship between official bureaucracy and the quantity and rate of supply of relevant facilities to the home economics programmes.
4. There is no significant difference between the mean ratings of the programme benefitted and non-programme benefitted participants over acquired knowledge.
5. There is no significant difference between the mean ratings of the policy-makers and community home economists with respect to their responses over administrative evaluation.

CHAPTER II
LITERATURE REVIEW

UNIVERSITY OF NIGERIA
LIBRARY

The review of literature for this study is in four parts. The first part is on the challenges of organising Home Economics Adult Education programme. The second is on the administrative objectives and communication channels, while the third part deals with staff recruitment and training. Lastly, the fourth focuses on criteria and methods of evaluating Home Economics Adult Education programme.

1. THE CHALLENGES OF ORGANIZING HOME ECONOMICS
ADULT EDUCATION PROGRAMME:

The challenge of adult education for home and family living according to Rudd and Hall (1974:18) stems from its diversity. Not only are the needs and interests of adults heterogeneous but also the sponsors of programme for adults are numerous. This part of programme discusses the nature and implications to rural women.

Adult education may be offered through formal or informal classes or other activities, single meetings of various types, or through mass media such as radio, television, or newspapers. Courses in adult education

are primarily non-credit and non-academic. They generally meet once or twice a week for three to twelve weeks, instead of one semester or one year as in formal education programme. Participants tend to prefer courses of practical use or that which provide a recreational outlet. A nation-wide survey made in 1961 and 1962 by Johnstone and Rivera (1965:3) indicated that job-related subjects and home and family life topics represented 44 percent of all formal courses studies, and 47 percent of the subject that people had studied on their own. The second largest category of subject matter was skills needed for hobbies and recreation such as cake decorating, jewelry making, golf lessons, dance classes and photography. Only 12 percent of all studies were academic subjects.

In rural home economics adult education programmes are generally voluntary and are planned for adults of all ages and for youths who are no longer in school. Their previous educational background varies from very little to post-primary education. According to the study carried out among the sub-urban women in Lagos State by Mary Martha George in (1982) home and family living was the base. The programme gave emphasis to programmes enhancing women's roles. This was in line with the

priorities women expressed in their time allocation and gave more access to more of the resources needed for improving their domestic attentions. Following increased income, programme was more fruitful, as it was of importance that an economics or production emphasis be adopted in the home economics adult education programmes.

In order to have a good grip of the challenges in the organization of rural home economics programme, it is pertinent to understand the philosophy and the scope of the programme. The art of home-making is not new. Fathers and wives have always maintained the sacred ideas of the home and have continued to make them stable factors in society.

According to Olaitan and Agusiobo (1981), home economics seeks to enrich this heritage by providing knowledge of modern science to be used to ease home problems. Byrd (1970) defined home economics education as the study of human and material forces affecting homes and families and the utilization of this knowledge for the benefit of mankind.

Looking at the philosophy of home economics education as seen by Rajammal (1959), "home" has become the most influential and sweetest of all human institutions and organization of shaping the destiny

of man.

However, the home of the past is not the home of today. The advent of formal education, civilization and technology has altered the structure and functions of a home. For women to meet the changes of modern times, they need education that will cater for the demands of the time, such as knowledge of modern and scientific equipment in the home. Home economics education aims to meet such demands.

Furthermore, looking at the challenges of organizing rural home economics education programme, the knowledge and understanding the rural women's ways, mode, and self in the process of learning is very important.

According to Olaitan and Agusiobo, the community women may be regarded as a group of women inhabiting a limited area (with their families), who have a sense of belonging together and who, through organized relationships, share and carry out activities in pursuit of their common interests.

The community women by virtue of their situation need external help to solve some of their crucial home management problems, which range from house-keeping to money management; in particular, cooking, child care, management and organization of family members. The

village women, unlike her counterparts in the cities, cannot solve these problems by confiding in neighbours or by imitation of colleagues. This is because (more often than not), the community women are a group of illiterates who have no idea of the modern way of managing the home; they know only the traditional method handed down from generation to generation which might even have lost some basic facts in the process of transmission. It is therefore worthwhile to provide the community women with assistance in solving their problems.

The adult educator is the surest means of assisting the community women in the solution of their home management problems. The solution of any problem has to progress through the following stages:

1. Identification of the problem.
2. Formulation of alternatives or possible courses of action.
3. Thinking through the different alternatives.
4. Choosing the best alternatives or course of action.
5. Taking responsibility for this action by implementing the alternative.

In recognizing the challenges of organizing rural home economics adult programme, its needs and potentials

have to be put into consideration as seen by Briggs and Justman (1952). The first duty of adult education is to help adults learn to do better the desirable things they will like to do. Also to help adults discover higher activities and desire to achieve them and other problems facing them. The problems and situations which adults face in this process of growth and development can be grouped into four: self-realization, improvement in human relations, increased economic efficiency, and greater competence in citizenship and civic responsibility.

The ability to handle the challenges of organizing rural home economics adult education programme will require implementation of the administrative objectives, decision-making, and communication strategy. Furthermore, it is pertinent to consider factors that can affect adult education programme in home economics as there are many factors that can affect effective implementation of adult home economics programme. The adult educator, in order to organize the programme adequately and effectively, must be aware of those factors and their implementation for her programme. The most crucial of these factors according to Olaitan and Agusiobo are as follows:-

- i) Family influence
- ii) Community influence
- iii) Influence of tradition and customs
- iv) Religion
- v) Level of education and language barrier
- vi) Federal, State and Local Government policies
- vii) Limited resources and facilities such as electricity, piped water supply and bad roads.

Characteristics of rural women surmount to the challenges that may face the rural home economics educator. Rural women, like other groups of people have unique attitudes. Among these characteristics are:-

1. They have a conservative nature, in the sense that they seldom confide in strangers.
2. They are very hard-working, both in their homes and helping their husbands on their farms.
3. They have a stereotyped way of doing things, that is, they do not change their habits and attitudes easily.
4. They are not economically stable and so live a very poor life.
5. They have little or no education, but are usually keen to learn provided it does not take much of their time which they believe is better spent struggling for survival in a rural society.
6. They are unable to explain most of their actions,

- especially in relation to methods of doing things.
7. They dismiss new ideas immediately by saying that they have survived with their own ideas for generations, especially when such new ideas call for their attention and participation.
 8. They feel that change means inconvenience, disruption of organized social system and violation of their cultural norms and values.
 9. They do not like to be controlled or pushed around by some one who in their own estimation is younger and should show them more respect.
 10. They do not like to spend their money unless it is unavoidable.
 11. They hate their problems being discussed in public and when they notice this, they withdraw into themselves.
 12. One of the most interesting characteristics of the rural women, as observed by Olaitan and Agusiobo (1981) is that when appreciated in the right way, or when motivated adequately, they show a very keen interest in learning.
 13. They do not like to stay in one place for a long time because they are easily bored.
 14. Because of their activities and problems at home, they do not concentrate much in class.

The survey carried out by the researcher in one of the Imo Local Government Areas in 1983 to 1985 at Ikwuano/Umuahia Local Government Area on the organization of rural home economics adult education programme showed the successes and some failure of the programme. In 1983, the programme maintained 102 participants at the three centres opened. Courses taught (Foods/Nutrition, Home Managements and Needle craft) were carried out and enjoyed by both the participants and the student teachers. There was some money then to organize the programme to a success.

In 1984-1985 the attendance dropped to 65 participants losing about 36% of the population. Survey carried out showed that the cause effect was attributed to lack of finance and economic depression in the country. Most of the women visited, expressed inability to cope both financially, physically and mentally. The student teachers were unable to attend as often as they had previously done due to financial constraint and breakdown of school transportation. With tight budget the Ministry itself was unable to finance the projects adequately. The present situation becomes a challenge to the organization of Home Economics Adult Education Programme in the State rural communities.

Finally, according to Neil (1959) the basic philosophy of rural home economics adult education programme is to acknowledge the fact that people must be reached where they are, that is, at their present stage of educational development and experience and at their present level of interest and understanding. It is the function of the rural adult educator to teach the people how to assess their own needs and how to solve their own problems, to help them acquire knowledge and understanding, and to inspire them to action.

The Ministry, the educator and all concerned in the organization of home economics adult programme should endeavour to solve the problem beginning from the **focus** point of organization and administration.

ii. ADMINISTRATIVE OBJECTIVES AND COMMUNICATION
CHANNEL IN HOME ECONOMICS ADULT
EDUCATION

The administrative importance of home economics or family-life adult education cannot be over-emphasized. As an educator looks at individuals and families in any community, he finds evidence of need for education that can provide help with inter-relationships or self-

understanding.

Ruud and Hall (1974) studies on adult education for home and family-life looked at Family as a system easily influenced by changes. Changes in technological advances and their resulting influences are so rapid that grandparents, parents, and teenagers can easily be living in different worlds, and may find communication with each other difficult or impossible. Planning for retirement is difficult under such rapid changes also.

Traditional role patterns of husband and wife are changing, and new ones have become adequately established. Working wives and mothers are contributing to changes in role expectations and patterns of daily family living. Home and family life education should aim at helping engaged and married couples and young people understand themselves and how to meet their needs. There are increasing numbers of homes where there is only one parent; and educational group can help them to discover ways to carry the roles of both mother and father.

We do not want to imply that family-life education programmes can provide answers to all of the problems of families in society, most of which have no simple answers. Educational programmes can provide help in decision making

and can meet the needs for a deeper understanding of family living that were traditionally not within the extended family. As Stern (1969) says, we cannot really prevent family problems in a society, we can only lessen extent and intensity.

We can help people become aware of the social forces that impinge on and cause individual and family stress, and assist them in coping with such stress. Parents and children experience conflict because of rapid changes in values and behaviour. The family-life educator enables people to discuss and cope with those real issues that create or intensify conflict in family life. This and other issues call for efficient management and communication strategies.

As observed by Olaitan and Agusiobo (1981), the main responsibility of the rural women is the management of her home. The idea is universal and the home adult education embraces different facets. The effective handling of the programme requires careful planning, organization and management both by the individual home economics educator and the interest representative of the government. Administrative objectives and communication channel in home economics adult education is the realization of the importance of set objectives. J. Nell

Raudabugh (1959) the Extension Education Specialist, said that, educators, programme planners and executors, also lay leaders should realize that educational objectives are the criteria by which content is outlined, materials are selected, teaching procedures and learning experiences are developed, and progress toward accomplishments evaluated.

In continuation of the fact Raudabugh reiterated that in considering goals or objectives in any extension programme, home economics adult education programme being one, it is essential that we think of them in relation to the people involved, or to be involved. Some objectives will be grouped objectives and some will be individual or family objectives. Once goals and objectives are determined, they exert a definite influence on the activities and behaviour of the people participating, as well as on the educator and the Ministry involved. Furthermore, in educational programme like home economics, it is desirable to distinguish between long-term (ultimate) and short-run (immediate) objectives. Both have their place in planning for home teaching, but it is important to the total programme that they be compatible.

Other extension education ^{specialists} like A.H. Savile (1965) and Laurel K. Sabrosky (1959) contributed immensely in

defining determination of management objectives. They say the characteristic of objectives of the educators as consisting what changes agents desire to bring about in the people with whom they work. Consequently, Savile, serious with stating objectives made it clear that the objective of all adult education programme is to change people's outlook towards their difficulties for only by this means can any permanent improvement be achieved. He further enumerated that well stated objectives have two paramount uses. The first is to facilitate the selection and organization of learning experiences; the second is to give explicit direction to the evaluation of educational programme efforts.

The researcher in her own experience feels that statements of objectives which give clearest direction to the adult home economics programme are statements which specify:-

- (a) The behaviour desired.
- (b) The content in which the behaviour is believed to be appreciated, and
- (c) The people or groups who are expected to change.

For example, included are the three elements necessary for statements of educational objectives.

Table II: Statements of Educational Objectives

People Concerned	Kind of Behaviours/ Change Desired	Problem Area
Members of the home-making clubs	to increase understanding of	the proposed community centre for day-care, etc.
Nursing mothers	to accept the	nutritional and health values of breast feeding infants
The members of the family	to develop skill	of cultivating vegetable garden or renovating their home.

In another work by Sabrosky (1959) this degree of explicitness in stating management objectives is also adequate to give direction to action for appraising and evaluating results.

Finally, according to Roudabaugh, one important step to ensure in the setting of adequate educational objectives, and their ultimate acceptance, is to provide time and opportunity for the people concerned to participate in their determination. Goals and objectives provide little

motivation for people who do not take part in their determination.

Once administrative goals and objectives are set, there should be a final check to be sure they are accepted and understood similarly by all concerned. Objectives that have been determined and accepted in this manner meet the criteria for worthy educational programme and will serve as a firm base for both measurement and interpretation types of evaluation. When administrative goals and objectives had been set, there must be means of transmitting such to the members of the system or organization. This means is through communication. There are types of communication channels such as person to person, written document, radio, telephone, etc. Invariably, each channel requires monitoring, controlling and understanding in order to avoid communication gap. When and where communication gap exists it interrupts the flow of management organization. Everything a manager does - from motivating and influencing others, to controlling and modifying their behaviour- revolves around communications. Hampton, Summer and Webber (1978:115). Communication consumes some 50 to 90 percent of manager's time according to Mintzberg (1973), Horne and Lupton (1965).

A standard definition of communication does not exist according to Hampton et al. (1978). To some, it refers solely to the message conveyed; to others, it occurs when one mind affects another; to still others, it is the fabric that holds human groups together. Nwankwo (1973), Dance (1970), and Thayer (1978 pp.26-27) wrote that communication has occurred when an individual took something someone did or said or did not do or say. Whether it was some observable event, some internal condition, the meaning of something being read or looked at, some feelings intermingled with some past memory. Literally anything that could be taken-into-account by human beings in general and that individual in particular. Such communication can be official or unofficial, formal or informal. It can take place by word of mouth, memoranda, through meetings, or over the telephone.

We can distinguish between three kinds of communications: instrumental, consummatory, and incidental, Zajne (1966).

- Instrumental communication is goal-directed; the sender seeks to achieve definite effects in the receiver. Such communication is transmitted.

- Consummatory communication arises as a consequence of an emotion or motivational states of the sender-joy, anger, fear, and so forth. It is the spontaneous expression of this state of mind and is thus omitted.
- Incidental communication imparts information to another without the sender having any intentions or knowledge of doing so.

Adult educators do experience these types of communication sequence and feed-back from their learners. But as it is often noticed, there are many possibilities for communication to be blocked or distorted.

In addition, communication tend to be manipulated in the interest of the communicator or relayer. That is, people communicate or with-hold communication in order to achieve some goal, to satisfy some personal need, or to improve their immediate situation. They tend to communicate with those who will help them achieve their accomplishment. As stated by Athanassiades (1975) that studies consistently demonstrate that most of us prefer to speak with higher status people with power to help us.

Subordinates like inexperienced adult educators may be reluctant to ask superiors for help when they

need it because this might be interpreted as an admission of their inadequacy. And superiors tend to delete from their communications to subordinates any references to their own mistakes or errors of judgement. Jackson (1959).

A survey on communication trend in three large industrial organizations in Chicago found that information communication up the hierarchy is screened or filtered, particularly when the information might reflect upon the competence, security, or progress of the subordinates, Read (1962). And those who are most ambitious are the most inaccurate communicators. A negative correlation exists between a person's ambition and the accuracy with which he or she communicates upwards in the hierarchy. Where people do not trust each other, the primary goal of upward communication becomes reducing to sender's anxiety rather than accurate transmission of ideas, Mellinger (1956).

As shown on Table III there are six categories of defensive and supportive climates which retard or facilitate communication. Gibb, (1966) Berger, (1973).

Defensive Climate		Supportive Climate
1. Evaluation	Speech or other behaviour which appears to judge the other person increases defensiveness.	description
2. Control	Speech which is used to control the listener evokes resistance.	problem orientation
3. Strategy	When the sender is perceived as engaged in a strategy involving ambiguous motivations, receivers become defensive because they do not want to be manipulated.	Spontaneity
4. Neutrality	When neutrality in speech appears to listeners to indicate a lack of concern for their welfare, they become defensive.	empathy
5. Superiority	When people communicate to another that they feel superior in position, power wealth, intellectual ability, physical characteristics, or in other ways, they arouse defensiveness.	equality
6. Certainty	Those who are dogmatic, who seem to know the answers, to require no data, tend to put others on guard.	provisionalism

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This same research by Webb (1966) also suggests that effective executives conduct more of their numerous discussions in intimate. Such a style may facilitate the frank expression of opinions and ideas; there is less psychological cost in admitting ignorance and asking questions.

According to Terrass and Comfort (1979:223), casual observation and scientific research consistently demonstrate that persons or groups are most receptive to communications about things which are closest to them and which touch their interests. Communication has much in common with public relation objectives. An objective for public relations might be to increase enrolment. Another may be to change the former image of home economics by including the wage-earning aspects.

One of the most important objectives to be communicated is to attract favourable attention to the rural adult home economics programme. Once people are aware of the programme, they will be interested in getting more information as well as awareness to their questions.

iii) STAFF RECRUITMENT AND TRAINING:

To be able to perform well under given condition, an Home Economics Educationist needs special quality proficiency. She will not only be measured by these natural endowed qualities, but also by those acquired through learning. The training of community home economics workers, even at the village level should cover a very wide field since their help and advice may be sought on all manner of subjects relating home management, nutrition, hygiene, vegetable crops, etc. as the running of small co-operatives and clubs for adults or young people, Savile (1965:X).

J. Paul Leagens (1964:87) views a successful community education programme operation as a team work that involves the administrator, the researcher, and the communicator. He describes the educators as communicators, researchers as discoverers of truth, and administrators as managers of programmes. This team is at the forefront of all schemes for rural development.

The qualities of these people in the team are measured through the boundries of knowledge in their

special fields. For example, the home economics educator combines the knowledge of science with knowledge of the needs, aspirations, and limitations of rural people, and designs techniques to communicate this knowledge to them for improvement of their special and economic welfare.

The administrator provides conditions that enable both the Scientist and communicator to play their roles most efficiently.

A.H. Savile (1965:6) in his details points out that among other qualities, the home economics community worker should thoroughly understand the role of extension education service in the change process and sets objectives in a community.

She should also understand that extension education administration creates and maintains an organization through which resources can be administered effectively.

As part of home economics contribution towards the national development and concern for the conditions in the communities around them, home economists, should in addition to their normal duties, establish extension education services where they are. Mba (1981:6) suggests that Universities, Colleges of Education, Advanced Teachers' Colleges, should have extension

education as one of the departmental courses where students will have both the theoretical and practical experiences on what extension is, how to organise and execute rural community programmes.

Why training? This is the searching question of Professor Leagens (1964:80) and Ahmed El Rahman (1964:74). In trying to answer the question, they convincingly state that a well trained competent staff is essential to a successful home economics extension work in any country. Leagens further stated that competence means fitness for the necessities of the job. It means ability adequate to meet all the requirements of the professional assignment. Accepting this definition it becomes legitimate to conclude that the future of any home and family life service shall largely depend on the degree to which staff is furnished with the proper training. The education extension worker needs a broad foundation. He/she needs technical training in the vocation of the people with whom he/she is to live with.

He/she also needs professional training in education with emphasis on his/her particular field. The need for training is perpetual and unlimited,

and only through an informed recognition of this fact can we be sure of the success of our home economics extension education programme.

The recruitment and training of staff includes both senior and junior workers. The teaching of homecraft to rural women necessitates the employment of paid or voluntary home demonstrators. The list of activities for women's club covers a wide range of subjects and means that home educators require a very thorough training before they can be expected to attain the requisite degree of proficiency. Junior workers include both the Local Government and the rural community demonstrators.

Once girls have acquired proficiency in the homecrafts of cooking, nutrition, child care, hygiene, home improvement, dressmaking and gardening, they are likely to be in keen demand as housewives as well as home demonstrators. In some areas the wastage of manpower is often very high, especially when the girls get married. Every effort should be made to encourage these trained demonstrators to continue as voluntary workers, so that their knowledge and skills are made available to the community in which they live.

The training of a home educator should provide her with sufficient knowledge and skill to teach women, girls and interested males in the following homecrafts. C.W. Charge (1962) explained briefly how the home educators can handle the related homecrafts to the rural women:

Nutrition - This subject requires knowledge of need for a balanced and varied diet in order to provide energy, health, resistance to disease, satisfactory growth, etc. and the particular value of the different kinds of foods, which can be grown locally.

The home educators should be able to show how to grow vegetables and other important foods and how to take care of small stock such as poultry, rabbits, goats and even maintain a fish pond.

Agriculture - Since women usually play a very large part in the daily work on the farm, a home educator should be able to advise them on ways and means of saving labour or increasing the yields of the crops of major importance, as well as on the care and management of livestock.

Cookery - How to prepare appetizing and nutritious dishes from home-grown foods. How to select other foods which

have to be purchased in order to produce a balance diet, and prepare meals suitable for infants, children, adults, the aged and the sick.

Making Clothes - A woman who can produce well made clothes for the family is making an important contribution to the family budget. A home educator should be able to teach people how to make children's clothes for wearing at school or at home, women's clothes for every day use and special occasions, women's underwear and men's shirts and shorts. It goes without saying that every home educator must be able to make a neat well-fitting uniform for herself.

Improvement In The Home - She should be able to plan a simple labour-saving, hygienic kitchen with proper means for disposal of refuse and waste water. She must also know how to plan the layout of the sleeping and living quarters and how to destroy household pests and how to store foodstuffs safely.

Environmental Hygiene - She should know about the disposal of refuse, the utilization of manure from small stock for compost-making, better water supplies, better latrines, fuller utilization of compound space for flowers, vegetables and fruit trees. The help and advice

of the Local Health Inspector should always be sought at the outset, but the home educator should have sound knowledge of basic principles of sanitation and hygiene.

Child-Care and First-Aid - Every home educator should learn the basic essentials of first aid as well as the guiding principles of the care of children. This latter part should enable her to teach mothers:

- the correct way to bath a baby;
- the cleanliness in all utensils used for cooking and feeding infants and children, as well as need for personal cleanliness on the mother's part;
- the need for clean clothes, bedding and surroundings where the children play;
- the correct methods of feeding children at various ages.

The educators should be able to speak lucidly to groups of women on all the above subjects, giving talks, holding demonstrations, using flannel-graphs, pictures or models to illustrate each lesson. The task is not an easy one for they usually have to teach women who are older than themselves, but their task will be made very much easier if they can work through a women's club with the help and support of the president and other members of the committee. The training of home demonstrators may occupy nearly 18 months, for their basic training

in homecraft outlined above may occupy a year and their training in extension education may require a further 6 months. Change (1962) further recommends that it will be necessary to get male field assistants trained towards fulfilling the same objectives.

Generally speaking, the older the system grows, the more clearly the functions, duties and qualifications of its personnel are understood. As new workers enter the system it is essential that each understand what his/her job is and what will be expected of him. This is sometimes called recognizing the area of responsibility. In addition, technical ability is important because without it there is no effective work. In an unpublished study made in New York State of more successful agents, as rated by supervisors, there was a definite correlation between those rated in top quarter and those having high scholarstic records in colleges.

In conclusion, Kelsey and Hearne (1955) describe the qualification of administrators (including directors, State leaders and supervisors) of community educators as teachers of philosophy and policy makers. They plan, direct, and supervise the work of other subordinates.

The administrator multiplies himself through others. He is responsible for getting things done as well as for doing things himself. A man can serve well only as the work he is doing fits his nature and as the environment brings ease of mind.

iv) CRITERIA AND METHODS OF EVALUATING HOME ECONOMICS ADULT EDUCATION PROGRAMME

The fourth point focuses on criteria and methods of evaluating home economics community education. According to Savile (1965) evaluation can take place at any stage in the programme process. Furthermore, Kelsey and Hearne (1955) define evaluation as a critical thinking on what is actually accomplished in a programme. In a broad sense, they say,

"Evaluation, measurement, and appraisal can be used interchangeably. Measurement although sometimes used as a synonym for evaluation, might better be used for the process of collecting statistical and other data required for evaluation". More specifically stated, evaluation may be thought of as "a process by which the values of an enterprise are ascertained, or an analysis by which one is able to understand and appreciate the relative, merits or deficiencies of persons, groups, programmes, situations, methods, and process. It is also a method for determining how far an activity has progressed and how much further it should be carried to accomplish objectives".

Norman E. Gronlund (1971) in his book, Measurement

and Evaluation in Teaching, says in this chronological order that:

- 1) Evaluation includes a number of techniques that are indispensable to the teacher. However, evaluation is not merely a collection of techniques - evaluation is a process - it is a continuous process which underlies all good teaching and learning.
- ii) In selecting or constructing an evaluation instrument the most important question is: To what extent will the result serve the particular uses for which they are intended? This is the essence of validity, reliability and usability.
- iii) And lastly he says, Direct observation provides the only means we have for evaluating some aspects of learning and development - and it provides supplementary information concerning others. The problem is - how to get an objective record of the most meaningful behaviour? This can be greatly facilitated through the use of such techniques as anecdotal records i.e. factual descriptions (2) rating scales, and (3) check-lists.

What is Evaluation? Kelsey and Hearne (1955) asked. In answer to the question they reiterated that there is need for critical thinking on what is actually accomplished in a programme. If extension education produces changes in people, how can we measure these changes in knowledge, skills and attitudes? The annual statistical report form may call for enumeration of activities of the extension educators, but these are not evidence of changes in behaviour. It may also call for the number of improved practices adopted. This is an excellent measure of progress and is a fair indication that learning took place.

Here are some purposes and importance of adult community extension education evaluation as stated by Allen, H.B. (1953).

1. To provide periodic test which gives direction to continued improvement of work.
2. To help to determine the degree to which the important purposes and specific objectives are being attended and in the process, to help clarify these objectives.
3. To furnish data regarding the rural situation essential to programme planning.

4. To serve as a check on extension teaching methods.
5. To provide evidence of the value of the programme.
6. To give satisfaction to cooperators and leaders through an understanding and appreciation of what is accomplished.
7. Finally, evaluation is an important, intergral part of all teaching and programme planning of work.

According to Olive A. Hall (1974), there are means for continuous evaluation of the programme. Evaluation is a continuous process throughout a programme and is conducted by different people. Ideally, a programme is evaluated throughout by those who participated in it. In addition, the administrator and/or board form evaluative opinions in the light of information they receive during the programme. The community at large evaluates the programme, also through comments made by participants or planners. Feedbacks of many types are accumulated throughout the programme and summarized at the close.

Hall continued by reminding that administrator or teacher often needs to justify the continuation of a particular programme or aspect of a programme. Some questions to answer are related to how well the goals reached, how well the new activities succeeded, and in

many programmes, how much it costs. Records are kept about each aspect of the programme to provide concrete evidence of progress.

Informal programmes as in adult education are not readily measured according to Hall (1974). The following model, developed by Steel (1970) and used for home family life extension programme, has application elsewhere. The total programme is evaluated, including programme determination, programme design, programme implementation and programme assessment, using these criteria.

1. Appropriateness:

- Is this what we should have done?
- Were the best of techniques used?
- Were the most appropriate training experience provided?

2. Effectiveness:

- How effective were the training experiences in accomplishing the objective?

3. Efficiency:

- Would another training method have been more efficient?

Knowles (1972) supports the need for additional research in adult education. However, the stressed contribution

of psychologists, who have looked at the human being as a gestalt - as unified, evolving, breathing, aspiring, needing, wanting, dynamic organism. To them an insight empirically tested - is a research finding.

(1979:27)

Joyce Terrass_L in her studies emphasized the necessity and uniqueness of evaluation for the occupational aspect of home economics. She sees evaluation as most often associated with the assignment of grades to students. Measuring students achievement, or evaluating the end product (summative) as one aspect of the evaluating process. She, however, views the programme and process as the necessary components that should be evaluated.

This very valuable observations made by Joyce Terrass shows in this study that programme, process, and product evaluations will provide basis for making decision on:

- (a) planning new programme,
- (b) making programme changes,
- (c) purchasing new equipment and resource materials,
- 909 (d) obtaining new facilities or remoulding existing ones,

- (e) making better use of community resources and
- (f) developing in-service programme for teachers.

Joyce also feels the necessity of having a body like advisory committee to assist in evaluating programmes, and what aspects of a programme that should be evaluated. She posed these administrative questions of "Evaluate What" and "Who will Evaluate?" The clarity of these questions is seen in the Table IV.

Table IV: Sample of Evaluation Climate.

Evaluate What?	Who Will Evaluate?
Job or occupational analysis	Advisory committee
Kind and length of programme	Administration, Advisory Committee and Teacher.
Training plans	Advisory committee, Employer, Student and Teacher.
Objective and Competencies	Advisory committee, Student and Teacher
Curriculum	Advisory Committee, Teacher and Student.
Selection of Students or Audience	
(a) needs	
(b) interest	Advisory committee
(c) ability	Guidance Councillor, and
(d) community cooperation	Teacher

The focus of Gladys Gallup (1965) and Norman E. Gronlund's studies (1976) were on devices for collecting data. They developed a set of criteria and procedures to be used in evaluation, especially for such programme like home economics extension education outcomes requiring evaluation procedures beyond the typical paper-and-pencil test. Some of those designed to observe and record behaviour are: Knowledge and Work Habits, Interest, Understanding, Skills, Social and Scientific Attitudes, Confidence and Appreciation, Adjustment and Adoption.

v) Summary of the Review of Literature:

The study aimed at developing and validating the criteria and methods of studying and evaluating home economics and rural education programme, clarifies certain aspects of the programme content, organization and positional roles of the administrators directly concerned.

In view of this, the review of literature clearly but briefly covered such areas as:-

1. The challenges of organizing home economics adult extension education programme.

2. Administrative objectives and communication channel in home economics adult education.
3. The staff recruitment and training.
4. Criteria and methods of evaluating home economics adult education programme.

The literature review has some inputs to the research hypotheses and questions as outlined in the following statements below:

The Section on the challenges of organizing home economics adult extension education programme not only explored the secret of success in extension education work and the methods of approach to the problems as relevant to the community and its needy individuals, but also drew well-deserved attention to the need of appointing the right extension education agents such as home economists, youth workers, community development specialists in other fields relevant to the concern of the specific audience.

The exposition on the challenges of home economics extension education programme organization is justifiable on the grounds that it highlights the significance of the study. Challenges pose problems,

and researches or investigations conducted to seek solutions to the implications posed by the system.

A section on administrative objectives and communication channel in home economics adult extension education is no doubt consistent with the quest to develop criteria for justification of administrative strategy in building content outline, selecting materials, developing teaching procedures and learning experiences and outcome. For example, the research questions 1 and 2 are relevant to this claim. The research question one asks for the Ministry's main objectives in establishing the home economics units of the Ministry while question two asks for the communication system employed by the Ministry to meet the home economics centres requirements. In the same vein, the line of interaction between the needy community, their educators and the Ministry's authority is a vital issue which reflects the delivery of the desired knowledge, also seeks the means of bridging the communication gap between the Ministry and the communities. Consequently, the revelation of the objective of extension education points to changing people's outlook towards their problems.

A section on the staff recruitment and training is also supportive to the search in developing criteria for selecting home economics extension workers. The relevance of this statement will be seen in testing and interpreting hypothesis one (H01) which states that there is no relationship between the number of trained staff employed and the number of participants who attend the rural home economics programmes. Most of the criteria envisaged are acquired or developed through training, especially as several "authorities" in the field agree that under given condition on home economics extension worker needs special quality proficiency she will not only be measured by natural endowed qualities, but also by those acquired through learning. This idea is supported by Paul Leagens (1964:87) when he reinstated that "the extension educator combines the knowledge of Science with knowledge of the needs, aspiration, and limitations of rural people, and design techniques to communicate this knowledge to the community for improvement of their social and economic welfare".

Lastly, criteria and methods of evaluating home economics adult education programme points at the critical look at and assessment of the progress or

failure made towards the accomplishment of the Ministry's stated objectives and where amendments are necessary in the course of administration. In testing and interpreting hypotheses four and five (HO4) and (HO5) there will be reflection on criteria and methods of evaluating home economics adult education programme as organized in Imo State. The hypothesis four (HO4) states that there will be no significant difference between the mean ratings of programme benefitted and non-programme benefitted participants over acquired knowledge; while (HO5) states that there will be no significant difference between the mean ratings of the policy-makers and community home economists with respect to their responses over evaluation. As stated by Gronlund (1971) evaluation is a continuous process which underlies all good teaching and learning. In this wise, all programme process, and product evaluations will provide basis for decision-making on the line of administrative procedure.

Cognisance of the afore-stated therefore, the review of literature is relevant in that among other

things, it has not only given the researcher a birds eye view of the current situation in her research area, but in addition exposed her to relevant research materials from which the identified criteria and methods of evaluating home economics adult education programmes for the purpose of developing and validating them.

The literature review having exposed the past works of researchers on extension home economics has left a gap on administrative communication. Therefore this study sets out to find the means of bridging the gap by developing a communication model for the organization of rural home economics by the Ministry of Agriculture and Natural Resources in Imo State.

CHAPTER III

METHODOLOGY AND RESEARCH PROCEDURE

This study seeks the organization of Home Economics programme of the Ministry of Agriculture, Natural Resources and Rural Development in Imo State and its educational implications to the rural women.

1. The Population, Sample and Sampling Technique:

The three years research work on home economics extension education programme carried out in the 21 rural communities of Imo State comprised of only ten (10) home economics extension education centres run by Imo State Ministry of Agriculture, Natural Resources and Rural Development from 1983 to 1985. The choice of these centres were made because they were the only functionable centres in the six agricultural/educational zones of Imo State during the period of the study. The centres were distributed in the zones as follows:

Table V: Functionable Centres and when opened in the six Agric/Educational Zones of Imo State.

Year	Aba	Afikpo	Okigwe	Orlu	Owerri	Umuahia	Total
1983	1	1	-	-	1	1	4
1984	-	-	-	-	2	-	2
1985	1	-	-	1	1	1	4
Total	2	1	-	1	4	2	10

All the centres were selected for the sample because of their fewness. The population sample included zonal Co-ordinators involved in the study, including those without home economics adult education centres in their zones. The inclusion of these co-ordinators without centres was intentionally carried out in order to find out the reason for non-existence of such centres. Their responses elicited useful discussions and suggestions. The investigation in this area became avenue for creating awareness.

Others included in the study were the Home Economists in-charge of the Zones and their five years experienced teachers, whose strength stood as follows as at the time of this study:-

Aba	-	5
Afikpo	-	1
Okigwe	-	0
Orlu	-	1
Owerri	-	8
Umuahia	-	3

All the home economics adult participants in each zone were included in the study. Like in other educational studies, this population was comparatively very few, and therefore did not involve random sampling at that particular time.

The total population used which included the adult class participants, the Ministry's officials and the home economics teachers is analysed as follows:

Table VI: Population Break Down

L.G.A.	Class Participants	Officials & Teachers	Total
Aba	94	7	101
Afikpo	63	3	66
Okigwe	-	2	2
Orlu	75	3	78
Owerri	138	20	158
Umuahia	44	5	49
	414	40	454

This is to say, they were altogether 454 participants in the sample. Table VII further shows the break down of the Class Participants in all the Local Government Areas.

Table VII: Class Participants in the Local Government Areas

Centre	Aba	Afikpo	Okigwe	Orlu	Owerri	Umuahia	Total
1	30	63	-	75	55	15	238
2	64	-	-	-	35	29	128
3	-	-	-	-	35	-	35
4	-	-	-	-	13	-	13
Total	94	63	-	75	138	44	414

Key members of the State Ministry of Agriculture include officers from the Commissioner for Agriculture's office; the State Director for Agriculture Extension services office ; and Imo State Accelerated Development Area Programme's (ISADAP) office. The home economics teachers were also included. These groups were 40 in number and distributed as follows:

Table VIII: Representatives of the Ministry's Key Officials.

Commissioner's Office Owerri	- 2 officials
Director Agric Extn. Owerri	- 4 officials
Director ISADAP, Owerri	- 4 officials
Six Zonal Head Offices	-12 officials
Home Economics teachers	-18 officials
	40 officials

This total added to the class participants of (414) brings the total population studied to 454. List of the Zones and the centres were collected from the Ministry of Agriculture Head Office at Owerri. The information were cross-checked and confirmed at the Home Economics Zonal Headquarter also at Owerri.

2. Type of Data Needed:

The nature of the problems which this study sets out to examine, as outlined under the importance of the study on pp 116 necessitated the collection of appropriate information and data related to the following areas: Identifying the on-going home economics adult education programmes in Imo State; their resource materials; participation and function; communication channels, and evaluation of the administrative tasks to test the achievement of the Ministry's objectives.

3. Instrument For Data Collection:

To collect the information needed for the research, three procedures were involved: Firstly, four sets of questionnaires were used. Secondly, collection of available official information and records from the Ministry of Agriculture and Natural Resource's Headquarters at Owerri and the other five zones. Thirdly, the three years activities, records and reports of home economics extension education programmes carried out in the course of this study in Imo State formed the major data for the research.

To build the questionnaire, first, a modified version of Gladys Gallup's 75 - item Home Extension Descriptive Questionnaires (HEEDQ) under the selection

of measuring devices were found to be useful. The HEEDQ was originated by Gladys Gallup, Director, Division of Extension Research and Training and co-author of "Evaluation In Extension" United States Department of Agriculture (1950).

Included were Isaac and Michael's model devices from Handbook in Research and Evaluation, developed at the University of South California for its simplicity (1979).

In the modification, the original 75 questions were reframed to 71, to suit the topic, our local needs and other situations. These versions were modified by removing the aspects that do not apply to Nigerian situation and home economics programme per se. Other possible criteria collected from relevant text-books, journals of home economics, and periodicals were included on the list to support the five criteria for a good research work; such as its validity, reliability, objectivity, practicability and simplicity.

The applicability of the five criteria depended on the formulation and the statements of the instruments. In wording questions for the different measuring devices used in the rural education programme, simple types of questions were used; such as dichotomous and

multiple choice questions. The 60 questions (A,B & C) reflected the five bases upon which the organization and administrative structure of rural home economics programme rests, as generally identified in relevant literature. The modified version was arranged in the following order:

Section A - Question 1-15, "Identifying on-going home economics adult education programme in the State".

Section B - Question 1-23, "Resource materials, participation and function".

Section C - Question 1-22, "Methods and procedures for evaluating home economics adult education programme".

Section D&E-Question 1-20, "Administrative Information From Zonal Heads".

As the first step, the questionnaires were administered in a pretest exercise to 60 home economics adult participants and their 3 extension teachers in three randomly selected community centres in Aba, Ikwuano/Umuahia and Owerri Local Government Areas. The purpose of this pretest is to ensure that the questions were clear and easily comprehensible to both their

teachers and the participants who could read and write; in order to modify or correct any ambiguity that such pretest might reveal. These 60 pretest respondents and their teachers were part of the studied population. The less literate ones were orally interviewed and their responses recorded on the Questionnaires for easy computation.

As second step, 3 sets of the questionnaires were submitted to four reputable and recognized specialists in the areas of home economics and agriculture extension education administration for validation. These were at the University of Nigeria, Nsukka; University of Minnesota - St. Paul USA; National Root Crops Research Institute, Agriculture Liason Umudike, and Rivers State College of Education Home Economics Extension Programme.

The fourth part of the questionnaire was designed by the researcher for the Imo State Ministry of Agriculture Zonal Administrators in Aba, Afikpo, Okigwe, Orlu, Owerri and Umuahia. The questionnaire was structured in a way to elicit responses on five-point scale to questions on five major task areas. These

questions concern the probability of the zonal officers determining specific major administrative task unit that pay most attention to the setting up and running of home economics adult education programmes in Local Government Areas of Imo State. The major administrative task activities were outlined as follows:-

1. Creating home economics adult education centres.
2. Train teachers and workers.
3. Regular inspections and monitoring activities.
4. Supply resource materials and funding.
5. Select and encourage participants.

The interview technique was also used to collect further information from Superintendents of zonal home economics headquarters, officials of ISADAP, officials of State Ministry of Agriculture, Natural Resources and Rural Development, and Zonal Co-ordinators.

4. Administration and Collection of the Questionnaires

The researcher visited the ten centres to administer the questionnaires with the introductory letter from the Imo State Director for Agriculture Extension Services. There was a prior familiarization visit to the Zones, and this made the distribution and collection of the questionnaires easier. The questionnaires A, B and C

were administered, monitored and collected within the period of six months. The questionnaires D & E were administered last to the Zonal Administrative co-ordinators, Ministry Officials and Home Economics teachers during the collection of the completed sets. The detailed administration and collection of the data are as follows:

The 10 rural home economics programme centres participants 414 in number, received 3 groups of the questionnaires (A, B & C) each, giving a total of 1,242. Questionnaires C, D & E were distributed to only the 40 officials; giving a total of 120.

The total questionnaires distributed for the research were 1,362. See Table IX.

Table IX: Questionnaires Distribution.

Questionnaire	Class Participants	Ministry Officials	Total
A	414	-	414
B	414	-	414
C	414	40	454
D	-	40	40
E	-	40	40
N-	1,242	120	1,362

The questionnaires were personally distributed by the researcher and two extension assistants. Two working days were spent in each agriculture centre in order to ascertain the completion and collection of the questionnaires. The home economist incharge of each zonal centre assisted in moderating and collecting the papers in her centre.

5. Method of Data Analysis:

As stated earlier in chapter one page 20, this study will test 5 hypotheses and the study is mainly descriptive.

Following the collection of data, the information was processed for statistical treatment. Questionnaires were coded, and responses were tabulated. Data computation and statistical analysis was done by the statistics section of University of Nigeria, Nsukka. Means, standard deviation, and frequency distributions were calculated for each item on the questionnaire. The data gathered were used to evaluate and report the organization of home economics programmes in the rural communities in Imo State.

To express the extent to which two quantities are related, statistical significance was calculated for each hypothesis. The Pearson Moment Correlation product was

the statistics. (Berg & Gall P.464; Isaac & Michael, p. 135). The Chi-square test (χ^2) determined how great the differences of frequencies were between variables in order to judge whether or not the relationships were statistically significant. The probability of 0.05 or less was designated as the level of significance required for rejection of the null hypothesis. The exact probability levels are stated in chapter four.

The first set of variables with which administrative base scores were correlated were the participants behaviours of Organizational Climates Description Questionnaires (OCDQ). These were:-

1. Expectation - which refers to the participants forward-looking for the acquisition of home-making knowledge; resource materials and establishment of centres.
2. Participation - which refers to the perception of the participants' enthusiastic performance.
3. Communication - which refers to the variable similar to information, reflecting the participants' desire to interact with the authority.
4. Implications - which refers to perceptions of participants' improved knowledge or denied modern developments by the authorities.

The second set of variables correlated with the power base scores of the Administrative Behaviours of the Organizational Climate Description Questionnaires were:-

1. Production Emphasis - which refers to close supervisory behaviour on the part of the home economists. The home economics educator is highly sensitive to feed-back from her participants.
2. Bureaucratic Organisation - which refers to the Ministry's preparedness or unwillingness to establish home economics units and provide facilities in the rural communities.
3. Responsibility - which refers to the Ministry and the educators' willingness to disseminate the resources and knowledge required by the rural participants.
4. Thrust - refers to the dynamic Zonal Head's behaviour in which an attempt is made to adequately maintain his existing centre or to establish one.

Scoring:

Items contained in the questionnaire rated A, B, C, D, E are scored 5, 4, 3, 2, 1 respectively. Thus:

Strongly agree or always, scored	- 5
Agree or more often	- 4
No idea or sometimes	- 3
Disagree or less times	- 2
Strongly disagree or never	- 1

Consequently, the lower the score, the less frequently or often the Ministry engages in the action. This followed the same pattern, the higher the mean score of a particular action taken, the more it is exercised and the lower the mean score, the less often it is exercised for the scoring pattern.

Data Source:

As already indicated under methodology and materials, because of the fewness of the target population, all the centres' participants and authorities (both co-ordinators and teachers) were represented in the study, and they formed the population sample.

Tables X & XI show the frequency distribution and questionnaire responses.

Table X: Frequency Distribution of Questionnaires

Zone	Quest.	Respondents Category	No Distributed	No Returned	%
Aba	A,B&C	Home Ec.Class	(94x3) 282	279	
	C,D&E	Home Ec.Teachers	(5x3) 15	15	
	C,D&E	Zonal Officials	(2x3) 6	6	
			303	300	99.0
Afikpo	A,B&C	I	(63x3) 189	186	
	C,D&E	II	(1x3) 3	3	
	C,D&E	III	(2x3) 6	6	
			198	195	98.5
Okigwe	C,D,E	III	(2x3) 6	6	100.
			6	6	
Orlu	A,B&C	I	(75x3) 225	222	
	C,D&E	II	(1x3) 3	3	
	C,D&E	III	(2x3) 6	6	
			234	231	97.4
Owerri	A,B&C	I	(138x3) 414	411	
	C,D&E	II	(8x3) 24	24	
	C,D&E	III	(12x3) 36	36	
			474	471	99.4
Umuahia	A,B&C	I	(44x3) 132	132	
	C,D&E	II	(3x3) 9	9	
	C,D&E	III	(2x3) 6	6	
			147	147	100.

Table XI: Respondents in the Six Zones

Zone	Total Population	Quest. Distributed	Total Respondents	Quest. Returned	Mean % Response
Aba	101	303	100	300	22.2
Afikpo	68	198	65	195	14.4
Okigwe	2	6	2	6	0.4
Orlu	78	234	76	231	17.3
Owerri	158	474	157	471	34.0
Umuahia	49	147	49	147	10.8
Total	454	1362	449	1350	99.1

To collect data for this research, questionnaires were distributed to all the ten functionable and one non-functionable rural home economics adult programme centres. Responses were obtained from all the centres.

There were five sets of questionnaires distributed to the total population of 454, comprising 414 adult home economics participants, and the 40 key Ministry officials, (i.e. the 18 teachers and 22 other officers). One set "A" on identifying on-going home economics adult education programme in the state, and another one "B" on resource materials, participation and function; also the third set "C" on methods and procedures for evaluating home economics adult education programmes were distributed

to the 414 adult participants. A total of (414x3) 1,242 questionnaires were thus distributed. Out of the above total, (410x3) 1,230 or 99.03 were correctly completed, returned and used in the study.

Personnel data: Out of the 40 key staff of the Ministry of Agriculture and home economics teachers, 5 or 12.2% had been in the service for 15 years or more; 4 or 10% for ten to fifteen years; 15 or 37.5% for five to nine years and 16 or 40.0% for three to four years. Incidentally all the 40 key staff gave this personal information about themselves.

At the time of study, the educational backgrounds of the 40 staff were assessed. One had PhD in Agricultural Extension; one had MSc in Agricultural Economics; 4 had BSc in General Agriculture; 20 had Higher Diploma in Agriculture, and three others had been Agricultural Extension Agents for over five years.

From the above information, it is clear that the majority of the authorities (teachers and administrators) were experienced enough to assess the situation about the on-going home economics adult extension education programme of the Ministry of Agriculture and Natural

Resources and Rural Development in Imo State and give valid information needed for the Study.

Summary of Questionnaire on Distribution
And Responses:

414 Participants received 3 sets each from A,B & C-	1,242
18 Teachers received 3 sets each from C, D & E	- 54
22 Ministry Officials received 3 sets C, D & E	- 66
Total Questionnaires distributed	- 1,362
410 Participants responded	- 1,230
18 Teachers responded	- 54
22 Officials responded	- 66
Total Responses	- 1,350
Percentage of responses	- 99.1
Percentage of non-responses	- .9

S U M M A R Y:

In this Chapter, the type of data needed to achieve the stated objectives has been outlined. Effort also was made to describe the instrument designed to collect the necessary data. These comprised of four sets of questionnaires and a field survey:

1. Identifying on-going Home Economics, Adult Education Programmes (HEAEP), by the Zonal Agriculture/Home Economics staff.
2. Resource Materials, Participation and Function (RMPF), by the Rural Participants.
3. Organisational Climate Description Questionnaire (OCDQ) and
4. Methods/Procedures for evaluating home economics adult education programme was responded to by the Zonal Heads and the home economics teachers.

There was description of the population sample for the study, and sampling technique. Again, a follow-up of personality survey was carried out. Finally, five relevant hypotheses and statistical tests were outlined and explained.

In addition to the overall population studied, particular interest groups were orally interviewed at randomly in each Local Government Area of Imo State during the survey. They were farmers both males and females met on their way to the farm. They were asked if they had heard about Home Economics Education before.

Using the number of Agriculture/Educational Zones in the State, six (6) was used as the ratio for the report. About 2/6 or one third of all the people asked confirmed that they have heard the name 'Home Economics' through their children (girls in particular) who attend schools. The

other 4/6 or two thirds of the respondents confirmed they never heard about the subject before.

The subject was explained to them. Having understood what is involved in home economics education they were asked to suggest suitable Igbo name for the subject. Names such as: Nka-Olu-Aka, Omumu-ihe-Ezi na Ulo, Omumu Ihe Umunwayi, etc were suggested. Interesting enough, the male folks were more vocal than the females. In short, the discovery shows that almost 67% ignorance about adult home economics education perversed.

CHAPTER IV

ANALYSIS AND DISCUSSION OF FINDINGS

Relationship and differences of the variables are hypothesized in this chapter to relate to a number of sample characteristics and functions within the Imo State Ministry of Agriculture and Natural Resources.

The hypotheses in this work are tested by the use of the chi-square statistic. The chi-square is used to test the dependence between two or more variables which are classified or arranged in a contingency table.

To make use of the table we first calculate the value of the chi-square (χ^2_o) from the data, where

$$\chi^2_o = \sum_{ij} \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

This value is then compared with the tabulated value at an appropriate degree of freedom and specified level of error. If the calculated value exceed the tabulated value we reject the null hypothesis and accept the alternative. Conversely, if the calculated value is less than the tabulated value we accept the null hypothesis and reject the alternative.

Chi-square can be used to test for homogeneity of two or more groups of respondents as well as to test

for independence between two classifications.

In particular hypotheses HO1 and HO5 required the tests for homogeneity whereas HO2 and HO3 required the chi-square test for independence. In HO4 use is made of the normal approximation to the binomial distribution. Hence the test was based on the Z-statistic.

HO1

Table XII

No. of trained Teachers	No. of Participants O ₁	Expected No. of Participants E ₁
0 - 1	138	103.5
2 - 3	44	103.5
4 - 5	94	103.5
5 and above	138	103.5
Total	414	414

HO1: There is no significant relationship between the number of participants who attend the rural home economics programmes and the number of trained staff employed.

HOII: They are dependent i.e: There are relationship between the number of participants who attend and the trained staff employed.

Test Statistic:
$$\chi^2_0 = \sum \frac{(O_1 - E_1)^2}{E_1} \sim \chi^2 (r-1).$$

where O_i = observed number of participants in the i th class (row).

E_i = expected number of participants in the i th class (row).

Under H_0 , the expected number of participants will

$$\text{be } \frac{414}{4} = 103.5$$

$$\begin{aligned} \chi^2_0 &= \frac{(138-103.5)^2}{103.5} + \frac{(44-103.5)^2}{103.5} + \frac{(94-103.5)^2}{103.5} \\ &\quad + \frac{(138 - 103.5)^2}{103.5} \\ &= \frac{6011}{103.5} = 58.077 \end{aligned}$$

At a level of significance of 5%, we reject H_0 since 58.077 is greater than

$$\chi^2_3 (0.05) = 7.815 \text{ (tabled value or critical value)}$$

This means that the number of participants attending the rural home economics programme actually depend on the number of trained staff employed.

$$\chi^2_3 (0.01) = 11.34$$

Since $58.077 > 11.34$ we reject H_0 , which implies that there exist a relationship between the number of participants and the number of trained staff.

This hypothesis has relevance with the research question No.1 which asks what the Ministry's objectives were in establishing the home economics unit of the ministry.

The finding indicates that the Ministry needed home economists to carry on with the out-reach programmes on utilization of Agricultural products. It was also noted that some of them had the basic qualification for the job. Presence of teacher did attract participation although in different degrees, for this reason and the result of the findings, there are relationship between staffing and the participation in the programme, and thereby rejecting the null hypothesis.

Table XIII: Staff Experience, Participation and Mobility in the Organization of Adult Rural Home Economics Programme

Zone	Staff No.	Highest Ed.	Experience in Years	Centres	Participants	Mobility
Aba	5	AA	10	2	94	.5
Afikpo	1	Short course	8	1	63	-
Okigwe	-	-	-	negotiating	-	-
Orlu	1	HAS	23	1	75	.5
Owerri	8	HAS	19	4	138	1
Umuahia	3	HAS	15	2	44	.5
Total	18	-	45	10	414	2.5
Realised Mean	3.6	-	9.0	2.0	82.8	0.63
Expected Mean	3.0	-	7.2	1.7	69.0	0.42

.5 - Shared mobility

AA - Agricultural Assistant (Ordinary Diploma)

HAS - Higher Agric. Suptd. (Higher Diploma)

Looking at the percentage figures and means for the staffing and participants attendance (Table XII) one could conclude that the number of staff has influence over the number of participants. For example, at Okigwe Zone where there is no staff, indicates absence of participants; and at Owerri Zone where there are more staff, the number of participants supersede others. In some other cases, the assumption of "more staff more participants" does not hold. For example in Orlu with only one trained staff there were 75 participants; the same with Afikpo who had one staff to 63 participants; as against Umuahia with 3 staff and 44 participants. However, the theory does not disqualify the idea that presence of a staff is required for participation of clientel.

Report on Afikpo and Orlu performances showed that there was an external stimulus. These centres just received gifts from the National Women Organization through the Ministry of Agriculture and Rural Development.

Relationship Between Courses Taught and The Educational Background of the Participants

Null hypothesis two (HO2) was stated as follows:-

There is no ^{significant} relationship between acceptance of

courses taught to the participants and their level of education.

Table XIV(a): Educational Level and Course Preference of Imo State Participants

All The Zones					
Interest and Family Needs	Primary Six	Sec. School	Post-Sec.	No School	Total
Home Management	40	0	0	0	40
Foods/Nutrition	50	50	0	0	100
Sewing/Craft	30	0	0	54	84
All Courses	50	90	50	0	190
Total	170	140	50	54	414

The heading 'All Courses' include home management, foods/nutrition and sewing/crafts. The responses under this column will be used for the analysis and decision on the hypothesis (HO2) which says - There is no relationship between level of education of the participants and their choice of courses. The table below shows the percentage situation of course preference by the participants as related to the 'All Courses' column.

Table XIV(b): Responses in Percentages

	Primary Six	Sec. School	Post-Sec.	No School at all
All Courses	29.4	64.3	100	0.00

The post secondary participants who had broader scope in education scored 100% in liking all the courses offered, the secondary school participants took second position by scoring 64.3% in the preference of the courses. The primary six scored 29.4%, while 'No School At All' scored zero percent under 'All Courses' and scored 100% under sewing/crafts. The descending order in scores corresponds with the descending order in educational level.

Due to the fewness of the population studied, the data collected from the six zones were analysed together under courses taught and level of education. Tables XIV(a) and (b) illustrate the raw scores and percentages for courses taught (Home Management, Foods/Nutrition, Sewing/Crafts and General) and focus on level of education (Primary Six, Secondary School, Post-secondary and no School at all).

Although focus on educational background was not considered on individual basis before the offer of different courses, but the result shows that only primary six participants indicated their specific interest for Home Management Course, while Primary Six and "No School At All" indicated their specific interest for sewing and crafts.

HO2

Table XV
Educational Level and Course Preference
of Imo State Participants

All the Zones			
Interest and Family Needs	No School & Primary Sch	Secondary & Post-Second- ary	Total
Home Management, Food/Nutrition, Sewing/Craft	120 (92)	104 (132)	224
All Courses	50 (78)	140 (112)	190
Total	170	244	414

It has become necessary to collapse some of the levels of classifications in the original table because of the zero observed frequencies in some of the cells. This is done so that the assumption for the use of the chi-square test statistic is met, namely that each expected frequency should be at least 5.

The values in the brackets represent the expected frequencies while those unbracketed are the observed frequencies (number of participants).

HO2: There is no relationship between acceptance of courses taught to the participants and their level of education.

H12: There exists some relationship between the acceptance of courses taught to the participants and their level of education.

Test- At a level of significance of 5%.

Test Statistic:

$$\chi^2_o = \sum_{ij} \frac{(O_{ij} - E_{ij})^2}{E_{ij}} \sim \chi^2_{(r-1)(c-1)}$$

O_{ij} is the observed frequency in (i,j) th cell

E_{ij} is the expected frequency in (i,j) th cell

r = number of rows

c = number of columns

$$\begin{aligned}\chi^2_o &= \frac{(120-92)^2}{92} + \frac{(104-132)^2}{132} + \frac{(50-78)^2}{78} + \frac{(140-112)^2}{112} \\ &= \frac{784}{92} + \frac{784}{132} + \frac{784}{78} + \frac{784}{112} \\ &= 8.522 + 5.939 + 10.051 + 7.000 \\ &= 31.512\end{aligned}$$

$$\text{Degree of freedom} = (r-1)(c-1) = (2-1)(2-1) = 1$$

$$\chi^2_1(0.05) = 3.84 \text{ (tabled value or critical value)}$$

At 5% level of significance we reject H_{02} implying that there is significant relation between the acceptance of the courses taught to the participants and

their level of education.

$$\chi^2_{1}(0.01) = 6.63$$

Since $31.512 > 6.63$ we also reject H_0 which implies that there is a relationship between the acceptance of courses taught and their level of education.

It appears that the correlation of the two variables (courses vs. level of education) focus on interest/needs and supported by their educational background. In which case the data reflect the rejection of the null hypothesis, and establish the fact that there is relation between the courses preferred and the level of education of the participants.

H03: Relationship Between Official Bureaucracy
and Supply of Relevant Facilities

Null hypothesis three (H03) was stated as follows:-

There is no ^{significant} relationship between the official bureaucracy and the quantity and rate of supply of relevant facilities to the home economics programmes.

The percentage and mean scores of the data collected were calculated. Table XVI presents the data and the report of the analysis.

Table XVI: Response made to Rural
Communities' Requests (1)

Requests	Official Bureaucracy(Channel of Communication)		Total
	A	B	
Honoured	6(5.6)	2 (2.4)	8
Not Honoured	1(1.4)	1 (0.6)	2
	7	3	10

A = Request through Zonal to Ministry

B = Request through Local Government, to Zonal, to Ministry

Values in brackets within the cells are expected frequencies.

H03: There is no ^{significant} relationship between the official bureaucracy and the quantity and rate of supply of relevant facilities to the home economics programmes.

H13: There is a relationship between them.

Test Statistic:

$$\begin{aligned}
 \chi^2_o &= \sum_{ij} \frac{(O_{ij} - E_{ij})^2}{E_{ij}} \sim \chi^2_{(r-1)(C-1)} \\
 &= \frac{(6-5.6)^2}{5.6} + \frac{(2-2.4)^2}{2.4} + \frac{(1-1.4)^2}{1.4} + \frac{(1-0.6)^2}{0.6} \\
 &= 0.029 + 0.067 + 0.114 + 0.267 \\
 &= 0.477
 \end{aligned}$$

At 5% level of significance, the tabulated chi-square (critical value) = 3.84 = $\chi^2_1 (0.05)$

Conclusion: We accept the null hypothesis since 0.477 is less than 3.84 implying that there is no relationship between official bureaucracy and rate of supply of relevant facilities to the home economics programmes. $\chi^2_1 (0.01) = 6.63$

Note: One of the restrictions to be met in the use of the chi-square test statistic is that each of the expected cell frequencies should be at least five.

This restriction is not met in the test of the above hypothesis. It is thus being speculated that this result may not be as reliable as it would have been if the observed frequencies had been greater than what we have in the table.

Table XVII: Hypothesis (H03)

Responses Made to the Rural Communities Requests (2)

Zones	Request through Zonal to Ministry	(1) Responses X	Request through LGA to Zonal, to Ministry	(2) Responses Y
Aba	-	-	2	2
Afikpo	1	1	-	-
Okigwe	1	-	-	-
Orlu	-	-	1	1
Owerri	1	1	2	2
Umuahia	-	-	2	1
Total	3	2	7	6
Difference	-	1	-	1

Looking at the raw figures no noticeable differences exist. This hypothesis (H03) is therefore not rejected. Although the Ministry responded to 2 of the rural women's

requests; the same responses were passed through the zonal home economics head office. This information was officially collected and recorded. Also demonstrated by the Commissioner for Agriculture and Natural Resources, Dr. Tobias Enyinnia in October 1984 during the handing over of equipment to a Centre under Owerri Zone and one at Afikpo.

HO4

Table XVIII Mean Differences Between the Ratings of Programme-Benefitted and Non-Programme - Benefitted Participants.

Null hypothesis (HO4) was stated as follows:

There is no significant difference between the mean ratings of programme-benefitted and non-programme benefitted participants over acquired knowledge.

Zones	R e s p o n s e s			Total
	Very Much	Much	I Don't Think So	
Aba	25	52	17	94
Afikpo	28	33	2	63
Okigwe	-	-	-	-
Orlu	30	42	3	75
Owerri	92	41	5	138
Umuahia	20	11	13	44
N - 6	195	179	40	414
$\bar{X}$	32.5	29.8	6.7	69

HO4: There is no significant difference between the mean ratings of programme benefitted and non-

programme benefitted participants over acquired knowledge.

H14: There are significant differences.

Let P_1 be the proportion of participants that benefitted and P_2 be the proportion of participants that did not benefit.

$$\therefore P_1 = \frac{374}{414} = 0.90$$

$$P_2 = \frac{40}{414} = 0.10$$

Let Π denote the population proportion of responses under H_0 . Under H_0 , the proportion that benefitted equals the proportion that did not benefit.

$$\text{Test statistic: } Z = \frac{(P_1 - P_2)}{\sqrt{\Pi(1-\Pi) \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}} \sim (0,1)$$

$$= \frac{0.90 - 0.10}{\sqrt{0.5(0.5) \left(\frac{1}{374} + \frac{1}{40} \right)}} = \frac{0.8}{0.0832} = 9.62$$

$$\sqrt{0.5(0.5) \left(\frac{1}{374} + \frac{1}{40} \right)}$$

At 5% level of significance, the critical value is 1.96.

Conclusion: We reject H_0 implying that there are significant differences between the mean ratings of programme benefitted and non-programme benefitted participants over acquired knowledge.

At this point it might be of interest to test and determine from which zones this significant difference may be arising.

Table XIX

Zone	Proportion Benefitted	Proportion Not Benefitted	Calculated Z	Conclusion
Aba	0.82	0.18	35.65	Reject H_0
Afikpo	0.97	0.03	7.28	"
Orlu	0.96	0.04	10.60	"
Owerri	0.96	0.04	17.73	"
Umuahia	0.70	0.30	14.65	"

At 5% level of significance, the critical value is 1.96

The further analyses reveal that this significant difference is arising from virtually each of the zones under survey.

H05:

The Difference Between the Policy-makers
Responses and those of the Community Home
Economists on Organizational Climate

Null hypothesis five (H05) was stated as follows:-

There is no significant difference between the mean ratings of the policy-makers responses over administrative evaluation and those of the community home economists. The percentage of the data collected under the five points rating scale responses were calculated. Tables XX and XXI present the data and the report of the analysis.

H05: There are no significant differences between mean ratings of the policy makers and the community home economists with respect to their responses over administrative evaluation.

H15: There are significant differences.

Note: (1) The original table has been reduced to a 2x2x2 contingency table because of the numerous cells with zero frequencies.

Hypothesis (H05)

Table XX: Mean Responses of Policymakers and Home Economists Over
Administrative Evaluation of Home Economics Operation.

Criteria for Evaluation	(1)		(2)		(3)		(4)		(5)		Mean Positive Responses	
	S. Agree		Agree		No. Idea		Disagree		S. Disagree			
	PM	HE	PM	HE	PM	HE	PM	HE	PM	HE	PM	HE
1. A centre should be assessed for useable equip- ment and curriculum	10	0	6	5	2	3	0	5	4	5	$\frac{16}{40}$	$\frac{5}{40}$
	0.25	-	0.15	0.125	0.05	0.075	-	0.125	0.1	0.125	0.40	0.13
2. Providing fund should be a criteria for evaluating a programme	8	10	5	4	3	0	4	4	2	0	13	14
	0.2	0.25	0.125	0.1	0.075	-	0.1	0.1	0.05	-	0.33	0.35
3. Mobility is nec- essary for Orga- nizing rural home econ. programme	14	18	4	0	0	0	0	0	4	0	18	18
	0.35	0.45	0.1	-	-	-	-	-	0.1	-	0.45	0.45
4. The Ministry should demand regular reports from Zonal co- ordinators	16	10	6	8	0	0	0	0	0	0	22	18
	0.4	0.25	0.15	0.2	-	-	-	-	-	-	0.55	0.45

(ii): The level classified as 'No idea' has been treated as the case of non-response and has been dropped in the final table. This has also become necessary because of the numerous zero frequencies under this classification.

Administrative Evaluation

Reduced Table XXI

Criteria of Evaluation	Agree		Disagree		Total
	PM	HE	PM	HE	
1 & 4	38(34)	23(27)	4(7)	10(7)	75
2 & 3	31(35)	32(28)	10(7)	4(7)	77
Total	69	55	14	14	152

The hypothesis H05 is equivalent to testing that the policy makers and home economists are homogeneous in so far as their responses to administrative evaluation is concerned.

The test statistic is

$$\chi^2_o = \sum_{ij} \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

which is distributed as chi-square with

$$(r-1)(c-1) = (2-1)(2-1) = 1$$

r = no of rows

c = no of columns

The critical value is $\chi^2_1 (0.05) = 3.84$

0.05 is the level of significance.

$$\begin{aligned} \chi^2_0 &= \frac{(38-34)^2}{34} + \frac{(23-27)^2}{27} + \frac{(31-35)^2}{28} + \frac{(4-7)^2}{7} + \\ &\quad \frac{(10-7)^2}{7} + \frac{(10-7)^2}{7} + \frac{(4-7)^2}{7} \\ &= 7.235 \end{aligned}$$

Since 7.235 is greater than 3.84 (the critical value) we reject the null hypothesis which implies that there are significant differences in the mean ratings of these two groups of people with respect to their responses to administrative evaluation.

The number in the brackets in the cells of the contingency table represent the expected cell frequencies.

$$\chi^2_1 (0.01) = 6.63$$

which is still less than 7.235, so we reject $H_0(5)$.

DISCUSSION:Research Question I

The research question No.1 which asked what was the Ministry of Agriculture's main objectives in establishing the home economics unit of the Ministry. Answer to the research (Q1) was officially supplied from the Ministry of Agriculture's and that of the Advisory Committee's records. The major objective was to use the rural home economics women in the processing and utilization of the agriculture products, thereby making them self employed and income generating unit.

Research Question II

The research question No.2 which asks what communication system did the Ministry employ to meet the home economics centres' requirements and what were the organizational implications? The Ministry from the record available at Owerri showed that the response to the communities requests were communicated through the Zonal Co-ordinators and the home economics teachers, even when the request was a direct contract between the community and the Ministry.

Part of the organizational implications is the issue of knowing if all the Local Government Areas in Imo State enjoy the benefits of the home economics adult education? If not, why? This is one of the administrative interviews referred to the home economics teachers and the Ministry authorities.

The response that came from 30 of them representing (75%) indicated that not all the Local Government Area communities enjoy the programme, 8 persons or (20%) responded that there was plan underway to establish a centre in every Local Government Area.. No response came from 2 persons representing (5%). No reason was given for the non-response.

The research hypothesis (HO_1) relates to the Purpose of the Study which tries to identify those on-going rural home economics programmes; collect up-to-date information and data on administrative tasks which will aid the State Ministry on future decision making. The record available supported by personal interviews confirmed the absence of a Centre in some of the Local Government Areas. For instance, at Okigwe, although the centre did make attempt to purchase some basic equipment, they were yet to expect a home economist from Owerri to get the programme started.

In continuation to search for factors that influence the operation of rural home economics programme the following ten administrative variables under bureaucracy were tried (see Table XXII).

EFFECT OF BUREAUCRACY ON PROGRAMME
OPERATION

Administrative Variables: Extracted from The
Questionnaires for Summary.

1. Bureaucracy adversely affect the supply of facilities.
2. Applications to be channelled through the Advisory Committee.
3. Applications to be channelled through Board of Governors.
4. Applications to be channelled through Permanent Secretary.
5. Applications to be channelled through Zonal Co-ordinator.
6. Applications to be channelled direct to the Minister/Commissioner.
7. Some Home Economists in-charge practise bureaucratic tactics.
8. **Appropriate teaching time for adult classes is morning hours.**

9. Appropriate teaching time for adult classes is evening hours.
10. Autonomous communities should be made to open adult Home Economic Centres.

Table XXII Analysis of Variables on Effect of
Bureaucracy on Programme Operation

Variables	Strongly Agree and Agree	No Response No Idea	Strongly Disagree & Disagree	Total Response
1	23	1	1	25
2	16	4	5	25
3	16	3	6	25
4	2	8	15	25
5	3	4	15	22
6	18	3	2	23
7	4	7	14	25
No Response	-	5	-	5
8	9	3	13	25
9	18	3	4	25
10	18	1	6	25
N-10	127(50.8%)	42(16.8%)	81(32.4%)	250 (100%)

RESULTS:

A total of two hundred and fifty respondents were used to react on the effect of bureaucracy on programme operation as stated on page 110. They include the 22 policy makers and the 18 home economists from the Ministry of Agriculture. Others are 210 randomly selected adult class participants who can read and write from the 10 functionable home economics centres in Imo State. Altogether 250 copies of the questionnaire were distributed and 245 copies or 98% were correctly completed and returned. The five none response copies were included under 'No Idea' for analysis.

Table XXII presents the analysis of the responses. Responses under strongly agree and agree were merged as one against bureaucracy, while Disagree and Strongly Disagree were grouped together as supportive to bureaucratic practices. The results are stated on page 111. The total number of respondents against bureaucratic practices and other variables were 127 persons representing 50.8% of the total sample. The number of respondents in favour of the variables were 81 representing 32.4%,

and the neutral responses came from 42 persons representing 16.8%.

Again, looking at the ten variables under three main perspectives (Effect of official bureaucracy, communication channel, and General opinion over adult classes), the underlying statements further explain the general opinion of the respondents over the segments of the administrative variables.

- I. Those who strongly agree or agreed (questions 1+7) that official bureaucracy do adversely affect the supply of facilities were 27 in number representing 54% of the 50 sample respondents in that segment; while 15 respondents (30%) disagreed that bureaucracy has nothing to do with the supply of facilities. Therefore, the result shows that the number against bureaucratic effect on supply of facilities for running programmes is significantly high.
- II. Under communication channel (questions 2-6) with 16 respondents (64%) strongly agree or agreed that requests should be passed through the Advisory Committee; 16 respondents

representing (64%) also strongly agree or agreed that it should be passed through Board of Governors; while 2 persons (8%) think that any appeal for supply of facilities should be passed through the Permanent Secretary; and 3 persons (12%), supported approach through the Agricultural Zonal Co-ordinators, while the greatest reliance fell on the Minister/Commissioner with 18 respondents representing 72%. The empirical statement then, is that majority of the people have confidence in the Minister/Commissioner as mediators between the Government and the rural communities, followed by 64% confidence in the Advisory Committee, and the Board of Governors; while the least confidence fell on the Permanent Secretary and the Agricultural Zonal Co-ordinators.

- III. In relation to general opinion (questions 8-10) over the adult classes 18 respondents (72%), strongly supported evening classes, while 9

respondents (36%) supported morning classes. Finally, another 18 respondents (72%) supported enforcement of home economics adult education centre in every autonomous community in the State.

In summary, 127 respondents (50.8%) expressed negative reactions over the usual official bureaucratic delays in programme operations; another 81 persons (32.4%) reacted positively over bureaucratic tactics, while the last 42 persons (16.8%) had no idea nor opinion over the whole issue.

Comparative Study of Extension Home Economics (1983-85)
in Ikwuano/Umuahia Local Government Area of Imo State:

The current Home Economics Extension Programme of National Root Crops Research Institute (NRCRI) Umudike was established in 1970 with its only centre at Umudike. Later in 1983, two more centres (Ndoro and Ohokobe) were created. From 1983 85 for the purpose of this research work, the centres were used as monitoring laboratories. Table XXIV and Fig. I present the data and analysis on the function of the three centres. Table XXV also presents the expressed impact from the same centres.

Table XXIV: Comparative Study of Extension
Home Economics Attendance 1983-85 in
Ikwuano/Umuahia Local Government Area

Year	Umudike	Ndoro	Ohokobe	Total	Percent	Mean
1983	30	63	27	126	45.65	42.0
1984	19	67	30	116	42.02	38.7
1985	8	13	13	34	12.32	11.3
Total	63	143	70	276	100	-
Mean	21	47.7	23.3	92	-	30.6

Fig. I

1983-1985 Attendance in Ikwuano/Umuahia L.G.A

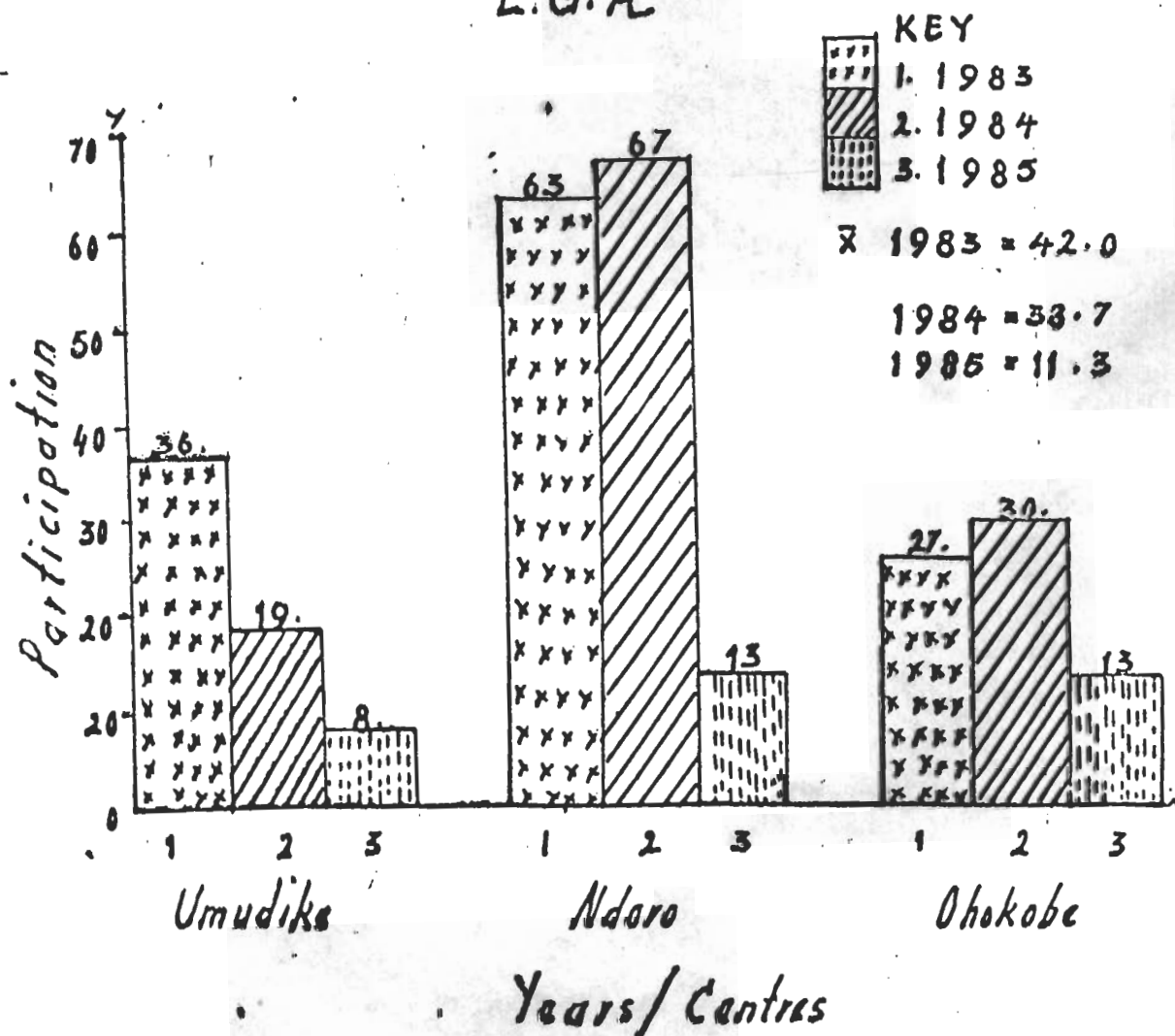


Table XXV: Impact Expressed - Ikwuano/Umuahia
Local Government Area in Percentage

Centre	Very Much	Much	A Little	Nothing At All	Total Response Positive
Ndoro	22	11	0	-	33
Ohokobe	15	10	13	-	25
Umudike	10	10	1	-	20
TOTAL	47	31	14	-	78.0
MEAN	15.7	10.3	4.6 _{NR}	-	36.0 _{PR}
MEAN DIFF. = (PR - NR)					21.4

In 1983 and 1984 the attendance for the centres increased in arithmetical progression, except in Umudike which dropped by 54% as compared with the previous year's attendance. One could easily assume that the drop was the effect of decentralisation of the programme.

In 1985 there was a general drop in attendance. Umudike centre had 8 participants representing 3% of the three years total attendance. Ndoro and Ohokobe centres had 13 participants each; representing approximately 5% each of the three years total attendance.

The influence of the Ikwuano/Umuahia centres with the state-wide study of the programme is to compare the arithmetical progression of other Zonal Centres over Umuahia Zone which was the pilot Centre.

Table XXVI: Three Years Participation of all Imo State Centres

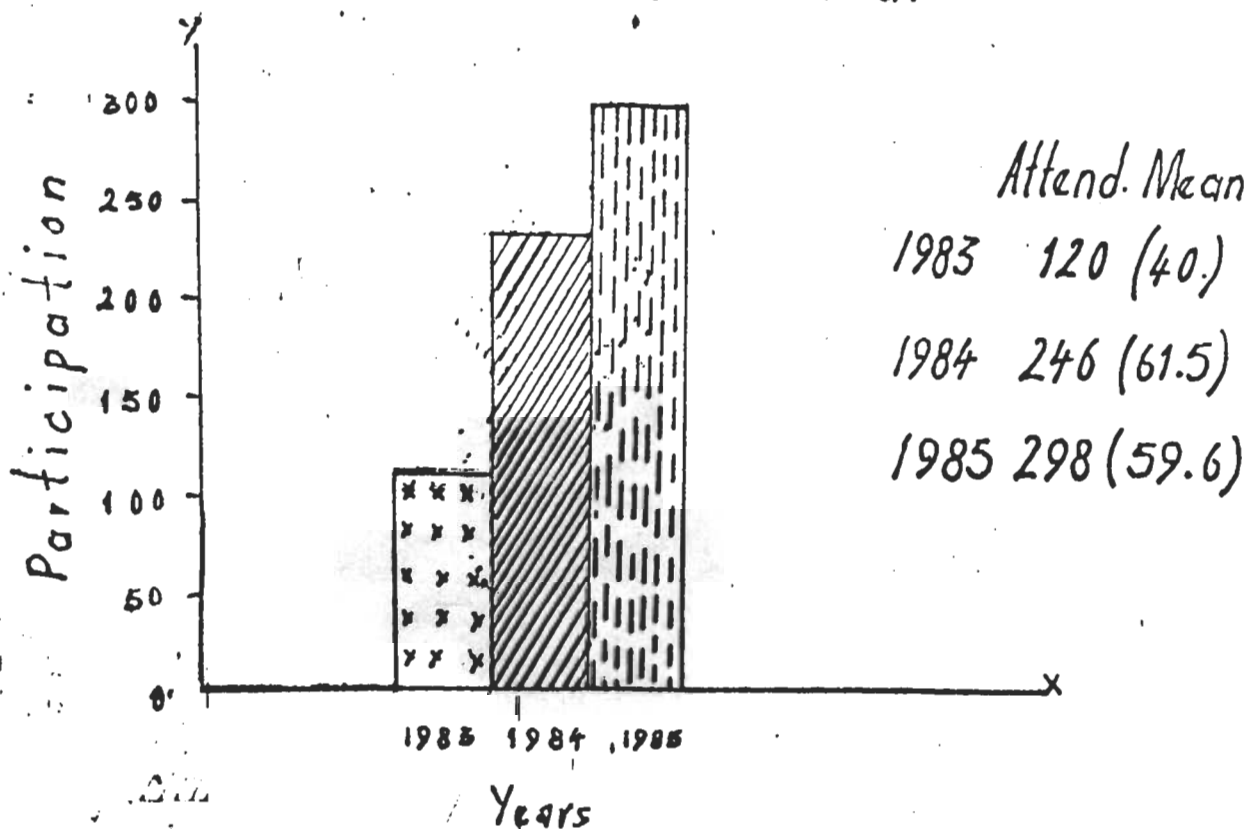
Year	Aba	Afikpo	Okigwe	Orlu	Owerri	Umuahia	Total	Mean
1983	7	-	-	-	40	73	120	40.
1984	14	40	-	-	110	82	246	61.
1985	17	56	-	60	125	40	298	50.
Total	38	96	-	60	275	195	664	-
Mean	12.7	32	-	20	91.7	65	221.3	(55.3)

Mean Av. = (55.3)

Table XXVI and Fig. II present the data and analysis for the three years participation. Aba had 7, 14 and 17 for the respective years; Afikpo started in 1984 with 40 participants and in 1985 had 56; Orlu started in 1985 with 60 participants; Owerri had 40, 110 and 125 for the respective years; and Umuahia had 73, 82 and 40 for the respective years. It might be assumed that the 1985

Fig. II

Imo State Total Attendance For Each Year



attendance-drop in Umuahia Zone was the effect of gap created by the student-teachers absence, but the mean ratio of 65 places the Zone on second highest participation level.

Fig. III

Organization of Rural Home Economics Extension Program In The Four Eastern States

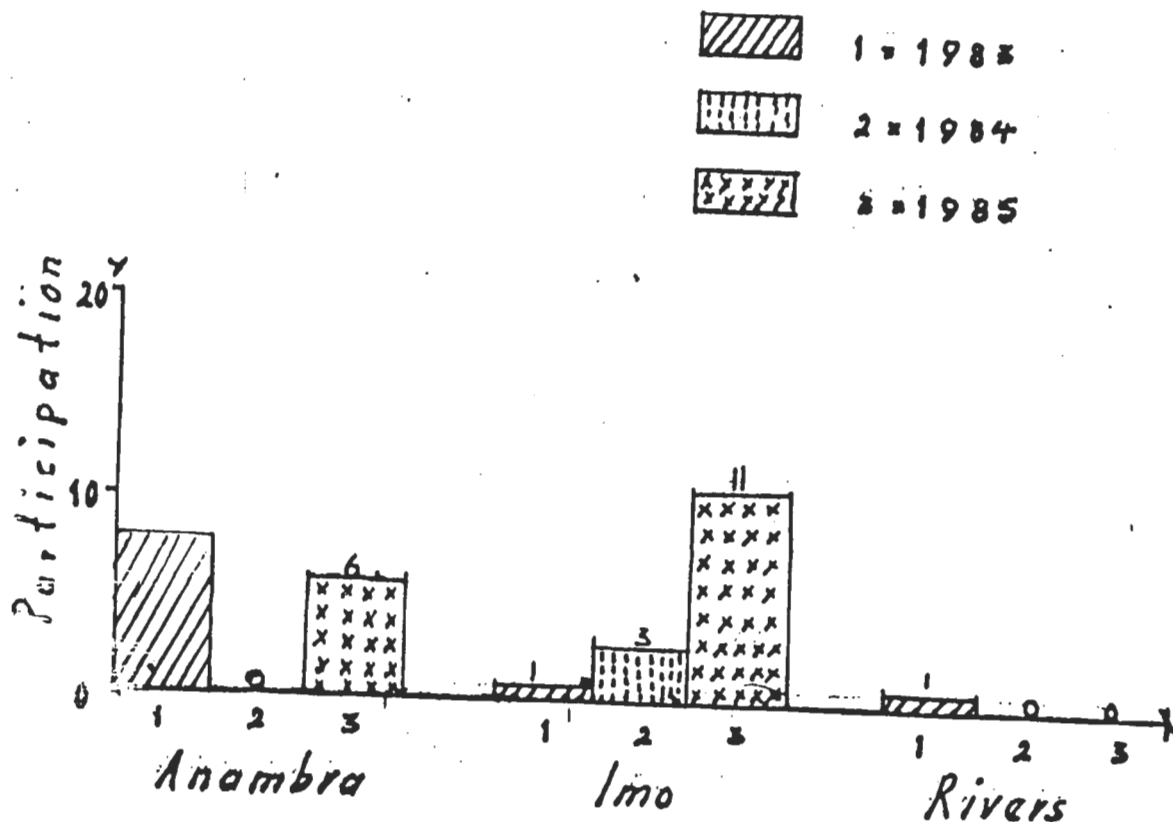


Figure III indicates the trend of Rural Home Economics Adult Programme Organization in the four Eastern States: Anambra, Cross River, Imo and Rivers States. Cross River is not represented in the histogram because the findings were zero. According to the researcher's personal interview-report from the expected organizers in that State, the Ministry of Agriculture and Natural Resources thought that organizing a home economics programme other than the formal system taught in the schools would mean encroaching on the Ministry of Education's affairs.

The histogram interprets the relative functions of home economics adult programme in the other three States from 1983-85. Where '0' represents a year, it means no programme was organised at all either by the Ministry's personnel or other agencies. Where figures are represented means that the numbers of centres were organised by either the Ministry of Agriculture's personnel alone or in conjunction with other agencies. For example, in 1985 Anambra State Ministry could not carry all the 8 centres already started in 1983 due to financial constraints and establishment of an home economics division in one of its State Ministry of Agriculture Colleges (Ugwuoba) but 6 of the eight centres

were successfully run by other agencies like the Catholic Mission Women, Local Governments and others. That was a commendable attitude towards the development of rural communities.

The study of the four Eastern States was included for purposes of co-ordination, because this study will be valuable not only to Imo State, but to Nigeria as a whole.

Table XXVII: Situation In The 4 Eastern States.

State	No of Staff	Centres 1983	Centres 1984	Centres 1985	Source of Information
Anambra	4	8	-	6 Run by other organizations	Ministry of Agric. & Nat. Resources Enugu. Extension & Training Div. 3 Works Road, Enugu.
Cross River	3	-	-	-	Ministry of Agric. & Natural Resources Agro-Services Centre, Ikot Efianga Calabar.
Imo	18	1	3	11	Ministry of Agric. and Natural Resources, ISADAP, Home Economics Unit, Owerri.
Rivers	3	1	-	-	Ministry of Agric. and Nat. Resources, Extension Division, Kumodomia Farm, Port-Harcourt.

Report on Rivers State - A centre was started in 1983 but could not continue to function due to lack of support and attention from the Ministry of Agriculture. All staff for the programme were deployed to handle crop harvesting

and sales.

FINDINGS OF THE STUDY

The following facts drawn from the collected data form the major findings of the study at the time of this survey.

1. Although 18 trained home economics teachers were used in the survey, there were other 7 untrained staff with less than five years experience assisting the trained ones in the supervision of practical works.
2. The home economics centres needed more human and material resources. For example, in some of the centres there was complete absence of cookers and refrigerators and sewing machines. When the teachers needed such equipment for demonstration, they were made available by some women volunteers.
3. There was an advisory committee for the home economics unit, they were made up of 80% women and 20% male officers, and acted as intermediary between the Ministry and the organizers of the rural home economics programmes. They met from time to time to discuss issues affecting the programmes, making suggestions and formulating policies for the Ministry to ratify.

4. The Imo State Ministry of Agriculture and Natural Resources had four major objectives in setting up the home economics unit of the Ministry. The major objective among them was the means of teaching the rural women the utilization of Agricultural products.
5. The rural adult participants had different educational back-grounds. They were more eager to learn topics that reflected their interests and family needs. (See Table XIV).
6. The mobility was in short supply to the functionable centres making it impossible for the teachers to reach the autonomous communities in the hinter-lands. For example only the headquarter had one vehicle, another three zones shared a vehicle each with its Zonal Co-ordinators/Superintendents.
7. The functions and operations of each zonal centre was very much identical to each other. The information from the teachers revealed that they attended regular briefings together at the Headquarter where the uniform work-plans were distributed to them.

8. The communication trend between the Ministry and the rural communities was through the home economics zonal representatives, even when the requests were made direct.
9. The differences in response between Ministry Officials and the home economics staff over the administrative tasks were not very significant; which showed that both parties had knowledge about the organization of home economics programme in the rural communities.

The above findings may form basis for further research work.

SUMMARY, CONCLUSION, IMPLICATIONS AND
RECOMMENDATIONS

SUMMARY

In order to carry out the study and realise the objectives as stated in Chapter One above, four hundred and fourteen participants (414), eighteen home economics teachers (18) and twenty-two (22) Ministry of Agriculture authorities from the existing centres in the Education/ Agricultural Zones of Imo State were used. One set of questionnaire was on identification of the on-going home economics centres, the other on resource materials, participation and functions were administered to the zonal participants. A third set of questionnaire designed for the purpose of determining the organizational climate of the administrators and methods/procedures for evaluating home economics adult education programme was administered to the Ministry's officials (Co-ordinators and teachers). Two research questions were asked to cover some areas which were otherwise not covered by the research hypotheses. They are as follows:-

1. What was the Ministry of Agriculture and Natural Resources' objective in setting up the home economics unit of the Ministry.
2. What communication system did the Ministry employ to meet the home economics centres requirements and what were the organizational implications?

The Null Hypotheses tested by the research were as follows:

1. There is no significant relationship between the number of participants who attend the rural home economics programmes, and the number of trained staff employed.
2. There is no relationship between the courses taught to the participants and their level of education.
3. There is no significant relationship between the Ministry's official bureaucracy and the quantity and rate of supply of relevant facilities to the home economics programmes.
4. There will be no significant difference between the mean ratings of programme-benefitted and non-programme benefitted participants over acquired knowledge.
5. There will be no significant difference between the mean ratings of policy makers and the homeeconomists with respect to their administrative evaluation.

CONCLUSIONS:

After the statistical analyses of the data collected, the following conclusions, subject to certain limitations, were drawn.

Hypothesis one was rejected in all the six Agricultural Zones. Using analysis of Chi-square to find the differences on the organization of adult rural home economics programme in relation to staffing and participation, the raw and mean scores obtained from each zone, as shown on Tables XII and XIII indicate that each home economics teacher received some type of training in the field of interest which made it possible for the operating zones to function effectively judging from the number of participants.

On the other hand, Okigwe Zone, the only non-benefitted zone did not take off because no trained staff was sent to them. In conclusion, it is shown that there is relationship between training of staff personnel and organization of adult home economics education programme in the rural areas.

It was also evident from the analysis that all the function bases reviewed in the literature upon which the organization of rural extension education rests were not all available to the home economics organizers in the operating zones. The degree to which the organization was exercised, however, differed from one zone to another. Organization of two or more centres prevailed in Owerri, Aba and Umuahia zones, while less than two centres functioned in Afikpo, Orlu and Okigwe zones (Table V).

In general, all the centres exhibited similar behaviours which characterised the organizational climate such as: expectation, participation, communication, and expression of the implications. This agrees with high expectation and participation which were found to correlate positively with production emphasis. One may then conclude that the production emphasis which the home economics teachers were perceived to exercise did contribute to improve the morale of the participants^{in 1984.} and those of the policy makers in Imo State who supplied some of the resource materials. The opposite was the case in the function of the four Eastern States. One possible explanation for the unequal organisation could be the ignorance of the full implications of the absence of home economics adult education in the rural communities which failed to improve the morale of both the participants and the policy makers in those non-functional States.

It was also noted that communication channel practised by the authorities (policy makers and teachers) was only through one means to the rural communities. For example, the direct requests made to the Ministry by the rural communities were responded through the home

economics head-quarters. Although the system seemed to create negative correlation with the rural community's expectation, but that was the possible alternative to create conducive atmosphere and win the organizer's responsibility and thrust. The hypothesis three (H03) is therefore, ^{not} rejected on the basis of transfer of information, because there is ^{no} significant difference between the mean scores of the Ministry's direct response to the rural women's needs and those received through the community home economists, the true information is that all responses were channelled through the same home economics head-quarters.

Hypotheses Four and Five were both rejected because it was found that there were similar significant differences in responses for each hypothesis calculated from each agricultural zone. That means that the agricultural zones are similar in the sense that the Home Economists and the Co-ordinators operate under the same conditions, and all the zones are under the direct and exclusive control of the Imo State Ministry of Agriculture and Natural Resources. Consequently, organizational differences of the zones, where they occur, could be explained by such other factors as limited

operating facilities and/or absence of home economics staff.

From the findings of Hypothesis Four (H04) (Table XVIII) one may conclude that programme benefitted participants accepted maximum support from the Ministry, while the non-benefitted participants declared 7:62 $\bar{x}$ denial of the programme. One may assume that the findings of Hypothesis Five which claims that there is no significant differences between the administrative responses of policy makers and the Home Economists draws a distinctive diverse opinions on assessment of a centre for its useable equipment and curriculum. While the Policy Makers scored hundred percent positive action on the evaluation issue; the Home Economists scored hundred percent negative action on the same issue. The assumption may be an attribute of shedoff responsibility by each party.

In all the Zones, the participants indicated greater preference for continuous participation up to six months duration to warrant issue of a certificate which may enable them secure a job if they so desire. From the findings of Hypothesis Two, one may conclude that the home economics adult education course - curriculum requires construction based on the participants

operating facilities and/or absence of home economics staff.

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identified needs and co-operation in order to avoid misconception of the relevant aims and objectives.

In summary, one notices from the findings indicated above that trained staff, course contents based on identified needs, planned communication channel and the contribution of the policy makers are much exercised but to a limit by the Imo State Ministry of Agriculture and Natural Resources through its Home Economics Adult Extension Programme; that establishment of more Adult Education Centres in all Local Government Areas is much exercised; and that the provision of equipment and mobility is less exercised. Participation of learners was high where provision of staff and facilities were supplied. The prevalence of high participation could be explained by the struggle to meet the challenges of educational implications facing the rural women.

Thus, staffing, facilities, and adequate communication seem to produce positive and beneficial results in organiser and participant behaviours and should therefore be recommended and encouraged; while lack of thrust and indifference seem to produce negative and **non-responsive effects** on organiser-participant

behaviour and should not therefore be exercised
by the Ministry's authorities.

IMPLICATIONS

The various findings from the research hypotheses and questions presented in Chapter IV have several implications for both the researchers, Ministry of Agriculture and Natural Resources, and the adult home economics programme participants in particular.

First, establishment of such programme at the rural level will be in great demand and will also create job opportunity for the technical teachers, improve their economics condition and thereby making life more meaningful for them. The survey findings indicated that both the teachers and the participants responded 87%, which indicates support for establishment of more rural home economics programme.

Secondly, for the Ministry of Agriculture and Natural Resources this becomes avenue to implement the objective as stated in research question one; which says that the agricultural products need processing and utilization, and home economics unit is looked at as an avenue for transferring this knowledge to the rural women. Further implication

for the Ministry is the financial involvement to the input in the programme such as payment of the staff and supply of some materials and facilities. For example, the Ministry's authorities gave only 36% response to the Administrative Task No.2, which stated that provision of Fund should be a criteria for evaluating a home economics programme. One might assume that the low score reflects the Ministry's avoidance of full financial commitment.

The implication as related to the rural women involves all the four objectives as suggested and stated in Chapter 1 by the Advisory Committee. It is suggested by the first objective which stated that policies and programmes are for the improvement of the living standards and economic conditions of rural women in their communities. Because home economics in formal school system will not reach this set of learners, there is need for development of home economics in non-formal education system to meet their needs. Some of their needs are assessed in Chapter IV stated on Table XIV the course preference of the participants were ranked as follows: General which included (home management, foods and nutrition and sewing and crafts) scored 50% under extremely much

foods and nutrition scored 26.3% under very much; sewing and crafts scored 13.2% under much and fourth on the list was Home Management which scored 10.5% under a little. Judging the courses individually, foods and nutrition scored higher than others; it means that the chief concern of the families is the changes in their dietary patterns and rise in living standard. At the same time inflation has affected the prices of food in the last three years and other costs of living. This has implication for the home maker because more attention has to be paid to food selection, purchases, preparation and storage in order to gain maximum value for money expended, and at the same time maintain a balanced diet and good health.

Some more remote implications of the home economics education to the rural women is that there is a possibility of their making more financial demands from their husbands for purchases of some household equipment that are new to them. With the open communication, there will be family standard comparisons with other women. After learning how to care for a family and how to give every family member his/her adequate care, a mother with very large family will feel the strain if she must practice what she had

learned from the home economics courses. Those of them who are interested in agricultural pursuit and have no piece of land to cultivate will be in need of land and finance to carry out the venture.

Finally, the findings from this research clearly indicate that every Local Government Area deserves a functionable home economics adult education centre. The participants seem to prefer a continuous programme with dynamic organisers, also, their course preference reflects their immediate family needs.

LIMITATIONS OF THE STUDY

Although this study was successfully carried out in all the six Educational Zones of the State, it was not without limitations.

In the first place, it was not possible to get sufficient information as required by the researcher from the State Ministry of Agriculture and Natural Resources nor from the Local Governments and Rural Development. The major problem was that no such study had been carried out previously under the State Ministry of Agriculture and its subsidiaries. In the absence of such information, therefore, one has to rely more on the responses gathered from the field survey.

In the second place, the population was so small that scope for random sampling was limited only to the officials of the Ministry whom all were not expected to be used. This necessitated the researcher making two trips to the zones for validation and reliability of the information and data collected. Although the exercise was useful, but it was not without financial implications. The success of the data collection greatly depended on the exercise and co-operation of participants and teachers. Out of a total number

of 1362 questionnaires distributed to both adult class participants, the teachers and the administrators, 1350 or 91.1% were returned and used in the study.

RECOMMENDATIONS

Following the findings and implications outlined above, the researcher suggests the following: Since every community wants to own a functionable home economics adult programme, the Imo State Ministry of Agriculture and Natural Resources, other agencies like Ministry of Education, Ministry of Social Welfare, Federal Department of Agriculture and Rural Development, some women organisations and clubs and rural communities themselves should all join efforts to the development of the rural communities by establishing home economics adult education centres in all the zones in the State.

The situation at the period of this study on organization of rural home economics programme, leaves much to be desired. It is hoped that the result of this study will create more awareness of the need to establish more rural home economics programmes in the remote areas of Imo State and the country at large. It is hoped that by the year 2,000 every household in Imo State would benefit educationally, socially and economically from the organization of home economics programmes.

Similarly, since the participants' course preference reflected their interests and family needs the programme planners should take these needs into consideration when building the curriculum and course contents. For example, a typical rural home economic education curriculum should include such course outlines based on their needs and levels of understanding, practical and skill manipulation.

Furthermore, there are such recommendations that reflect the major findings of this study. See Pages (126-129). The Imo State Ministry of Agriculture and Natural Resources should continue with its humanitarian work of establishing many more home economics centres in the rural areas, especially in such communities that produce a lot of agricultural products. It should continue to sponsor the training of many more home economics teachers. It should seek some external financial and material aids from such organisations as UNICEF, FDA, WHO and others to support its programmes. The centres should have adequate transportation means to facilitate more extension work.

Both the Ministry and the Advisory Committee

should review the objectives from time to time and monitor their implementation by the teachers and the participants. The advisory committee should be kept alive with some incentives; like sitting allowances, no matter how small. The members should be persons knowledgeable in the field of home economics and agriculture.

The participants should have confidence in their teachers to facilitate easy communication between them and the Ministry. The teachers should aim at getting trained and having regular seminars to get better equipped to respond to their clients' needs.

Finally, all efforts should be geared towards developing the rural communities and making the people fit into any family and social changing situations.

Further, the findings of this study suggest either by their results or gaps in the data, the following research recommendations:

1. Investigation of relationship between programme locations (Urban - Rural Function), Male - Female Enrolment (MFR), and time devoted to the programme, (Course - Time Relationship). Each bit of the course for the home economics adult extension education can be a full research topic of its own. Other

aspects of such an investigation would tell more about causation and intervening variables.

2. Longitudinal approaches to evaluation and decision making are needed in order to collect evidence of long-term benefits from this type of consumer and home-making education.

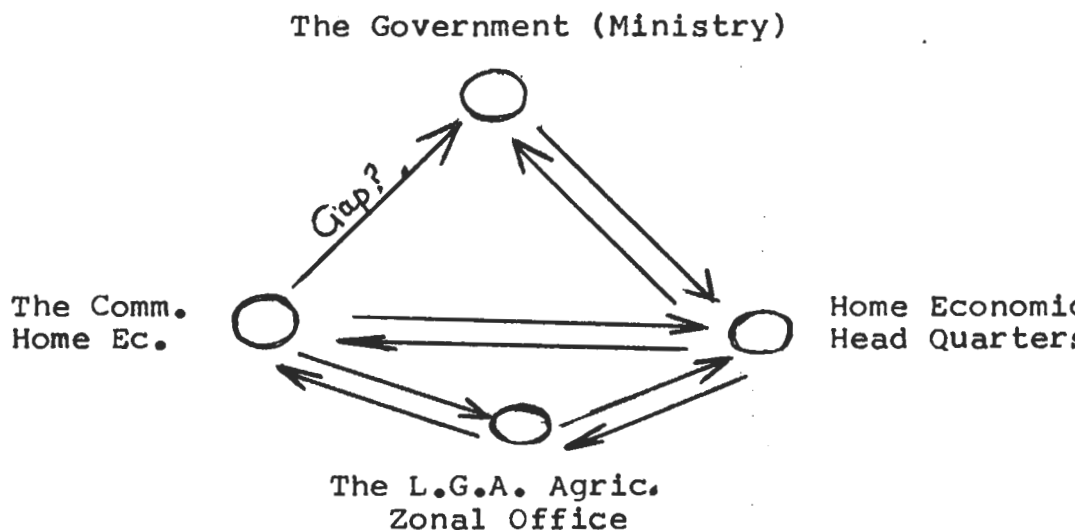
The researcher strongly encourages similar research in other States of the Federation. Such researches could use the same instruments as the present study or any other measures suitable for the particular State. It could be for the purpose of comparing the results of findings to the present study. Such studies and comparisons would help to identify common problems and to find common solution to them.

The investigation would also aid in giving recommendations, and development of curriculum that are beneficial, appealing, and satisfying to the public, and would contribute to the credibility of the Home Economics Education as a competent and appropriate resource for consumer and home-making programmes.

DEVELOPED COMMUNICATION MODEL

One appreciates the importance of development of a theoretical frame-work in relation to communication channel existing among the Imo State Ministry of Agriculture and Natural Resources, Home Economics educators and the rural participants.

Fig. IV COMMUNICATION MODEL



The question is, with the gap existing between the community and the government, is it possible to be closed, or is there any other means through which the Ministry can communicate with a community in order to respond to their needs and problems directly

The positive answer to the above question was drawn from the responses of the home economics adult programme benefitted centres; who claimed to have received some material resources from the Ministry of Agriculture, Natural Resources and Rural Development in Imo State through the Zonal Coordinators and their teachers. The second question now is: Was this duty efficiently carried out and channelled back to the Ministry? The above supposition forms the research question No. 2, and supports the recommendation for further research study in this field based on such communication instruments as occasional meetings of the government authorities representatives with the rural communities, formation of rural action groups who can call on the Government when the need arises, or the use of mass media to announce the resources available and how and when to collect or expect them.

S U M M A R Y

This study, through definite steps, has tried to determine the set-up and organization of home economics programme as operated by the Imo State Ministry of Agriculture and Natural Resources, and its educational implications to the rural women. The study has revealed that the administrative bases identified in literature are all available to the Ministry, though in different degrees. There was establishment of rural home economics centres in all the Zones except one affected by the bureaucratic delay. Availability of trained home economists was found to correlate favourably with only the established centres, reliable communication channel was available, but there was no favourable correlation between the supply of facilities when needed and the organization of the centres.

This study also discovered that the high morale of the participants at the operated centres could be attributed to the rural women's eagerness to acquire knowledge and skill to cope with the rapid changes in the society which influence the family living rather than the attention given by the Ministry.

The study further discovered that there was more relationship between the course taught and the participants interests and expressed needs also their level of education.

In general, the high response by the participants on the impact felt from the home economics programme is an indicator for the awareness created by the Imo State Ministry of Agriculture and Natural Resources, but more support and action is required for more improvement and expansion.

Implications drawn from the study for the effective administration of the rural home economics adult education programme in the State were discussed and recommendations made.

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APPENDIX A

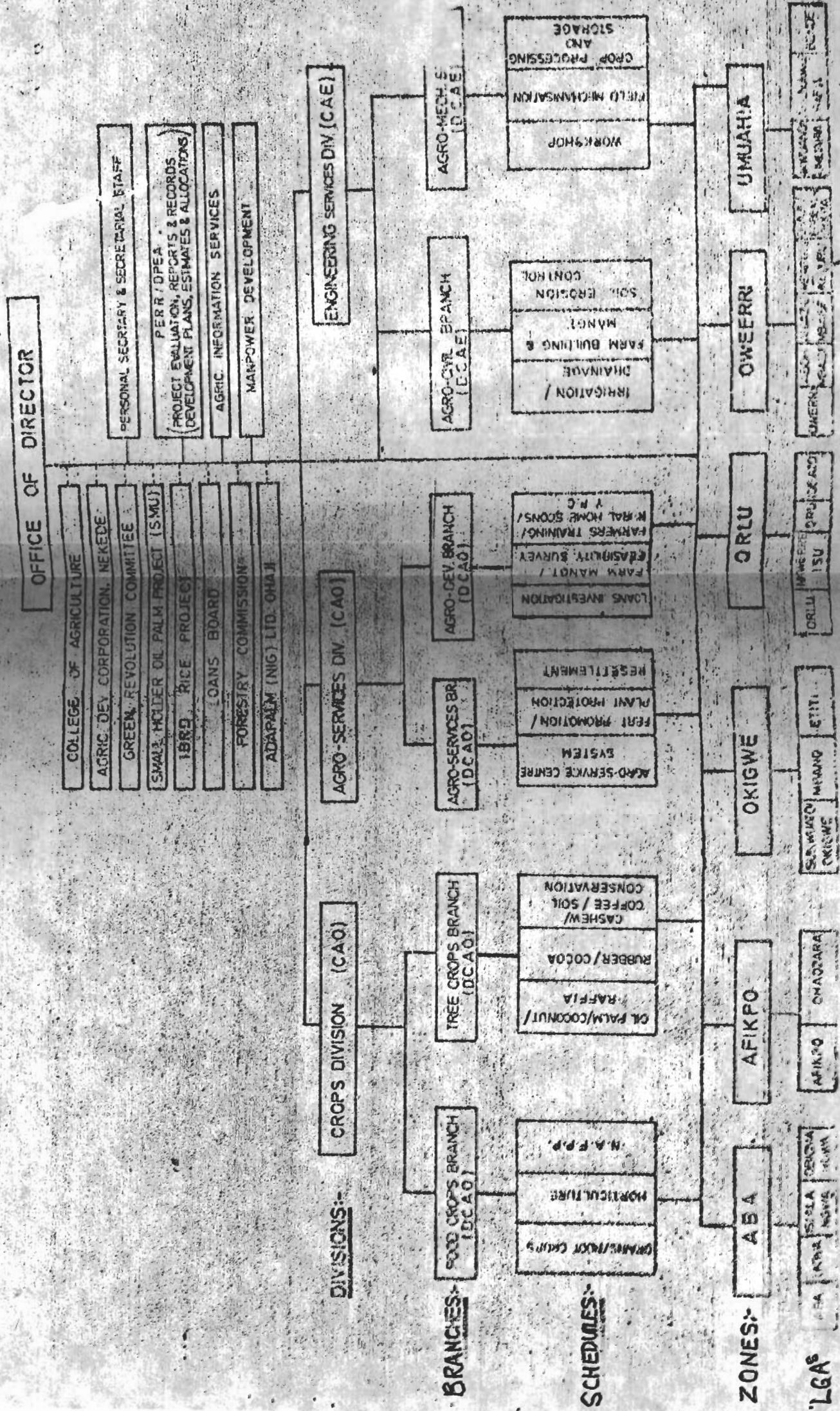
LIST OF ADULT HOME ECONOMICS CENTRES INVOLVED IN
THIS STUDY

1. Aba Central - Ministry of Agriculture Zonal Headquarters
(ISADAP) Aba.
2. Rural Community Centre, Nvosi, Isiala Ngwa.
3. Ministry of Agriculture Zonal Office, Amaigbo Orlu.
4. Rural Community Centre, Oziza, Afikpo.
5. Owerri Central - Ministry of Agricultural Zonal Head Office
(ISADAP) Owerri.
6. Rural Community Centre, Aboh Mbaise.
7. Rural Community Centre, Naze - Owerri.
8. Rural Community Centre, Okolochi - Owerri.
9. Umuahia Central - Ministry of Agriculture Zonal Office,
Umuahia.
10. Rural Community Centre, Ndoro, Umuahia.

MINISTRY OF AGRIC. & NATURAL RESOURCES, IMO STATE

DEPT. OF AGRIC. EXTENSION SERVICES

169



Mabel A. Oji (Mrs), 170
University of Nigeria,
Dept. of Educational Administration,
Nsukka.
6th June 1984.

The Permanent Secretary,
Ministry of Agriculture and Natural
Resources,
Imo State,
Owerri.

Sir,

PERMISSION TO ADMINISTER QUESTIONNAIRES TO ZONAL
AGRICULTURE/HOME ECONOMICS OFFICERS IN IMO STATE.

A research work is being carried out on the evaluation of the effectiveness of Home Economics Extension Programmes under the Imo State Ministry of Agriculture & Natural Resources.

I wish to ask for your permission and co-operation to administer questionnaires in relation to the research work to your Zonal Agriculture/Home Economics Officers in the State.

There is no doubt that the findings of this work will be very invaluable to the State Home Economics Programmes and the country as a whole.

I hope my request will be given a favourable response.

M.A. Oji (Mrs)



OWERRI

19th June, 1984

ANR/AG.52/Vol.1/236
ies to be addressed to the Permanent
y.)

To: All Zonal Co-ordinating Officer i/c.,
Agricultural Zones.

The S.A.S. i/c. Home Economic's Headquarters.

Permission to Administer Questionnaires to
Zonal Agriculture/Home Economics Officers

I am directed to inform you that the Director has given approval for Mrs. M.A. Oji to distribute her Questionnaires within the Zone.

2. Give her the maximum co-operation, you can afford, please.

Omeire
(I. O. Omeire)

for: Director
Dept. of Agric. Extension Services,
Owerri.

APPENDIX B

COMPREHENSIVE
DATA COLLECTION BASED ON QUESTIONNAIRES

Population Breakdown

<u>L.G.A</u>	<u>Class</u> <u>Participants</u>	<u>Agric. Officials</u> <u>&</u> <u>Teachers</u>
Aba	94	7
Afikpo	63	3
Okigwe	-	2
Orlu	75	3
Owerri	138	20
Umuahia	44	5
	<u>414</u>	<u>40</u>

N $\bar{O}$ of Local Government Areas = 21

N $\bar{O}$ of Autonomous Communities and Villages = 383

State Zonal Agric. Officials who
Participated in the study = 22

Home Economists qualified to participate
in the study = 18

(Aba 5; Afikpo 1; Okigwe 0; Orlu 1;
Owerri 8 and Umuahia 3).

Questionnaire 'A'

<u>Question</u>	<u>Information</u>
2	<u>Functionable Home Economics units in</u> <u>the L.G.A.</u>
	Aba 2
	Afikpo 1
	Okigwe 0
	Orlu 1
	Owerri 4
	Umuahia 2

COMPREHENSIVE
DATA COLLECTION BASED ON QUESTIONNAIRES

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Questionnaire 'A'

<u>Question</u>	<u>Information</u>
2	<u>Functionable Home Economics units in</u> <u>the L.G.A.</u>
	Aba 2
	Afikpo 1
	Okigwe 0
	Orlu 1
	Owerri 4
	Umuahia 2

3. See the list of the communities with centres on page 132.

Aba	-	Zonal L.G.A office and Nvosi in Isiala Ngwa.
Afikpo	-	Rural community Centre Oziza.
Okigwe	-	Expected at the L.G.A head-quarter.
Orlu	-	Agric. Zonal Office at Amaigbo.
Owerri	-	Zonal Headquarter ISADAP Owerri Community Centre Abo Mbaise
	"	" Naze
	"	" Okolochi
Umuahia	-	Agric Zonal Office. Community Centre Ndoro.

4. All Centres at the L.G.A Zonal Office received 3 days classes a week, while the rural communities received 2 days classes.

- 5&6. Mobility - Owerri Headquarters had one vehicle. Aba, Orlu and Umuahia share a vehicle each with their L.G.A Zonal Office.

7. Total number of staff were 25 and 18 of them were used for the study because of their academic background and work experience.

Aba	7
Afikpo	2
Orlu	3
Owerri	8
Umuahia	<u>5</u>

	<u>25</u>	<u>Aba</u>	<u>Afi.</u>	<u>Orlu</u>	<u>Ow.</u>	<u>Um.</u>	<u>Total</u>
1983-	7	-	-	40	73	120	
1984-	14	40	-	110	82	246	
1985-	<u>17</u>	<u>56</u>	<u>60</u>	<u>125</u>	<u>40</u>	<u>298</u>	
	<u>38</u>	<u>96</u>	<u>60</u>	<u>275</u>	<u>195</u>	<u>664</u>	

8. Participa-
tion Levels

9. (a) 2 Member advisory committee
 (b) 3 Co-ordinator + advisory committee
 (c) 5 Only as co-ordinator
 (d) 8 Teacher + advisory committee
 (e) 10 Teacher only.

28. The other 12 held no special office.

10.	<u>Aba</u>	<u>Afikpo</u>	<u>Orlu</u>	<u>Owerri</u>	<u>Umuahia</u>
	-	-	-	-	1
	-	-	-	1	-
	-	-	-	-	1
	1	-	-	3	2
	5	-	-	2	3
	-	-	-	-	2
	6	-	-	6	9 = 21

Questions

Information

		<u>Aba</u>	<u>Afk.</u>	<u>Ok.</u>	<u>Orlu</u>	<u>Ow.</u>	<u>Um.</u>
11.	Over 10 yrs.	x	-	-	-	x	-
	10 yrs.	-	-	-	-	-	x
	5 - 9 yrs.	x	-	-	-	-	-
	2 - 4 yrs.	-	x	-	x	-	-
	Not yet started	-	-	x	-	-	-

13& 14	Contact participants	38
	" Home Economists	2
	Report from Zonal Home Ec.	36
	" " L.G.A. Agric. Office	4

QUESTIONNAIRE "B" (Participants Only)

	Aba	Afik.	Oki.	Orlu.	Ow.	Um.
1. Below 20 yrs	20	10	-	18	28	15
21 - 40 yrs	41	38	-	40	88	20
41 - above	<u>33</u>	<u>15</u>	-	<u>17</u>	<u>18</u>	<u>9</u>
	<u>94</u>	<u>63</u>	-	<u>75</u>	<u>138</u>	<u>44</u>
2.	Aba	Afikpo	Orlu	Ow.	Um.	
Single	40	25	28	38	19	
Married	51	38	42	98	25	
Divorced	3	-	5	2	-	
Female	94	60	75	138	43	
3. Children	0 - 2.	-	-	-	73	
	3 - 5.	-	-	-	291	
	6 - above	-	-	-	50	

<u>Question</u>	<u>Information</u>
4. a) No school at all	- 50
b) Primary six	- 170
c) Secondary school	- 140
d) Post Secondary	- 50
5. a) Civil Servant	- 69
b) Business	- 100
c) Farmer	- 188
d) Student	- 57
6&7 a) 399 - Yes	a) 1
b) 05 - No	b) -
	c) 4
	d) -

		Aba	Af.	Orlu	Ow.	Um.
8 & 17	a) Very much	15	28	30	92	20
	b) Much	28	33	42	41	11
	c) Little	10	-	3	11	10
	d) Nothing	7	-	2	-	3

9. a) 40 Home Mgt.
100 Foods/Nutrition
84 Sewing & Craft
190 All of them.

10.	a) Excellent	139	11.	a) Yes	399
	b) Good	233		b) No	15
	c) Fair	38			
	d) Poor	4			

12.	a) 6 wks	99	13.	a) 1 ^x wk.	155
	b) 6 mths	271		b) 2xwk.	168
	c) One yr.	42		c) 3xwk.	80
	d) Continuous	2		d) 5xwk.	11

14.	a) Women only	231
	b) Men and women	45
	c) Housewives only	30
	d) Students only	8

15.	a) Church/School	88
	b) A Centre	299
	c) Teachers home	15
	d) Participants home	12

16.	a) Ministry	350	c) Participants	5
	b) Home Ec. Dept.	5	d) Local Comm.	54

- | | | | |
|-----|---|-----------------------|-----|
| 18. | a) | Seminar/exhibition | 108 |
| | b) | dinner party | 117 |
| | c) | dressng parade | 172 |
| | d) | home visits | 27 |
| 19. | a) | Farming season | 173 |
| | b) | Market day | 94 |
| | c) | Not advisable | 43 |
| | d) | Public holiday | 104 |
| 20 | a) | All facilities | 130 |
| | b) | some | 98 |
| | c) | few | 133 |
| | d) | none | 53 |
| 21. | a) | no matter attendance | 10 |
| | b) | full attendance | 122 |
| | c) | passed test | 100 |
| | d) | exhibit more crafts | 182 |
| 22. | a) | Father | 4 |
| | b) | pregnant mother | 36 |
| | c) | 6 mths nursing mother | 17 |
| | d) | single boy or girl | 150 |
| 23. | Suggestions - a) Providing enough equipment and fund by the Ministry. | | |
| | b) Ministry should plan farm lands. | | |
| | c) More males shouls be made to attend home economics courses also teach the courses. | | |
| | d) Many more rural centres should be built. | | |

QUESTIONNAIRE 'C'For the fourty Officials OnlyEvaluation CriteriaQuestions

	S A		Agree		No Idea		Disagree		S.D.	
	PM	HE	PM	HE	PM	HE	PM	HE	PM	HE
1.	16	14	6	4	-	-	-	-	-	-
2.	12	8	-	-	-	1	5	9	5	0
3.	7	7	5	3	-	1	9	7	1	-
4.	4	-	7	17	-	-	5	1	6	-
5.	-	3	5	10	-	-	4	5	13	-
6.	3	5	7	3	-	-	6	8	8	2
7.	13	10	5	6	-	-	4	2	-	-
8.	10	9	6	-	-	3	3	5	3	1
9.	9	-	12	-	-	-	1	13	-	5
10.	-	7	10	10	-	-	10	1	2	-
11.	13	9	9	8	-	1	-	-	-	-
12.	20	2	2	-	-	3	-	10	-	3
13.	8	13	5	5	3	-	6	-	-	-
14.	1	5	9	5	-	5	6	5	2	2
15.	10	-	6	5	2	3	-	5	4	5
16.	8	10	5	4	3	0	4	4	2	-
17.	14	18	4	-	-	-	-	-	4	-
18.	-	3	10	13	5	-	4	2	-	-
19.	16	10	6	8	-	-	-	-	-	-
20.	12	8	9	6	-	-	-	-	1	4
21.	6	4	9	14	-	-	7	-	-	-
22.	9	6	12	12	-	-	1	-	-	-

Variables on Impact of Bureaucracy on
Administrative Tasks

Variables x	S. A Agree	Total Against	No Idea or No Response	Disagree SD.	Total Infavour
1.	16	20	1	1	1
2.	6	16	4	2	5
3.	6	16	3	3	6
4.	1	2	8	6	15
5.	-	3	4	5	15
6.	5	18	3	10	2
7.	4	4	7	1	14
No Response	-	-	5	8	-
8.	4	9	3	-	13
9.	12	18	3	4	4
10.	15	19	1	3	6
$\Sigma X=10$	69	127	42 Not used	51	81

Against = 127
 Infavour = 81
 No Idea = 42
 Σ Respondents = 250

QUESTIONNAIRE "D"ADMINISTRATIVE INFORMATION

<u>Task Unit</u>	<u>Task Activity</u>	<u>Always</u>	<u>Very Often</u>	<u>Sometimes</u>	<u>Few Times</u>	<u>Never</u>
1. Ministry of Agric./Agency	1 Create Centres	20	10	5	5	-
	2 Train Teachers	15	18	7	-	-
	3 Inspection	14	20	6	-	-
	4 Supply Materials	9	21	2	8	-
	5 Select partici- pants	2	10	5	20	3
2. Local Govt.	1 - - -	11	11	6	9	3
	2	5	13	20	2	-
	3	9	12	13	6	-
	4	3	4	23	5	5
	5	10	7	20	-	3
3. Zonal Home Ec.	1 - - -	-	15	23	2	-
	2	4	4	17	-	15
	3	9	12	6	13	-
	4	3	2	20	15	-
	5	10	12	8	10	-

<u>Task Unit</u>	<u>Task Activity</u>	<u>Always</u>	<u>Very Often</u>	<u>Sometimes</u>	<u>Few Times</u>	<u>Never</u>
4. The Community	1	-	13	4	8	-
	2		5	4	-	8
	3		8	6	20	-
	4		20	7	13	-
	5		15	15	4	6
5. Clubs and Participants	1	-	12	2	16	10
	2		4	4	6	23
	3	-	-	2	1	22
	4		10	12	8	-
	5		11	11	5	5

Total Respondents = 40 Officials.

MEAN RATINGS OF QUESTIONNAIRE
RESPONSES IN THE SIX ZONES

Standard deviation for percentage response Sd 8.1

1)	90.2	-	Se
2)	85.2	-	Se
3)	75.0	-	Se
4)	93.6	-	Se
5)	84.1	-	Se
6)	83.0	-	Se

$$\begin{aligned} \text{Standard error of mean} &= Se\bar{x} \frac{3}{m} \\ &= \frac{8.1}{c} \\ &= \underline{3.3} \end{aligned}$$

Percentage responses varies from zone to zone:
Response at Aba is not significant from that of Orlu and Owerri but each differs from responses at Afikpo, Umuahia and Okigwe. Also response at Afikpo and Umuahia are not statistically different but each is higher than response at Okigwe.

ANALYSIS OF VARIANCE (ANOVA) OF
RELATIONSHIP BETWEEN STAFFING AND
PARTICIPATION IN THE SIX ZONES

$$\text{Correlation Coefficient, } r = \frac{xy}{\sqrt{(x^2)(y^2)}}$$

$$\text{Where } xy = xy - \frac{(\sum x)(\sum y)}{n}$$

$$x^2 = x^2 - \frac{(\sum x)^2}{n}$$

$$y^2 = y^2 - \frac{(\sum y)^2}{n}$$

$$x^2 = 100, \quad x = 18, \quad y^2 = 39410, \quad Y = 414, \quad XY = 1844$$

$$XY - \frac{(\sum x)(\sum Y)}{n} = 1844 - (18)(414) = 353.6$$

$$x^2 - \frac{(\sum x)^2}{n} = 100 - \frac{(18)^2}{5} = 35.2$$

$$y^2 - \frac{(\sum Y)^2}{n} = 39410 - \frac{(414)^2}{5} = 5130.8$$

$$r = \frac{XY - \frac{(\sum x)(\sum Y)}{n}}{\sqrt{\left(x^2 - \frac{(\sum x)^2}{n}\right) \left(y^2 - \frac{(\sum Y)^2}{n}\right)}}$$

$$= 353.6$$

$$(35.2)(5230.8) = 0.8320$$

PEARSON CORRELATION COEFFICIENT OF EDUCATIONAL LEVEL
AND COURSE PREFERENCE IN THE SIX ZONES

Course Preference	EDUCATIONAL LEVEL				Total
	Primary Six	Secondary School	Post Secondary	No. School	
Home Management	13(7.9)	3(17.6)	5(5.4)	4(4.1)	25
Foods/Nutrition	10(10.1)	13(9.7)	5(7.0)	5(5.2)	32
Sewing/Crafts	6(5.5)	8(9.1)	10(6.5)	6(4.9)	30
General	-(1.6)	5(1.5)	-(1.1)	-(0.9)	

Expected number of respondents in each educational level

$$= \frac{92}{4} = 23$$

$$\chi^2 = \frac{(5)^2}{23} + \frac{(3)^2}{23} + \frac{(8)^2}{23} = 5.83$$

$$\chi^2_{3; 0.05} = 7.81$$

∴ Distribution is Uniform.

Because of the expected values less than 5, we combine sewing/craft and general. The new table becomes:

	Primary Six	Secondary School	Post Secondary	No. School	Total
Home Economics	13	3	5	4	25
Foods/Nutrition	10	13	5	3	31
Others	6	13	10	6	35
	29	29	20	15	93

$$\chi^2 = \frac{(5.67)^2}{31} + \frac{(1.33)^2}{31} + \frac{(4.33)^2}{31} = 1.0$$

$$\chi^2_{2; 0.05} = 5.98$$

Observed		Expected		
No.	No.	Obs.-Exp.	$(O-E)^2$	$\frac{(O-E)^2}{E}$
13	7.9	5.1	26.01	3.29
10	10.1	-0.1	.01	0.00
6	11.1	-6.1	16.01	2.34
3	7.6	-4.6	21.16	2.78
13	9.7	3.3	10.89	1.12
13	10.6	2.4	5.76	0.54
5	5.4	-0.4	0.16	0.02
5	7.0	12.0	4.00	0.57
10	7.6	2.4	5.76	0.76
4	4.1	-0.1	0.01	0.00
5	5.2	-0.2	0.04	0.01
6	5.8	-0.2	0.04	0.01

$$X = 82 \quad Y = 92.1$$

$$X^2 = 12.03$$

$$df = (2)(3) = 6$$

$$X^2_{C, 0.05} = 12.59$$

∴ X^2 is not significant.

PEARSON CORRELATION COEFFICIENT OF COMMUNITIES
TO THE PROGRAMME BENEFITS

Correlation Matrix

I

	A	B	C
A		0.712	0.225 **
B	0.712 ^{NS}	-	0.610 ^{NS}
C	0.925 ^{**}	0.610 ^{NS}	-

II

	A	B	C
A	1.00	=	=
B	0.712 ^{NS}	1.00	-
C	0.925 ^{**}	0.610	1.00

$r_{4, 0.05} = 0.811$; $r_{4, 0.01} = 0.917$

Only correlation between A and C is significant
 at $P = 0.01$ level.

MEAN RATING OF POLICY MAKERS AND HOME ECONOMISTS
RESPONSES OVER ADMINISTRATIVE TASKS

		Strongly Agree	Agree	No Idea	Disagree	Strongly Disagree	Total
PM		10(5.5)	6(6.05)	2(2.75)	0(2.75)	4(4.95)	22
TASK I HE		0(4.5)	5(4.95)	3(2.25)	5(2.25)	5(4.05)	18
Total			10(8)	11(8)	5(8)	9(8)	40
PM		8(9.9)	5(4.95)	3(1.65)	4(4.40)	2(1.10)	22
TASK II HE		10(8.1)	4(4.05)	0(1.35)	4(3.60)	0(0.90)	18
Total		18(8)	9(8)	3(8)	8(8)	2(8)	40
PM		14	4	0	0	4	22
TASK 3 HE		18	0	0	0	0	18
Total		32	4	0	0	4	40
PM		16	6	0	0	0	22
TASK 4 HE		10	8	0	0	0	18
Total		26	14	0	0	0	40

(No analysis necessary)

For Task I, χ^2 for mean responses 4.0, $\chi^2_{3,0.05} = 7.81$

For the table, χ^2 15.15, $\chi^2_{4, 0.05} = 9.45$

Even though the mean responses are equally distributed, the responses depends on whether the subject is a policy maker of Home Economist. More P.M. tends to strongly agree with I while more H.E. disagreed.

For Task II, χ^2 for mean responses = 20.23 $\chi^2_{3, 0.05} = 7.81$

ANALYSIS OF VARIANCE OF EFFECT OF BUREAUCRACY
ON PROGRAMME OPERATION

	A	B	C	
Obtained Frequency	fe = 94	fe = 49	fe = 42	fe = 175
Expected Frequency	fe = $58\frac{1}{3}$	fe = $58\frac{1}{3}$	fe = $58\frac{1}{3}$	fe = 175

$$x^2 = \frac{(fe - fe)}{fe}$$

$$x \text{ Scale} = \frac{(94-58.3)^2}{58.3} + \frac{(49-58.3)^2}{58.3} + \frac{(32-58.3)^2}{58.3}$$

$$= \frac{(35.7^2 + -9.3)^2}{58.3} + \frac{(-26.3)^2}{58.3}$$

$$= \frac{1274.40 - (86.49 + 601.69)}{58.3}$$

$$= \frac{1274.49 - 778.18}{58.3}$$

$$= \frac{496.31}{58.3}$$

$$x^2 = 8.51$$

$$df = (3-1) (3-1) = 4$$

$$x^2_{4; 0.05} = 9.49$$

°. is not significant.

APPENDIX C.

This study aims at identifying the on-going home economics adult education programmes under the Imo State Ministry of Agriculture and Natural Resources, assess their activities, find their problems and be able to recommend new innovations that might evolve positive changes and support the on-going projects. The questions are in no way implicating. Please feel free to respond as constructively as possible.

- a) Designation or title of the respondent: _____
- b) Year of experience on present job: _____
- c) Sex: male (), female ()

SECTION A

IDENTIFYING ON-GOING HOME ECONOMICS ADULT EDUCATION PROGRAMME.

Local Leadership Rating Scales:

(Tick (✓) against the response as related to you.

1. The respondent's agricultural zone is located at:

- | | | |
|----|---------|--------|
| a) | Aba | () |
| b) | Afikpo | () |
| c) | Okigwe | () |
| d) | Owerri | () |
| e) | Orlu | () |
| f) | Umuahia | () |

2. In my agricultural zone the number of functionable home economics adult education centres are:

- a) 4 ()
- b) 3 ()
- c) 2 ()
- d) 1 ()
- e) none ()

3. The home economics centres are located at:

- a) The Zonal Headquarters ()
- b) Three autonomous communities ()
- c) Two autonomous communities ()
- d) One autonomous community ()
- e) No location ()

4. The home economics adult education staff in a week carry their work to the rural communities.

- a) Four times ()
- b) three times ()
- c) two times ()
- d) one time ()
- e) None at all ()

5. For mobility and easy transportation my zonal headquarter has vehicles numbering up to:

- a) two vehicles ()
- b) three vehicles ()

- c) two vehicles ()
- d) one vehicle ()
- e) No vehicle at all ()

6. The home economics unit has at her disposal

- a) two vehicles ()
- b) one vehicle ()
- c) no vehicle ()

7. The number of home economics staff in the zone are:

- a) five and above ()
- b) three - four ()
- c) two ()
- d) One ()
- e) None ()

8. According to your record available can you say that the average annual adult participants are about:

- a) 200 and above ()
- b) 100 - 150 ()
- c) 60 - 90 ()
- d) less than 50 ()
- e) None ()

9. In your present position as an officer, are you involved in the home economics programme organization?
- a) Only as a member of advisory committee ()
 - b) Both as a Co-ordinator and member of Advisory Committee ()
 - c) Only as a Co-ordinator ()
 - d) Both as a teacher and member of advisory committee ()
 - e) Only as a teacher ()
10. In my Agric. Zone, the number of Advisory Committee members are about:
- a) six ()
 - b) five ()
 - c) four ()
 - d) three ()
 - e) None ()
11. In my zone the home economics adult education programme started as far back as:
- a) over ten years ()
 - b) just ten years ()
 - c) between 5-9 years ()
 - d) between 2-4 years ()
 - e) not yet stated ()

12. To obtain sufficient qualified workers the authorities
- a) Have established training programme. ()
 - b) Allow individuals to enter for their training. ()
 - c) Subsidize individuals training ()
 - d) Do not support any study leave ()
 - e) Employ already qualified workers ()
13. Communication is an important tool in any form or education, as an officer in authority, how do you find the needs of your participants in the rural communities?
- a) Through the participants themselves ()
 - b) Through the rural home economics teachers ()
 - c) Through the state home economics head office ()
 - d) Through the Local Government Zonal Agric.Office ()
 - e) No contact at all ()
14. Report on functions and progress of the community home economics adult education centre is:
- a) Regularly received from the Zonal Home Economics Headquarters ()
 - b) Occasionally received from the Zonal Home Economics Headquarters ()
 - c) Regularly received from the Zonal Agric.Office ()
 - d) Occasionally received from the rural community ()

- e) Occasionally received from the State Home
Economics Headquarters Office ()
- f) Regularly received from the State Home
Economics Headquarters Office ()

SECTION B

RESOURCE MATERIALS, PARTICIPATION AND FUNCTION

Tick the correct answers as related to your interest.

1. Age: a) () Below 20 years
b) () 21 - 40 years
c) () 41, and above
2. Marital Status: a) () Single
b) () Married
c) () Divorced
3. How many children do you have?
a) () 0-2
b) () 3-5
c) () 6 and above
4. Education
a) () Did not go to school at all
b) () Primary six
c) () Secondary school
d) () Post secondary

5. Occupation:

- a) () Civil servant
- b) () Business
- c) () Farmer
- d) () Student

6. Did you participate in the Home Economics Adult Education classes?

- a) () Yes
- b) () No

7. If No. Why

- a) () Lack of time
- b) () No information
- c) () Lack of money to buy articles for practicals.
- d) () Not interested.

8. Yes, how much have you learned from the classes?

- a) () Very much
- b) () Much
- c) () A little
- d) () Nothing at all

9. What subjects did you enjoy best?

- a) () Home Management
- b) () Foods and Nutrition
- c) () Sewing and Crafts
- d) () All of them

10. How would you assess your teacher's capability on teaching method?

- a) () Excellent
- b) () Good
- c) () Fair
- d) () Poor

11. Do you think this programme would be more successful without language barrier.

- a) () Yes
- b) () No
- c) () Don't know

12. How long do you suggest the course should last?

- a) () 6 weeks
- b) () 6 months
- c) () One year
- d) () Continuous

13. How many days in the week should the classes hold?

- a) () Once a week
- b) () twice a week
- c) () thrice a week
- d) () Five times a week

14. What type of people do you suggest should attend this course?

- a) () Women only
- b) () Men and women
- c) () House-wives only

d) () Students only

15. Where would you like the classes to hold?

- a) () At village schools or church premises.
- b) () At the specific centre built for adult education.
- c) () At the teachers homes
- d) () At the participants homes.

16. Whom do you suggest should be responsible for your practical demonstration funds?

- a) () The Government Ministry.
- b) () The Home Economics Department.
- c) () The participants themselves.
- d) () The Local Community.

17. Do you think your participation in this course will help to improve the living standard of your family?

- a) () Very much
- b) () Much
- c) () I don't think so.

18. Any organizational activity need rounding up, how do you recommend that the home economics adult education programme should be rounded up?

- a) () By holding a general seminar and exhibition.
- b) () Organizing a dinner party.
- c) () Organizing a dressing parade.
- d) () Organizing home visits.

19. Exemption should be given to the rural participants on a day such as
- a) ☐ Farming season days
 - b) ☐ Local market day
 - c) ☐ Not advisable
 - d) ☐ Public holiday
20. The home economics adult education centre in my community has
- a) ☐ All the necessary equipment
 - b) ☐ Some of the necessary equipment
 - c) ☐ Very few of the necessary equipment
 - d) ☐ None of the necessary equipment
21. Some participants feel it will be necessary to award certificate or testimonial to them at the end of a successful programme. Do you agree it should be awarded to?
- a) ☐ Every participant no matter the attendance.
 - b) ☐ Only those who have full attendance.
 - c) ☐ Those who pass the organizers test.
 - d) ☐ Those who have more crafts to exhibit.
22. What is your physical identification?
- a) ☐ A father
 - b) ☐ Expectant mother
 - c) ☐ Six months nursing mother
 - d) ☐ Single girl or boy.

23. What suggestions will you give to the authority towards
organizing Home Economics Adult Education Programme.

- a) () _____
- b) () _____
- c) () _____
- d) () _____

METHODS AND PROCEDURES FOR EVALUATING HOME ECONOMICSADULT EDUCATION PROGRAMMES

CRITERIA FOR EVALUATION	RATING SCALE				
	Strongly Agree	Agree	No idea	Disagree	Strongly Disagree
1. It is necessary to have a policy-making committee for home economics programmes.					
2. There should be only one policy making committee for the entire State programmes.					
3. Each Local Government Area should have its own policy making committee.'					
4. Each Local Government should have its own home economics headquarters.					
5. A male officer can be assigned to head any home economics programme.					
6. Only female officers should be made to work with the rural communities.					
7. Both males and females should be deployed as community agents.					
8. Evaluation procedure should include personal interviews.					
9. Evaluating procedure should include questionnaire.					
10. Evaluation should include assessment of participants mastery of skills.					
11. Evaluation should include periodic visits to the extension centres.					
12. Evaluation should include teachers and participants activities.					
13. Evaluation should include review of work by the Advisory Committee.					

CRITERIA FOR EVALUATION	RATING SCALE				
	Strongly Agree	Agree	No Idea	Disagree	Strongly Disagree
14. Evaluation should include assessment of participants' response and feedback.					
15. A centre should be assessed by the number of useable equipments it has, and the curriculum being followed.					
16. Providing fund to run rural home economics programme should be a criteria for evaluation.					
17. Mobility is very important in organizing rural community programmes.					
18. Trained home economist will assess a rural programme more seriously than Advisory Committee.					
19. The Ministry should demand regular reports from the Zonal Units.					
20. Ministry should appoint the programme evaluators.					
21. Rural women should see home economics adult education as a means of change in life style.					
22. The rural women's contribution and impact should be felt both in the family and in the society after home economics adult education.					

Please score according to your perception the functions of the following administrative task units towards organization of home economics programme.

ADMINISTRATIVE INFORMATION FROM ZONAL HEADS

MAJOR ADMINISTRATIVE TASK UNIT	TASK ACTIVITIES	PARTICIPATION LEVEL				
		Always	Very Often	Some times	Few times	Never
i) Ministry of Agric. or its agency (ISADAP)	1. Creating home economics adult education centres. 2. Trains teachers/workers 3. Regular inspection and monitoring activities. 4. Supply resource materials and fund. 5. Select and encourage participants					
ii) Local Government Office	1. Creating home economics adult education centres 2. Train teachers/workers. 3. Regular inspection and monitoring activities. 4. Supply resource materials and fund. 5. Select and encourage participants					

MAJOR ADMINISTRATIVE TASK UNIT	TASK ACTIVITIES	PARTICIPATION LEVEL				
		Always	More often	Some times	Few times	Never
iii) Zonal Administrator or the Home Economist	1. Creating home economics adult education centres. 2. Train Teachers and workers. 3. Regular inspection and monitoring activities. 4. Supply resource materials and fund. 5. Select and encourage participants.					
iv) The Community	1. Creating home economics adult education centres 2. Training teachers and workers. 3. Regular inspection and monitoring activities. 4. Supply resource materials and fund. 5. Select and encourage participants.					