



**COURSE
GUIDE**

ARD203

INTRODUCTION TO HOME ECONOMICS EXTENSION

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Published by
National Open University of Nigeria 2009

First Printed 2009

ISBN: 978-058-293-2

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Course Guide

What is this course all about?

How is it structured? What are its aims and objectives, and how will the learner's performance be assessed? Answers to all these questions and more are the reason for starting with this Unit - Course Guide.

Course Overview

This course, Introduction to Home Economics Extension (ARD203), is a one-semester, 2 - credit units course taught in the second year of the B.Sc. Home Economics degree programme. It is a course taught for all students registered for the aforesaid degree programme.

The course consists of a total of 19 study units

Schedule of Activities

Each Unit consists of activities that are expected to be coverable in one study week. A topic which is highly loaded may be broken down and treated in two or more Units. You (sometimes referred to as the learner) are expected to study each unit on your own. You are expected to attend the weekly tutorials at your study center where tutorial facilitators (tutors) are available to clarify issues and promote your understanding of this instructional material. Your weekly attendance at the study center is hereby highly encouraged.

Aims of this Course

The overall aim of this course (i.e. benefits of studying this course) includes providing you with a fore-knowledge of what Home Economics is all about. This is expected to develop your understanding and foster your interest in your newly chosen programme (B.Sc. Home Economics) in this University.

The course will start by introducing you to the expected concepts and objectives of the training and practice of Home Economics. It will further go on to discuss the historical processes and contents of Home Economics upon which its future training and practice could be built,.

This course will help you appreciate the enormously wide scope of Home Economics in its training as a programme, and career practice - these in order to help you identify and begin to focus on your area of special interest even at this early stage in your journey to cutting out a profession in Home Economics.

This course will also enable you have exposures to the contents of each sub-area of Home Economics which you will be studying in details in the future as discreet courses, in the Home Economics curriculum.

Other selected Home Economics - related areas such as Agriculture and Health have been included so that you can appreciate the versatile role expected of the contemporary Home Economist.

Course Objectives

As you will see later, starting from this course guide, each study unit has its specific objectives stated at the beginning of the Unit.

The following, therefore, are the overall objectives of this course through which we seek to achieve the general aims we have set out above:

1. Describe the Philosophy of Home Economics and its evolvement as a result of societal changes.
2. State the objectives of Home Economics and its scope of training and practice.
3. Narrate the historical development of Home Economics in terms of processes and contents both in Nigeria and abroad.
4. Discuss the basic human needs with respect to food, clothing, shelter, and health and the programme approaches to meeting these needs.
5. Describe the career opportunities in Home Economics (both now and in the future) with reference to Nigeria.
6. Discuss the establishment and activities of Women in Agriculture (WIA) programme in Nigeria.

Study Units

This course is made up of the following 19 Units and a Course Guide

Module 1

- | | |
|--------|---|
| Unit 1 | What is Philosophy? |
| Unit 2 | Philosophy and objectives of Home Economics I |
| Unit 3 | Philosophy and objectives of Home Economics II |
| Unit 4 | Historical Development of Home Economics in USA and UK. |
| Unit 5 | Historical Development of Home Economics in Nigeria. |

Module 2

Unit 1	Scope of Home Economics - Foods and Nutrition.
Unit 2	Scope of Home Economics - Clothing and Textiles.
Unit 3	Scope of Home Economics - Home Management I.
Unit 4	Scope of Home Economics - Home Management II.
Unit 5	Scope of Home Economics - Home Management III.

Module 3

Unit 1	Scope of Home Economics - Home Management IV.
Unit 2	Scope of Home Economics - Home Management V.
Unit 3	Home Economics Extension
Unit 4	Basic Home Needs I
Unit 5	Basic Home Needs II

Module 4

Unit 1	Careers in Home Economics I
Unit 2	Careers in Home Economics II
Unit 3	Women in Agriculture I
Unit 4	Women in Agriculture II

Unit Structure

Each study unit has a table of contents with the following structure:

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor - Marked Assignments
- 7.0 References and Suggested Further Readings.

Introduction is a brief on the expected contents of the study unit.

Objectives are the specific expected behaviours of the learner (you) by the end of receiving the instructions of the unit contents. Study the objectives before proceeding into the unit and try to identify them as you study the main content. You should also re-look at the objectives at the completion of the unit to check on your understanding of the main content.

Main content contains the instructions and teachings that have been passed to the learner.

Conclusion is a brief round up of concepts as had been taught in the unit.

Summary comprises a re-statement of lists of sub-topics and concepts that had been taught in the unit.

Tutor - Marked Assignments (TMAs) - At the end of each unit there is a set of Tutor - Marked Assignments which will form part of your overall assessment for this course. They are to be answered and submitted to your tutor/facilitator for grading and subsequent return to you.

Assessment

The overall assessment consists of a first part, the continuous assessment i.e. the Tutor - Marked Assignments (TMAs) and a second part, the Final Written Examination (covering all areas of the course) which will be written at your study center. The weighting of the final examination may vary from 50 to 70 percent of the overall. You will be duly informed on this by the University. The total pass mark is 50 per cent. This course may form a pre-requisite for a higher course in which case you must pass this course before you are allowed to proceed to register for a higher one.

The TMAs must be submitted to your tutor in accordance with stated deadline schedules. You might find it useful to review self-assessment exercises, TMAs and you tutor's comments on TMAs in preparation for Final Examination.

Important Dates

Remember that tutorials usually take place at your study center at weekends (Friday evening - Sunday) as arranged by your tutor. Plan your time to make room for these dates.

Dates for examinations and examination time - tables are normally accessible on the University's website, and as displayed on notice boards at your study centre. Look out for these dates.

Conclusion

Finally, by the end of this course you will have a more definitive picture of what Home Economics Extension is all about, and thereby identify your way on the road to attaining a professional status in any area of Home Economics.

MODULE 1

- Unit 1 What is Philosophy?
- Unit 2 Philosophy and Objectives of Home Economics I
- Unit 3 Philosophy and Objectives of Home Economics II
- Unit 4 Historical Development of Home Economics in the USA
- Unit 5 Historical Development of Home Economics in Nigeria

UNIT 1 WHAT IS PHILOSOPHY?

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 What is Philosophy?
 - 3.2 What is Value
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

In this unit you will be introduced briefly to the general meaning of philosophy as the basis of knowledge, and also to the specific definition of philosophy as it relates to a discipline/profession. You will also learn that philosophy evolves through change of values. Values in turn are affected by certain factors.

2.0 OBJECTIVES

On completion of unit 1, you should be able to;

- explain 3 dictionary meanings of the word, philosophy.
- define philosophy as used with reference to a discipline/profession.
- discuss how value is affected by goals, living standard, and needs.

3.0 MAIN CONTENT

3.1 What is Philosophy?

“Philosophy” is a word you will have come across at one time or the other. Can you define “philosophy”?

The original meaning of philosophy as conceived by the Greeks is as follows:

Philein - meaning love

Sophia - meaning wisdom

i.e. philein, Sophia crystallized into “Love of wisdom”, where wisdom means the ability to relate the facts from various forms of knowledge to experience.

The English dictionary meaning of philosophy is diverse (Oxford Dictionary 2001). Philosophy is defined as;

- (a) “the study of nature and meaning of the universe and of the human life”. The Greeks considered anyone who attained knowledge in any area to be a philosopher. Thus, philosophy once encompassed nearly everything that counted as human knowledge. That is why the highest degree in any field (Mathematics, Arts, Social, Physical, Biological, Political Sciences) is the Ph.D. (Doctorate of Philosophy).
- (b) “a particular set of system of beliefs resulting from search for knowledge about life and the universe” You may have heard philosophy being referred to as a discipline just as “Science” is a discipline of reason. Areas of philosophical knowledge include analytical philosophy, moral and political philosophy, and philosophy of religion.
- (c) a set of beliefs or an attitude to life that guides somebody’s behaviour.

In the context of a profession or area of discipline like Home Economics the third definition of philosophy as given above is most applicable. That is to say that the philosophy of a profession or discipline is the fundamental belief or knowledge-attitude that guides that profession or area of discipline. Philosophy in this context can also be viewed as the value-judgment of the discipline since ones values evolve into ones philosophy.

3.2 What is Value?

A value is a measure of worth placed on something. Your value represents your belief or view or feelings of what is good, important or desirable.

Values cannot be seen, but are recognized in behaviour e.g. peace, comfort, health, popularity, honesty, security, knowledge etc e.g. if you value health, you spend more money on nutritionally adequate diet than on varieties of clothing. (Moore and Brudder 2002)

Values are of two types:

- i) Intrinsic Values - Those that are good for their own sake e.g. love, freedom, truth, aesthetics etc.
- ii) Instrumental Values (higher values) - Those that are sought as means of attaining the higher values e.g. orderliness in sitting room arrangement as a means to achieve aesthetics.

Some values can be both intrinsic and instrumental e.g. knowledge is intrinsic and instrumental to power; health is intrinsic and also instrumental to wealth.

Now let us examine the relationship of values and other factors that affect evolvement of philosophy of a discipline. These factors are; goals, standards, needs and likes/dislikes.

- Let us recall that values are reasons why we do what we do (i.e. primary reasons for our actions).
- Now, based on our values we set goals, goals being objectives we want to achieve.
- We set living standards which act as measures for our goals and values - i.e. a measure of how well we have attained our goals based on our values. These could be fixed/rigid standards e.g. as imposed by religion, or culture, or as standards of living (tangible things e.g. goods and services desired by the person or society). (Anyakoohaard Eluwa 1996).
- Needs could be defined as the gap between where we are or what we want and where we want to be or what we want to have.

Maslow ranks these five basic needs in hierarchy (order of importance) starting from the first to the last: i.e. physiological needs (needed to maintain life e.g. food, shelter, sleep, breathing, elimination of waste, sleep and rest), safety, love, esteem and self-actualization needs. Our values are modified by our needs.

SELFASSASSEMENT EXERCISE

- i. What is your fundamental belief on material possessions?
Your answer to this question reflects your philosophy.
- ii. What things and issues make you happy/comfortable with yourself?

Your response to this question indicates your values in life. Value and other factors as they affect evolution of philosophy of Home Economics will be discussed later in another unit.

4.0 CONCLUSION

The dictionary meaning of “philosophy” is diverse, but philosophy as a set of beliefs or attitude that guides a discipline is the one appropriate in our context. Philosophy can also evolve from changing values, which themselves are affected by goals, living standards, and needs.

5.0 SUMMARY

In this unit we have learnt that:

- Divers dictionary meanings of the word “philosophy” and have adopted the beliefs and attitude guides for a discipline as applicable meaning of philosophy in our context.
- That Philosophy evolves as a result of change in values, which in turn are affected by goals, living standards and needs.

6.0 TUTOR-MARKED ASSIGNMENT

- i. Give 3 dictionary definitions of “philosophy”
- ii. Which of these definitions is applicable to the philosophy of a discipline/profession?
- iii. Relate value to goals, standards, and needs.

7.0 REFERENCES/FURTHER READING

Anyakaoha, E. and Eluwa, M.(1996). *Home Management for Schools and Colleges*, Africana - FEP Publ. Ltd

Moore, B.N. and Brudder, K,[2002,]. *Philosophy the Power of Ideas*, 5th Ed., McGraw - Hill Higher Educ.

Oxford Advanced Learner’s Dictionary, Oxford Press 6th Ed.

UNIT 2 PHILOSOPHY AND OBJECTIVES OF HOME ECONOMICS I

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Need for Statement of Philosophy of Home Economics
 - 3.2 Defining philosophy of Home Economics
 - 3.3 Strategies of Implementing Home Economics Philosophy in Nigeria
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

You will recall that unit 1 of this course dealt with definitions of the word, philosophy in general and definition of philosophy as applicable to discipline or profession - that philosophy is the statements that guide the training and practice of a discipline.

In this unit and the next we will focus specifically on the philosophy and objectives of Home Economics.

In this unit we will examine the need to state the philosophy of Home Economics, we will discuss several definitions of the philosophy of Home Economics and will arrive at an acceptable contemporary definition with a far-reaching coverage. The strategies by which this philosophy is sought to be achieved in Nigeria will also be listed.

2.0 OBJECTIVES

At the end of this unit you should be able to:

- state the contemporary philosophy of home economics.
- give reasons why we need to state the philosophy of home economics.
- list the strategies through which the implementation of the home economics philosophy is sought.

3.0 MAIN CONTENT

3.1 Need for Statement of Philosophy of Home Economics

The need for philosophy statement of a profession/discipline cannot be overemphasized. Every profession/discipline has a philosophical basis for training and practice. Philosophy of Home Economics, therefore, are statements of belief which the training and practice of Home Economics are based.

The need for stating the philosophy of Home Economics arises for the following reasons:

- i. to understand alternate philosophies of the discipline and their evolution in relation to realities of social changes.
- ii. to formulate goals, objectives and plans appropriate for Home Economics education and development in the nation concerned.
- iii. to develop necessary human resources and competence appropriate for various educational and community settings.
- iv. to articulate and defend a personal philosophy of Home Economics informed by professionally relevant conceptualization.
- v. to organize one's own professional resourcefulness, development and growth in matters relating to Home Economics.
- vi. will elucidate (open up) areas of communication and collaboration with colleagues from relevant fields in planning and implementation.

3.2 Defining Philosophy of Home Economics

The philosophy of Home Economics has developed over the years, but the essentials of promoting family living has remained the centre hold. It has been stated in varying ways only to culminate in the same intent and purpose.

The American Home Economics Association defines Home Economics as a field of knowledge and service concerned primarily with strength of family.

At the international meeting of the Permanent Council of Home Economics (Berlin 1965), Home Economics was described as the

possible knowledge of all problems regarding home and family, emphasizing research finding dissemination on matters concerning food, clothing, shelter, health and human relationships.

Olaitan and Onagusiobo have conceptualized Home Economics as the study of human and matter resources affecting homes and families, and the use of these knowledge for the benefit of mankind.

From both definitions above Home Economics appears to be the study of activities of the home and their relationships to their environment. In other words, the philosophy of Home Economics could be simply said to be the conceptualization that defines its content as a discipline at any point in History. In subsequent unit you will learn about the historical development of Home Economics.

Hence the contemporary philosophy of Home Economics is the application of the knowledge from the pure and applied sciences, social sciences, Arts and Humanities to develop men and women with fundamental competences in proffering scientific solutions to problems in the use of resources to access and increase information on the facts of life and improve living in the family, the community, nation, and the world at large.

From the definition of the contemporary philosophy of Home Economics you will observe that Home Economics as a discipline has a broad knowledge base, drawing on pure sciences such as Biology, Chemistry, Physics, Mathematics, applied sciences such as Nutrition, information technology, engineering of home appliances, while social sciences include subjects such as sociology, family living, human development and psychology.

In the field of Arts and Humanities, such knowledge as Fine Arts, and Environmental as well as Communication arts are inclusive. All these basic courses as mentioned here form the basis for the applied courses in Home Economics requires to produce competent personnel capable of improving the living of not just the family, but of the community, nation and the world at large.

3.3 Strategies of Implementing Home Economics Philosophy in Nigeria

The philosophy of Home Economics is sought to be achieved in Nigeria through the following:

1. Preparing the individual for home making and family life. E.g. roles as a husband/father, wife/mother, fundamental training in marriage and family.
2. Nurturing and fostering physical development and well-being of the family, community, nation, and institutions (such as schools, hospitals, restaurants)
3. Helping at various governmental levels in their central body for planning and implementing Home Economics programs in education, extension and others at various levels in the country.
4. Taking up positions in the work force (public and private) as Nutritionists in hospitals and communities, as Institutional Managers, Interior Designers, Household Equipment Testers, Textile and Fashion Designers, Administrators in Education and Child Welfare Agencies, Teachers and Research Workers.
5. Keeping up with recent developments in the discipline through organizing of seminars, conferences, reading a wide variety of professional journals and implementing current ideas emanating from such in order to make and carry out intelligent decisions.
6. Contributing to knowledge and improvement strategies through research and communications.
7. Bring about good interpersonal relationships within the home, the community and hence contribute to the world peace at large.

SELF ASSESSMENT EXERCISE

- i. Discuss the adage “Jack of all trade” as applied to Home Economics.

4.0 CONCLUSION

We have seen that the philosophy of Home Economics could be stated in different ways, but the essentials of promoting family living and by extension that of the community, nation, and the world at large remains the centrehold. This aim has been shown to be sought through certain Home Economics activities.

5.0 SUMMARY

In this unit, reasons for the need to state the philosophy of Home Economics have been advanced. Several versions and the contemporary

philosophy of Home Economics have been stated. The strategies by which the philosophy of Home Economics is sought to be achieved have been listed.

6.0 TUTOR - MARKED ASSIGNMENT

- i. State the contemporary philosophy of Home Economics.
- ii. Discuss 3 consequences of not stating the philosophy of Home Economics.
- iii. List 4 of the strategies through which the philosophy of Home Economics is sought.

7.0 REFERENCES AND FURTHER READING

Berlin (1965). *Home Economics and the Nations Economy*, Washington, DC, AVA Inc.

UNIT 3 PHILOSOPHY AND OBJECTIVES OF HOME ECONOMICS - II

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Specific Objectives of Home Economics
 - 3.2 Evolvement of Home Economic Philosophy
 - 3.3 Factors Hindering Implementation of Home Economics Philosophy
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor - Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

You will recall that we treated the first part of the topic, philosophy and objectives of Home Economics in the last unit (Unit 2). In this unit we shall consider the specific objectives of Home Economics. These objectives are derivable from the philosophy of Home Economics. Philosophy of an individual or a discipline is not static but are subject to change. The motivating factors to the evolvement of the philosophy of Home Economics will be discussed. We will also consider the limitations and factors that pose challenges to the full implementation of Home Economics in Nigeria and other developing countries.

2.0 OBJECTIVES

At the end of this unit you should be able to:

- list the objectives of home economics
- discuss the motivating factors in the evolvement of the philosophy of home economics
- discuss the factors hindering effective implementation of home economics philosophy

3.0 MAIN CONTENT

3.1 Specific Objectives of Home Economics

The specific objectives of Home Economics are the specific competencies expected of professional Home Economists. The unique

and versatile preparation of the Home Economics graduate puts him/her in a position capable of taking up various types of positions in Nigeria and internationally. Specifically, Home Economics examine the following:

- i) Family relationships and child development.
- ii) Intellectual consumption of goods and services, including other economic aspects of personal and family living.
- iii) Nutritional needs for different age groups, in health and disease, including creative food utilization for physiological needs and for leisure.
- iv) Housing for the family, including interior decoration and outdoor terracing.
- v) Design of textiles for clothing and for home decoration and other utilizations.
- vi) Selection, construction, and care of clothing to meet its psychological, social and functional significance.
- vii) Arts and humanities as an integral part of everyday life to add value to living at the family and wider levels.
- viii) Part of legislative and social action programs which directly affect the welfare of individual and family.
- ix) Co-operation with people of international cultures and agencies who contrive to raise level of living.
- x) Carrying out research and applying findings to improve family, society, national and world-wide social and economic development.

SELF ASSESSMENT EXERCISE

Examine each of the objectives of Home Economics again. Describe the job specifications for at least 2 areas that mostly attract your interest.

3.2 Home Economics Philosophy

You will recall that in unit 2 we mentioned that one's philosophy is liable to change according to one's values. Values change with age, environment and experiences. Recall also that values are affected by

needs, goals and standards. You may need to turn back to unit 2 to remind yourself of the definitions of these three salient words.

Similarly, philosophy of a discipline is dynamic in accordance with trends in societal values - i.e. the rapidly changing state of development of the society motivates the derivation of new philosophy of Home Economics. Motivating factors (values) are responsible for the need for re-statement of the philosophy of Home Economics at different era. In a latter section of this course the historical development of Home Economics will be discussed. It suffices for now to say that the philosophy of Home Economics at an earlier stage is shown to be that of acquiring knowledge and competence in the arts of cookery, child care, housekeeping and handcrafting for girls in preparation for good home making. Today, as we have seen in unit 2, philosophy of Home Economics has shifted largely from this simple definition to a high level of professionalism.

Let us consider these factors which have motivated derivation of new philosophy for Home Economics:

- 1) Knowledge of nutrition as a science with enormous implication for healthful living has made knowledge in physical and life sciences inevitable in Home Economics curriculum.
- 2) Shift in the society from settlements of small communities to more complex urban dwellings calls for change in housing design and land-space management.
- 3) Human movements for business or leisure have been on the increase, creating need for institutional outfits mimicking home environment “a home away from home”, e.g. hotels, hostels and hospitals.
- 4) More and more people eat away from home either as necessitated by long uninterrupted work hours away from home, or for the pleasure it creates, creating a conducive atmosphere for interpersonal business or social relationships, or just to break the monotony of “home cooking”. Adequate preparation in institutional food management will be required this wise.
- 5) Technology has facilitated domestic tasks - the Home Economist must be competent in the knowledge of operation and maintenance of domestic and institutional equipment.
- 6) Improvement of the socio-economic status of most cultures has been reflected in their change of taste for higher aesthetic and

functional values for clothing, housing designs and interior designs.

- 7) Information and Communication Technology (ICT) has globalised information and ideas, and exposure to experiences, all of which have impacted standards of the society. Discovering the changing needs of industries, families, and societies and means of satisfying these needs has necessitated venturing into scientific research in Home Economics.
- 8) As more and more women get engaged outside the home impartation of early childhood education has shifted on alternate institutions, a phenomenon demanding knowledge of child care and development by the Home Economist.

3.3 Factors Hindering Effective Implementation of Home Economics Philosophy

It is obvious from discussions in this unit and the previous that Home Economics, according to its philosophy, is capable of adding value to family living, create a happier and community, progressive nation and a prosperous world at peace with itself.

However, it is necessary, at this stage, to bring to our awareness the factors that pose as challenges and limitations to the full implementation of Home Economics philosophy in Nigeria and in other developing countries.

These factors include the following:

- 1) Culture and social practices in which the Nigerian women (the homemaker) has very little or no control on decision making on issues that affect her home. This gender issue has arisen for the fact that the woman is often very much less educated and less empowered than her counterpart man. A global move to remedy this situation is however being addressed by including in “the Millennium Development Goals in Africa” the goal to promote gender equality and empower women. (Unah 2001)
- 2) Diversity in the cultural, religious and socio-economic environments calls for fragmentation of possible solutions to family and national problems.
- 3) The declining economy has limited the adoption of new technology that could enhance work simplification in the home. This same economic factor has limited funding for research work to identify the changing family and societal needs in order to proffer solutions to them.

- 4) A society not very dynamic in accepting and adapting to change in the face of changing challenges of the family, society, and the world.
- 5) Competition with other disciplines for science-oriented students has often limited enrollment for the Home Economics program in learning institutions.

4.0 CONCLUSION

Objectives of Home Economics cover a wide range from performance in family living, food use and nutrition, housing, textile designs, clothing designs and construction, researching, to being part of national and international agencies whose programs directly affect the family, society, world-wide. Philosophy of Home Economics is not static but evolves as a result of certain motivating factors. Implementation of Home Economics philosophy particularly in the developing countries is highly limited by factors such as gender inequality, socio-economic and diverse cultural and religious practices within a nation.

5.0 SUMMARY

In this unit we have examined the objectives of Home Economics. We have considered factors that motivate the derivation of Home Economics philosophy. We have also discussed the challenges and limiting factors to the full implementation of Home Economics philosophy and objectives

6.0 TUTOR - MARKED ASSIGNMENT

- i. List 5 objectives of Home Economics.
- ii. Discuss the challenges to the full implementation of the objectives you listed in question 1.
- iii. Discuss 5 motivating factors in the evolvement of philosophy of Home Economics.

7.0 REFERENCES/FURTHER READING

Specific Competencies of Home Science Graduates. Prospectus for Bachelor of Science degree in Home Science, 2007, Kogi State University, Anyigba, Nigeria.

Unah, J.I. (2001), Development of Human Society from Primitive to Capitalistic Society in: Philosophy, Society and Anthropology. FADEC Pub. Lagos, Nig.

UNIT 4 HISTORICAL DEVELOPMENT OF HOME ECONOMICS IN THE USA

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 History of Domesticity in America
 - 3.1.1 History of Attitudes Towards Domesticity
 - 3.1.2 History of Occupations Associated with Domesticity
 - 3.1.3 Technology and Domesticity
 - 3.2 Development of the Discipline of Home Economics
 - 3.2.1 Founding of Home Economics
 - 3.2.2 Home Economics and the Progressive Era
 - 3.2.3 Home Economics in Mid and Late 20th Century
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor - Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

Why study the History of Home Economics?

Why delve into the events of the past?

There are advantages to the study of History in general. Every discipline has a history of its development, Home Economics, inclusive. History enables us to link the past actions and events with the present and offers a foundation for future plans in the development of the discipline.

In this course we shall be studying the persons, causes, and activities that had served to develop Home Economics and uplifted it to the academic and professional levels it has attained today.

In this Unit we shall be studying the History of Home Economics in the United States of America (USA), where Home Economics has received the global lead in the professionalisation of the discipline.

In the next Unit we shall examine the History of development of Home Economics in our country, Nigeria.

2.0 OBJECTIVES

At the end of this Unit, you should be able to:

- state the need for studying history of home economics.
- describe domesticity in colonial America, with reference to the following occupations: laundry, (washing and ironing), sewing, dish washing, and domestic service.
- narrate the role of technology on domesticity in the past two centuries.
- discuss historically the attitudes towards domesticity.
- narrate the history of Home Economics in terms of persons and events that have made it a progressive profession.

3.0 MAIN CONTENT

3.1 History of Domesticity in America

It is important to understand the history of domesticity (Home Economics) because its history is intertwined with the history of women in America.

Domesticity used to be a matter of fact; there was no choice regarding it for it was something that had to be done. In the Victorian period most women were responsible for clothing, feeding, educating, and sanitizing their families. The women who were not responsible for such things were usually well off and could afford to hire servants and buy expensive appliances to reduce the labor involved in such tasks. Now, women do not have to be rich to avoid such tasks, as it is a rarity to find someone who must work fulltime in order to fulfill their household's domestic needs. The reasons for this change has been attributed to advances in technology, increases in scientific and professional activities and the shifting attitudes.

Other women have criticized those who remain in domesticity as being weak and called domesticity a form of imprisonment, thereby rejecting domesticity. Some women have simply extended the burdens of domesticity in ways, causing it to evolve from mere housewifery into a legitimate science.

3.1.1 History of Attitudes Towards Domesticity

Domesticity was considered to be a necessity. This attitude would mostly be associated with Colonial America. Domesticity was just something that had to be done. This period was described as “essential

and mundane” (Matthew, 1987) - if the domestic chores were not taken care of then the whole family would be endangered.

The attitude that domesticity was empowering arrived in 1850 as domesticity became more elaborate and valuable. This gave the housewife new sources of self-esteem. Women such as Catherine Beecher in 1873 believed that domesticity was empowering. She believed the rightful role for women was as the leader of a household. Catherine Beecher has often been criticized for opposing women’s suffrage but she considered that if women control the people who vote then women’s suffrage would be redundant. One term associated with this attitude is “the Cult of Domesticity”. This belief, according to the Online Dictionary of Sociological Sciences, says that family and individual life is most fulfilling when experienced in a private household where women are chief homemakers and caregivers and that women have moral and temperamental qualities that are best expressed in the personal and domestic sphere of life.

The idea that domesticity was empowering was completely refuted in 1963 by Betty Friedan in her book, *The Feminine Mystique*. Friedan spoke of “the problem that has no name; basically saying that domesticity denied housewives their humanity and potential, a form of physical and mental abuse (McElroy, 2001). Friedan talks of the “delusions of the feminine mystique” and how a woman cannot find her identity in her husband or children (Friedan, B. 1983). In this view, a woman is considered weak by living through others since developing a unique identity is considered difficult. The book helped to spark a cultural revolution and established the idea of housewifery as a disease rather than a choice any healthy woman could make.

The current trend in attitude to domesticity is recreation. No longer is domesticity considered a burden. In fact, it is considered a retreat from the harsh outside world. To understand this trend, one must understand that domestic expectations for women have also changed. As women began to be recognized as individuals, marriage began to evolve into a partnership with men taking on roles that were considered exclusively feminine (Plante, E. 1995). The change in marriage role is not the only thing that has caused domestic expectations to change. Since more married women are now working, the family can now have more money to spend. With this extra money, women can pay others to do domestic chores such as cleaning, child care and cooking.

With the most essential tasks taken care of, women can now spend their free time doing more enjoyable, yet unnecessary, domestic tasks, or crafts as they are now called, such as basket weaving or candle making.

It is somewhat ironic that the modern woman now regards some of the most dreaded tasks of the Colonial era as recreation.

3.1.2 History of Occupations Associated with Domesticity

Home washing machine

According to Encyclopedia Americana, near the end of the 19th century, home washing was done manually by using a water-filled wooden tub, a corrugated washboard, and a rubber-roller wringer to extract water. By 1937 the first automatic washer was invented and this assuredly diminished the workload.

Sewing Machine

Sewing had been a typical home activity for many centuries but it was not until Issac Singer invented the first practical sewing machine in 1853 that sewing began to take on a new role (Burman). Home sewing allowed women to save money, combat the declining quality of ready made clothes, and allowed women to express themselves artistically (Burman). Some would even say that home sewing could be a leisure activity or a form of relaxation (Burman). According to Encyclopedia Americana, the Singer Company marketed the first electric sewing machine for home use in 1889, but home electric machines did not become popular until the 1920's.

Dish Washer

In 1886, Josephine Cochran invented a dishwashing machine. Cochran's machine was a hand-operated mechanical dishwasher. Cochran had expected the public to welcome the new invention, which she unveiled at the 1893, World's Fair, but only large businesses were interested (Bellis). It was not until in 1950s that dishwashers caught on with the general public. The company she founded to produce her dishwasher eventually became Kitchen Aid (Bellis).

Iron

Before the availability of electricity, there were a number of alternatives for irons, however, they were tricky to set up, cumbersome and dirty, which would seem to defeat the object of their use on freshly laundered clothes (Linnel). By 1873 such iron models consists of cast iron heated on hot coals or other model types filled with hot coals. Electric irons were much faster in heating up and could therefore be used almost continuously, saving the user a lot of time. By 1936 they could also be used in any home that already had electric lighting. It was rare for homes with electricity to have wall sockets outside the kitchen, so irons

were usually plugged into light fitting adaptors, running a bulb simultaneously.

One major changes in domesticity over the last few centuries is the occupations that are associated with it. Originally domesticity mostly referred to cooking and cleaning, though that aspect still remains, it has also expanded and evolved to include more professional and scientific occupations. This evolution started with the idea of home economics, a progressive discipline that sought to modernize domestic ideas.

Domestic Servants

From the beginning of the nineteenth century to the beginning of World War I, domestic service was the single largest employer of women in England (Burnett, 1974). The large number of domestic servants was due to the lack of opportunities available for unskilled women. Because of the lack of skills and options, it comes as no surprise that domestic servants were often stigmatized and mistreated. Domestic service was enticing for several reasons, it hired people of young age (typically twelve), required no previous experience, it provided room and board, and most importantly it gave women an opportunity to learn the domestic skills that would be required when they entered into marriage. As time went on it became rare for one to find an Anglo-American domestic servant, however that is not to say that domestic service has disappeared. Domestic service still exists and it is still performed by unskilled women with no opportunities.

3.1.3 Technology and Domesticity

Technology has a tremendous role in the way domesticity has changed in the last two centuries. There have been great advances in sciences that, through their application, have greatly reduced the amount of time and the extent of labor required for many domestic tasks.

SELF ASSESSMENT EXERCISE

Can you think of how domesticity in your culture has changed as a result of technology?

3.2 Development of the Discipline of Home Economics

Home economics covers both the influence of science and technology on women's work in the home and the development of the discipline of Home Economics (known initially alternatively as Domestic Science, Family Resources, Consumer Sciences, and other names). The home

economics movement attempted to apply scientific principles and discoveries to domestic labor.

3.2.1 Founding of Home Economics

Home Economics was created in Lake Placid, New York on September, 19, 1899 near the beginning of the Progressive Era by women like Ellen Swallow Richards and Maria Panoa, and men like Melvil Dewey (Matthews C. 1987). Programmes were popularly started at agricultural colleges. Such programmes were very basic, consisting mainly of reading lessons for farmers' wives. The founders had envisioned Home Economics to be a way for women breakthrough into the scientific field. However the women once gone into home economics found it difficult to expand into anything else.

Women have usually been excluded from most of the scientific world. However, women were considered to be responsible for the nutritional needs of the family. In the past what this meant for women was that they provided nourishment by cooking. Nutrition has come to mean more than just feeding, but providing nutritionally adequate diets that would support health. Nutrition science has its roots in the 1840s when Catherine Beecher in her "Treatise on Domestic Economy" advised women to acquire the knowledge that could lead to informed decisions on how to feed their families instead of memorization of cookbooks (Kamminga and Cunningham 1995). Thus nutrition knowledge allowed women to both strengthen their domestic position and also enter the scientific arena.

Cornell's College of Home Economics was founded at the beginning of the 20th century with her original Charter stating its goals in a very ambiguous way, such as "domestic sciences and art" (Cornell). In 1909 Ellen Swallow Richards, the first president of the American Home Economics Association had considered the name "human ecology" but this move was vetoed by Melvin Dewey.

3.2.2 Home Economics and the Progressive Era

Home Economics in early 20th century America had a major role in the Progressive Era, a period of development of the welfare state, the triumph of modern hygiene and scientific medicine, the application of scientific research in a number of industries, and the popularization of important research on child development, family health, and family economics.

Women trained in Home Economics in the first quarter of the 20th century worked hard to find and develop new roles and new jobs for

themselves, not just in the educational system but also in the private sector - working in the food and consumer goods industries. Between 1900 and 1930 they were found to be working as hospital dietitians, thereby creating for themselves a place within the hierarchy of the hospital community (Sarah).

3.2.3 Home Economics in Mid and Late 20th Century

According to Margaret Rossiter, men moved into Home Economics in the 1960s during which Home Economics gained funding and legitimacy in getting grants and institutional support.

By this time (the 1960s) the name “home economics” was thought to suggest gender stereotypes that many women were struggling to overcome (Cornell). To combat this many colleges began to change the names of their home economics departments to “home ecology” as first suggested back in 1909 by Ellen Swallow Richards. The shift from home economics to human ecology went far more than a change in name - Cornell’s College of Home Economics changed to the College of Human Ecology spelling out more specific goals of its programmes to include: human development, consumer economics, family relationships, human nutrition, household design etc. (Cornell). Steven Clarke of the University of Texas Human Ecology Department was said to have described the difference between the two nomenclatures by saying that although the elements of Human Ecology evolved from the programmes encompassed by Home Economics.

Human Ecology is much more far-reaching. This permitted women to pursue careers in areas that were simply extension of domesticity.

4.0 CONCLUSION

Women will apparently always be associated with domesticity, although the time and labour associated with many tasks have greatly decreased as a result of advance in domestic technology. This situation has risen due to the reforms by women, and other men who felt that domesticity was damaging. The scope of training and practice of domesticity, whatever name it assumes, has expanded and evolved to include professional and scientific occupations.

5.0 SUMMARY

In this unit we have studied the historical development of home economics with reference to the United States of America by reviewing history of persons, causes, and activities that had served to develop Home Economics from mere domesticity of women in the past to its upliftment to the academic and professional levels it has attained through the beginning of the 20th century to date. Specifically we have

examined the history of domesticity in America, the history of attitudes towards domesticity, the history of occupations associated with domesticity, the development of contents of home economics in the early 20th century America to the mid and late parts of the century.

6.0 TUTOR - MARKED ASSIGNMENTS

- i. Narrate briefly the history of 3 domestic occupations with reference to the USA.
- ii. Discuss historically the different attitudes towards domesticity in the USA.
- iii. Discuss the role of home economics in the Progress Era of early 20th century.
- iv. Highlight the advances in Home Economics in the late 20th century.

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UNIT 5 HISTORICAL DEVELOPMENT OF HOME ECONOMICS IN NIGERIA

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Home Economics in Pre-Colonial Era
 - 3.2 Home Economics in the Colonial Era
 - 3.3 Home Economics in Post-Independent Nigeria
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor - Marked Assignments
- 7.0 References/Further Reading

1.0 INTRODUCTION

We have seen in the last unit the development of Home Economics in the US - how one development stage had influenced the subsequent period.

By the same token we shall be examining the processes and contents, in political chronological order, of Home Economics from the Nigerian past to the contemporary Nigeria. Hence in this unit we shall be studying the contents of Home Economics in pre-colonial era, during the colonial era, and post-independent Nigeria.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- discuss the processes and contents of Home Economics education in pre-colonial Nigeria.
- describe the development of Home Economics in chronological order, during the colonial rule in Nigeria.
- narrate the events that have evolved Home Economics education and practice from immediate post-independent days to date.

3.0 MAIN CONTENT

3.1 Home Economics in Pre-Colonial Era

Home Economics education has existed informally among Nigerians long before the advent of western education as brought by Christian Missionaries.

The nature of the training, devoid of planned curriculum, was by practical observation. Knowledge acquirement was very slow and shallow. The aim was solely to train and prepare the female child (from childhood through adolescence) for handling effectively the chores expected in marriage and motherhood. The Nigerian female child received her early traditional lessons about the home from her mother and close relatives. This is so because in the traditional Nigerian society the mothers with the assistance of close relatives nurture the child physically and socially as well as educate her in the cultural norms of the society. In most cases, home economics education was largely run through the apprenticeship system in which older female children were not trained as homemaker by their own mothers but by their close relatives or by experts in particular trades or skills (such as preparation of traditional food delicacies like akara, moinmoin, agidi etc, or skills like textile dyeing, cotton thread spinning, cloth weaving etc). the pre-colonial era girls were taught to become caring mothers and good housewives though training was through observation and imitation of their mothers or surrogates and their strict supervision. Girls were taught to take care of children, prepare acceptable family meals (without any formal recipes), wash clothes and household utensils, fetch water and keep their houses and surroundings clean. These foster mothers ensure the discipline, perseverance, and informal training required to make their wards acquire the skills and the code of conduct they needed in preparation for their future roles as homemakers with wholesome personalities to enjoy happy human relationships in the society.

SELF ASSESSMENT EXERCISE

How important, in your assessment, is this informal home economics education for today's young woman in her preparation for latter life?

3.2 Home Economics in the Colonial Era

The nomenclature, Home Economics, was formerly referred to in the colonial era as Domestic Science.

Domestic Science was introduced into Nigeria by Catholic Missionaries from France who arrived in Lagos in 1873. They started the St. Mary

Convent School in Lagos, and Domestic Science was a major subject in their curriculum. They taught laundry, needle work, knitting, child care, cookery, housekeeping, etc. The wives of pastors and clergymen were the first adults to receive this training in domestic science. This formal education in domestic science aimed generally to impart knowledge in preparation for good homemaking or in setting up a career, or as was often the case, the combination of both. Later other Christian denominations such as the Anglican (Church of England) arrived in Nigeria and in the course of evangelism Nigerian men were to be trained as clergymen in Britain. Consequently, their wives were also caused to receive training in domestic science while there in Britain. An example of this phenomenon is the late Rev. Ransom - Kuti, and his late wife, Funmilayo (Burman 1999)

In 1927, Queen's College, Lagos (a Unisex Secondary School for Girls) was established and the first principal of the college, Miss Blackwel ensured that domestic science was included in the school curriculum. Other contributors to the development of Home Economics included many expatriate women like Mrs. Johnson, the Deputy Chief Inspector of Education, who had written many books in the area of domestic science. Through the efforts of these European women in education frontiers in Nigeria, Domestic Science in 1931 gained Federal and regional governments' recognition. Female European officers were appointed to look into domestic science in Ministries and to improve women education generally. Domestic Science centres dotted primary school premises nationwide.

By 1956 the curriculum of Secondary Modern School (an equivalent of Modern Junior Secondary School) of the old western region included needle work, domestic science and handcrafts.

3.3 Home Economics in Post-Independent Nigeria

Nigeria gained independence on 1st October, 1960 from her colonial master, Britain although a good percentage of the senior work force was still made up of the British.

By early 1960s domestic science was introduced to the curriculum of some secondary schools run by Christian Missions and by mid - 60s domestic science was incorporated in the WASC (West African School Certificate) syllabus as well as in the Grade II Teachers Training Colleges.

By 1962 in the then eastern region of Nigeria a review of the education system was undertaken to include a system of vocational training and guidance in primary and secondary schools. In response it was

recommended that teaching of needle work and handcrafts (for boys), Cookery and Home Management be extended to all categories of primary schools (Mission or Government owned). Since a large number of girls terminated their formal education at the primary schools level either for marriage or for jobs in the public or private service it was considered appropriate to prepare them generally to acquire the necessary knowledge and skills for successful homemaking. (Kamminga 1998)

Female European women continued to work as domestic science inspectors first in the Eastern region and later in the other two regions - namely the North and Western Regions.

In 1960 domestic science was replaced, in nomenclature, by Home Economics in line with happenings in the USA. Since then professionalism has been made of Home Economics. The entry qualifications into Home Economics study in tertiary institutions have been reviewed to include the physical science, even as required for traditionally noble disciplines such as medicine. You will recall how in the previous units, the philosophy of Home Economics has been shown to have evolved to become the application of the knowledge from the Pure and Applied Sciences, Social Sciences, Arts and Humanities to develop not only women but men with fundamental competencies in proffering scientific solutions to problems in the use of resources to access and increase information on the facts of life and improve living in the family, the community, nation, and the world at large.

The University of Nigeria, Nsukka was the first to run Home Economics at degree level. The scope of Home Economics has continued to widen, creating avenues for numerous careers and professionalism in Home Economics as seen today.

4.0 CONCLUSION

The history of Home Economics in Nigeria shows that Home Economics education has existed informally among Nigerians long before the advent of western education/ the aim was solely to train and prepare the female (from childhood through adolescence) for successful homemaking in latter life. Formal education, known as domestic science, was first received by wives of clergymen as taught by early Christian Missionaries from Europe. The aim was to add value to them as homemakers and provide them with gainful engagement.

The colonial era saw domestic science introduced into schools by British education officers serving in Nigerian public service. Through their efforts which continued into the post-independent period, domestic science as a

subject was incorporated into the curriculum of primary and post-primary institutions, and later became a programme of study at degree level in the Universities, with wide scope for professionalism and career pursuits.

5.0 SUMMARY

In this unit the processes and contents of Home Economics have been examined in chronological order from the pre-colonial Nigeria, through the colonial era, to the post-independent period, the contemporary times.

6.0 TUTOR - MARKED ASSIGNMENT

- i. Discuss the processes and contents of Home Economics education in the pre-colonial Nigeria.
- ii. Discuss the role of expatriates in the development of Home Economics in Nigeria.
- iii. Highlight the departures from Domestic Science to Home Economics.

7.0 REFERENCES/FURTHER READING

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MODULE 2

- Unit 1 Scope of Home Economics - Foods and Nutrition
- Unit 2 Scope of Home Economics - Clothing and Textiles
- Unit 3 Scope of Home Economics - Home Management I
- Unit 4 Scope of Home Economics - Home Management II
- Unit 5 Scope of Home Economics - Home Management III

UNIT 1 SCOPE OF HOME ECONOMICS FOODS AND NUTRITION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Contents
 - 3.1 Foods and Nutrition
 - 3.2 Foods as an area of study
 - 3.2.1 Cooking of food
 - 3.2.2 Food Preservation
 - 3.2.3 Food Processing
 - 3.3 Nutrition as an area of study
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor - Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

You will recall that in Unit 2 the philosophy of Home economics was shown to be professional field concerned with strengthening the family and increasing the opportunities for family members to become productive citizens, capable of contributing to the social and economic values of the nations and basic disciplines in physical, biological and social sciences, arts and management are harmonized to synthesize knowledge that could be applied in various fields to increase happiness and satisfaction to family living, the society and the world at large.

Setting up and running a home is a very serious job requiring the homemaker to draw upon all her skills, knowledge and experience. Homemaking today is a very technical job requiring a scientific attitude and approach. The study of Home Economics as a subject helps her to achieve greater efficiency. The study of Home Economics not only prepares one for efficient homemaking but also prepares one for various vocational and specialist areas as well as many field interrelated with

Home Economics e.g. Agric. teaching, catering, counseling and interior decoration. Home Economics consists of the following areas:

Food and Nutrition, Clothing and Textiles, and Home Management (Family Health, Consumer Education and Family Finances, Child Care and Family Relations, Family Housing and Utilities).

Home Management also draws from the principles and practices of other components of Home Economics e.g. family feeding and family clothing.

The scope of Home Economics has been contracted for simplicity and is depicted as shown in fig. 1.

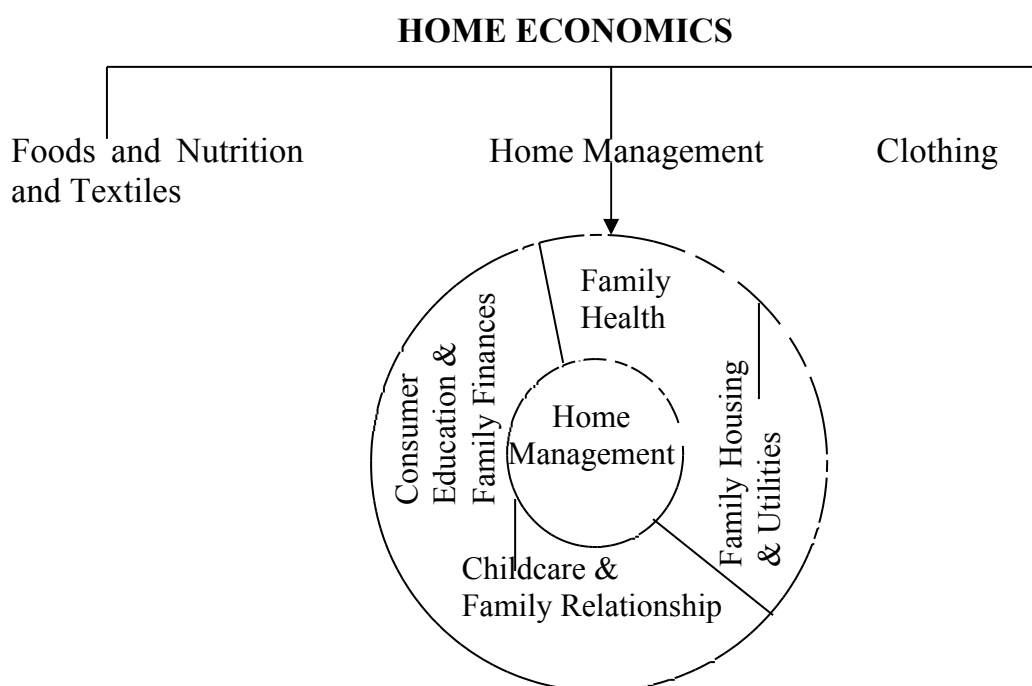


Fig. 1. Scope of Home Management adapted from Anyakaoha and Eluwa (1986)

It is seen that Home Economics is so wide in its scope that several of the subsequent units will be devoted to investigating these various areas, starting in this unit with the area of foods and nutrition.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- describe in general the scope of Home Economics in terms of its major areas of study and practice.
- explain the main contents of “Food” and “Nutrition” as further distinct areas of Home Economics.
- state the advantages of cooking foods.
- state various methods and principles of food preservation.
- discuss factors to be considered in meal planning.
- list major nutrients, their functions, and their food sources.

3.0 MAIN CONTENT

3.1 Foods and Nutrition

As has been mentioned in the introductory part of this unit, Foods and nutrition is an area of study or professional specialization in Home Economics. However, this can be further fragmented (at very high level of specialization as obtains in post graduate studies and research) into two areas - i.e. area of Foods and area of Nutrition. Before we go further let us define “Food” and “Nutrition”.

Food is anything solid or liquid that has a chemical composition, which enables it, when administered to the body (either through swallowing or by intravenous or other means).

It is able to do one or more of the following:

- 1) Provide the body with material from which it can produce heat, or any form of energy.
- 2) Provide material to allow growth, maintenance, repair or reproduction to proceed.
- 3) Supply substances which normally regulate the production of energy or the process of growth, repair or reproduction.

The number of different substances that can be used for food is very large, yet every one of these substances can only qualify to rank as food according to the definition given get so far, it is itself made up of one or more special components called nutrients. So far as the chemistry of food as a whole is concerned there are certain facts that are useful and need to be considered:

- 1) The chemical composition of food must be such that the nutrients of which they are composed are able to dissolve in the liquid of the digestive tract and thence penetrate through the tract into the bloodstream.
- 2) In case the nutrient does not easily penetrate the living of the digestive tract then they must be capable of being split by the digestive enzymes into smaller parts which can then be absorbed by the bloodstream.
- 3) The chemical composition of components of food should be such that they can take part in the chemistry of the living cells of the body.

For example, glucose is a nutrient needed for energy. It quickly dissolves, and is absorbed into the bloodstream, when swallowed but glucose solution could be passed directly through the veins into the body. Glucose is a food. Protein in meat on the other hand is not soluble but readily broken down by the enzymes pepsin and trypsin and then absorbed into the bloodstream. Undigested meat protein cannot be passed to the body through the vein, but nevertheless meat is a food.

Nutrition is the science that deals with the study of all the various factors (nutrients) of which food is composed of as well as all the processes (ingestion, digestion, absorption, transportation, metabolism, and excretion) the nutrient containing food goes through to produce energy, growth, maintenance and repair of the body, and regulation of its processes. In other words, Nutrition is the process of nourishing the living body.

3.2 Foods as an Area of Study

Foods as an area of study is concerned with food cookery and service, diversification in food utilization, recipe development, food storage, processing and preservation. Study, research, or professionalism can be made in any of these mentioned contents of Foods.

3.2.1 Cooking of Food

Food is cooked either by the application of dry heat as in the case of baking and roasting, or by the application of moist heat as in steaming, boiling, stewing and frying.

Cooking is an art which requires, care, skill and planning. There are various methods of cooking food, each one having its own advantages. Whatever method of cooking is employed the following principles must always be kept in mind.

- 1) To keep the flavour in.
- 2) To draw the flavour out.
- 3) To preserve the full nutritive value of the food.

Reasons for cooking food;

- 1) Cooking develops new flavours which render food palatable and stimulating to the digestive juices.
- 2) Cooked food is pleasing to the eye, because of the physiological changes the food undergoes.
- 3) Cooking kills bacteria and other micro-organism, makes it safe for consumption besides assisting in keeping it for a long time.
- 4) Cooking changes the texture of food, promoting mastication and rendering it easy for digestion and assimilation.
- 5) It is easy to plan an attractive, palatable and balanced diet when food is cooked.
- 6) Cooking helps to introduce a variety in the daily diet.

Experimental food cookery will result in development of new recipes and diversified food utilization.

3.2.2 Food Preservation

Most crops produced in the world are seasonal, and hence have to be stored until the next crop is produced. Fish and meat too have to be preserved, as all that is killed or caught cannot be eaten at one time. Bacteria, fungi and yeasts attack food causing it to decay and making it no longer fit to eat. To preserve food, therefore it is necessary to get rid of spores of bacteria, fungi and yeasts. The old methods of preserving food, still in many parts of the world are:

- (a) Smoking
- (b) Drying in the sun
- (c) Salting
- (d) Pickling in vinegar and oil
- (e) Preserving in sugar.

Smoking and drying in the sun removes moisture from the food and are mainly suitable for meat, fish and some vegetable. Bacteria spore will

not reproduce in the absence of moisture hence the food remains good. Salting and pickling preserve the food in a medium in which harmful bacteria are killed and spores if they are not killed cannot reproduce. Preserving in sugar kills bacteria, because in high concentration of sugar the bacterial cells lose water, but sugar is a good breeding ground for fungi and yeasts.

The modern methods of food preservation are:

- 1) by heating to kill bacteria (canning and bottling);
- 2) by freezing to reduce bacterial activity;
- 3) by dehydration; and
- 4) by preserving by the addition of chemicals.

3.2.3 Food Processing

Most crops are not directly utilizable for food as harvested but need to first pass through certain processing. For example in Nigeria cassava is processed into roasted dry flakes (gari), or soaked in water, dried and milled into flour. Cereals are dry-milled into flour, or wet-milled for use for porridge. Similarly, meat products are processed from animals and fish during which non-consumable parts are rid of. Meat could be further processed into, suya sausage, bacon etc. to provide diversified meat utilization in the diet.

3.3 Nutrition as an area of Study

One aspect of nutrition involves physiology. Physiology is the science which deals with the actual functioning of the body. Physiology deals with the entire mechanism of the body. The cardinal principles of human physiology are that the constancy of the interior environment must be maintained at all times. When physiological mechanism fails, disease and discomfort result in spite of the chemistry of food is as per requirements.

Good nutrition requires a satisfactory diet, which is capable of supporting the individual consuming it in a state of good health by providing the desired nutrients in required amounts. It must provide the right amount of fuel to execute normal physical activity. If there is a wrong proportion of one or the other of these nutrients for a longer time than the body can support, a condition of malnutrition will occur. If the total amount of nutrients provided in the diet is insufficient a state of undernutrition will develop. The most extreme form of undernutrition is starvation. Malnutrition may be caused by a wrong balance of nutrients as well as by simple inadequacy of one or the other of them.

The nutritional composition of food derived from the different meals of the day can only be calculated from the amounts of food actually eaten.

Meal Planning

Planning meals for the family entails consideration of the needs of each individual. No two individual or families have exactly the same needs. Nutrition education helps families to make the best use of their material, time, and financial resources to obtain meals that meet their physical, social and psychological needs. Scientific planning of diets, rather than guidance by hunger or instinct should form the basis to meet physiological needs (Mullick 2003). While planning meals for the family, one must take into account the following:

- 1. The influence of activity:** Activity accounts for the largest energy expenditure. It must be considered as to how many members undertake heavy work and how many lead a sedentary life. Each member needs food to provide energy in accordance with the type of work done by him.
- 2. Influence of climate:** It has been observed that there is about 0.5% increase in calorie requirement for each degree below 30⁰C. In warm climates, the tendency to conserve energy reduces calorie need. Thus more food or calorie rich food is needed in cold weather.
- 3. Influence of growth:** The building of new tissues or when growth is rapid, nutrients required is higher, especially in pregnancy and early years of life. So if there is a pregnant woman in the family or growing children, special attention must be paid to their requirements.
- 4. Influence of sex:** Women have a metabolic rate about 6-10% lower than that of men. The influence of sex hormones accounts for some of the differences.
- 5. Influence of endocrine glands:** The thyroid gland regulates the rate of energy metabolism. If it over-active, then the metabolic rate is speeded up and *visé versa* when it is under-active. Other endocrine secretions may have a more transitory influence.
- 6. Influence of health:** The type of food, and the nutrients required by a person in abnormal health conditions vary.

Table 1: Shows the main classes of nutrients, their functions, and food sources.

Table 1 - FOOD AS A SOURCE OF NUTRIENTS

<i>Sl. No.</i>	<i>Nutrient</i>	<i>Function</i>	<i>Food Source</i>
1.	Protein	Promote growth, repair worn out tissues, help in blood formation and production of enzymes and hormones anti bodies.	Animal proteins from milk and milk products, poultry, fish and eggs. Vegetable proteins from pulses and grams, seeds, and nuts.
2.	Carbohydrates	Give energy, and add bulk, variety and flavour to food.	Sugar, cereals, roots and tubers.
3.	Fats	Provide energy, transport fat soluble Vitamins of A,D,E and K, add flavour to food, give a sense of satisfaction and fullness when eaten.	Oil and oilseeds, nuts, butter, meat, egg yolk and milk.
4.	Minerals: Calcium, Phosphorus Iron, Potassium Iodine, Zinc, Fluorine, Magnesium	Constituents of bones and teeth, giving them strength and rigidity. Constituents of body cells, muscles, blood corpuscles, liver etc. Needed in small amounts for the formation of haemoglobin, thyroxine, enzymes etc.	Milk and milk products, green leafy vegetables, cereals and pulses, fruits, nuts and seeds, fortified foods e.g. iodised salt.
5.	Vitamin A	Needed for growth and development, fighting infection, helps in reproduction and vision in dim light.	Green leafy vegetables, yellow fruits and vegetables, liver, egg, milk and milk products and palm oil.
6.	Vitamin B		
a)	Thiamine.	Helps with carbohydrate metabolism. Deficiency leads to mental depression, irritability, fatigue & nervousness, constipation, insomnia and loss of appetite.	Whole cereals, groundnuts, yeast, eggs, fish, peas, milk and green leafy vegetables.
b)	Riboflavin	Necessary for growth and development. It is needed for cell respiration and maintenance of nerve cells.	Yeast, liver, eggs, milk, whole cereals, fish, legumes and green leafy vegetables.

- | | | | |
|-----|-----------|---|--|
| c) | Niacin | Necessary for normal functioning of digestive glands and skin. Promotes growth and development. Helps in the oxidation of proteins, fats and carbohydrates for production of energy. | Milk and milk products, meat, fish, liver, eggs, nuts and legumes and green leafy vegetables. |
| 7. | Vitamin C | It plays a vital role in healing of wounds, and fractures. It is necessary for the formation & maintenance of intercellular substances. It is essential for the maturation of red blood cells & strengthening of capillaries anti-oxidants. | Vegetables and fruits, like oranges, lemons, cabbage, green leafy vegetables, mango, papaya. Milk and milk products, eggs. |
| 8. | Vitamin D | Necessary for the utilization of calcium and phosphorus, and regulates their concentration in the blood. It helps in the formation of healthy and hard bones and teeth. | Fish, liver oils, egg yolk, nuts and green leafy vegetables. |
| 9. | Vitamin E | Acts as an activator in enzymatic reactions, and enhances the utilization of Vitamin A and Vitamin C in the body. It is an anti-oxidant. | Wheat germ oil, cotton seed oil, some cereals and green leafy vegetables. |
| 10. | Vitamin K | Helps with coagulation of blood, by synthesizing prothrombin, and is involved in the enzymatic system of the clotting factor. | Spinach, cabbage, soyabean, vegetable oils, and cauliflowers. |

Adapted from Mullick, P. (2003)

SELF ASSESSMENT EXERCISE

Identify, with reasons, which foundation courses (Natural and Social Sciences, Arts and Humanities) are applicable to the various areas in Home Economics.

4.0 CONCLUSION

Home Economics consists of the following areas:

Foods and Nutrition, Clothing and Textiles, and Home Management. Home Management further consists of Family Health, Consumer Education and Family Finances, Child Care and Family Relations, Family Housing and Utilities. Home Management also draws from the principles and practices of other components of Home Economics - i.e. from Foods and Nutrition (family feeding) and Clothing and Textiles (family clothing). Foods and Nutrition component can be further fragmented at higher levels of study and practice to area of “Foods” comprising food cooking and services, food processing and preservation, area of “Nutrition” essentially deals with processes involved in nourishment of the living body throughout life cycle, in health and in disease.

5.0 SUMMARY

In this unit we have examined the very wide scope of Home Economics. We have started to consider each area of Home Economics, starting with the area of foods and nutrition, which itself has been further fragmented into the areas of “Foods” and “Nutrition”.

The contents of each sub-division were briefly examined.

6.0 TUTOR - MARKED ASSIGNMENT

- i. Draw a chart to illustrate the scope of Home Economics.
- ii. Why is the scope of Home Economics so wide?
- iii. Describe briefly the contents of “Foods” and “Nutrition”.

7.0 REFERENCES/FURTHER READINGS

Anyakaocha, E. and Eluwa, M. (1986). Home Management for School and Colleges, Africana - FEP publ. Ltd.

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UNIT 2 SCOPE OF HOME ECONOMICS - CLOTHING AND TEXTILES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Contents
 - 3.1 Textiles Studies
 - 3.2 Clothing
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor - Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In this unit we shall consider another major field of Home Economics - that is clothing and textiles. We shall be examining origins of textiles and factors involved in textiles studies. We shall also highlight clothing as it relates to construction of textiles for clothing and crafts.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- distinguish between the contents of textiles and clothing.
- narrate the historical development of textiles.
- list natural and synthetic fibres.

3.0 MAIN CONTENT

3.1 Textiles Studies

Textile is the study of fibres, yarns, construction of fabrics and finishes.

The record of man's use of textiles dates back thousands of years. Our knowledge of the early development in textiles is very meagre because there are few written records. Textiles were first developed as handcrafts for carrying food and as mats in shelters. Later it was used as clothing. For these purposes grasses, reeds, strips of hide etc. were interlaced or knotted together. As people became more adapt in weaving, new materials were used. Flax and wool were the first of the fibre to be used because they were easier to twist into yarn than cotton. For thousands of years the four natural fibres - flax, wool, silk and cotton - served most

of man's need. Man made fibres made their entry only at the beginning of the 20th century.

From ancient times of the middle of the 18th century, spinning and weaving were done by hand. Progress in this area culminated in the Industrial Revolution, which was the start of the factory system and mass production. Colour has always been used on fabrics. Dyestuff from plant and insects were used until the synthetic dyes were discovered. Earlier few finishes other than colour were used, but today many fabric are finished to improve their appearance and characteristics.

Textile fibres can be classified into natural and synthetic (manufactured) in origin. Natural fibres consist cotton hair, flax, jute, hemp and rayon, silk, wool, and asbestos. Synthetic fibres (produced from chemicals by industries) consist manufactured rayon, nylon, Dacron, acrilan, Teflon and fibre glass.

Studies in textiles include fibre identification, fabric weaves, textile design (dyeing and printing), and textile laundry, including stain removal.

3.2 Clothing

Clothing is the area concerned with the following: use and care of a sewing machine, basic and decorative stitches, seams and plackets, fabric selection, clothing (garments) design for functional and age reasons, body measurements, clothing construction and modification, ward robe planning etc.

In the home and institutions, clothing is also concerned with artful crafting of utilities such as curtains, bed spreads and covers, cushion covers, table covers, soft toys, wall hangings etc.

In the world of fashion designing the import of colour matching and mixing along with knowledge drawn from the various contents of textile and clothing, as highlighted in this unit, cannot be over-emphasized.

4.0 CONCLUSION

Clothing and Textiles is a field in Home Economics. Textiles are the study of fibres, yarns, construction of fabrics and finishes. Origin of textile fibres can be classified into natural or synthetic.

Clothing is the area concerned with the use and care of the sewing machine, informed selection of fabrics, and construction of garments, and utilities for the home and institutions.

5.0 SUMMARY

The historical development and use of textiles were examined. Fibres were classified into natural and synthetic. The contents of textile studies were highlighted. The areas of focus in studies in clothing were highlighted and artful crafting of utilities for home and institutional use was shown to be inclusive in clothing.

6.0 TUTOR - MARKED ASSIGNMENT

- i. Briefly narrate the historical development of textiles.
- ii. Mention 5 each of natural and synthetic fibres.
- iii. Differentiate between the contents of textiles and that of clothing.

7.0 REFERENCES/FURTHER READING

Fisher H. (1978). "The clothes of the Naked. Social aspects of the Human Body. Ed. T Potliemas Penguin.

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UNIT 3 SCOPE OF HOME ECONOMICS - HOME MANAGEMENT I

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 What is Management?
 - 3.1.1 Motivators of Management
 - 3.1.2 Management Process
 - 3.2 What is Home Management?
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor - Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

You may need to refer to Fig. 1 in Unit 7 to remind yourself of the various areas of Home Economics. You will recall that Home Management is the third and multifarious area of Home Economics consisting of the following sub-divisions: Family Health, Consumer Education and Family Finances, Child Care and Family Relations, Family Housing and Utilities.

In this Unit we will consider Management in general terms, as well as factors in Management process as related to Home Economics. In subsequent units we shall examine each sub-division of Home Management.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define management in general terms
- define Home Management and identify the major sub-divisions of Home Management.
- list and define the motivators of Management.
- describe the steps involved in Management process.

3.0 MAIN CONTENT

3.1 What is Management?

Management in general terms may be said to be planned activities directed towards accomplishing desired goals. It involves the weighing of values and making of decisions about utilization of limited resources. Everyone learns through experience to arrange in some manner the resources at his disposal according with his values, needs, likes and dislikes, standard and his goals. Values, resources, needs, likes and dislikes, standards and goals - these words, do they sound familiar? These are referred to as the Motivators (reasons for actions or behaviours) for management. We shall spend some time to define them mainly from the perspective of Home Economics before we move on.

3.1.1 Motivators of Management

The following are factors that motivate management:

Values

A value is a measure of worth placed on something. Your value represents your belief or view of feeling of what is good, important or desirable e.g. health, popularity, honesty, knowledge etc.

Resources

Resources are those things in families can use to achieve their goals. Can be grouped into two: human (non-material) resource and material (non-human) resources.

- (a) **Human** - Those resources that exist within people e .g. energy, time, skills, knowledge, creativity, attitude etc.
- (b) **Material** - Those resources that exist outside people but can be controlled, owned or used by the family e.g. tools, money, social facilities, goods etc.

Needs

Needs is the gap between where we are and where we want to be, or between what we have and what we want.

Types of Needs (Hierarchy of Needs) are:

1. **Physiological Needs** - Those need, for maintaining life e.g. food, shelter, sleep, elimination of waste. These needs are referred to as “Physiological Needs” - they must be met before the higher needs are felt.
2. **Safety Needs** - also known as basic needs are related to state of the mind e.g. freedom from fear, threat, danger or deprivation (hindering).
3. **Social Needs** - related to social interaction e.g. acceptance, love and a sense of belonging to a group.
4. **Esteem Needs** - i.e. need for self-respect, recognition and status - these are higher needs.
5. **self - actualization Needs** - These are the highest needs, (e.g. “I have arrived” feeling).
 - not easy to meet these needs by all individuals.
 - people who feel they have attained everything they need in this world can say they have self-actualized.

Likes and Dislikes

Likes are those thing we prefer.

Dislikes are those things we do not wish to have or do.

Standards

Standards are measures of quality, quantity, and method attaining a goal. I.e. what a person or family or organization will accept as good and worthwhile.

For example, to pass the exam in this course is your goal, but to get an “A” instead of “C” is your standard - t his standard will influence your action i.e. motivates hardwork (resources) for an “A”.

Goals

Goals are aims, ends, things that individuals, or families or organizations are willing to work for or attempt to achieve e.g. your personal goal may be to get a B.Sc (Home Economics), that of a family may be shelter, that of an organization may be profit or reputation.

Having clarified some salient words we shall move on to consider the management processes.

3.1.2 Management Process

Involves four steps (elements or components of management); planning, organizing, implementation and evaluation.

Planning involves the following sub-steps:

- a) identify the needs
- b) establish priorities among needs - i.e. place them in order of importance
- c) identify resources available that could be used in meeting needs
- d) deciding how and when resources will be used to meet the needs.

Plan could be short-term e.g. providing lunch today or long-term e.g. building a house. Recall a decision you made recently. Describe how you arrived at taking the decision. Did it follow the steps enumerated here?

Organizing- This involves the establishment of proper relationship among the various activities planned, the people and other resources.

- a) Arranging activities in the plan in a logical sequence
- b) Sharing responsibilities - division of labour
- c) Showing the time frame for each of planned activities to be carried out.

Implementing- is the actual process of putting the plan into action, monitoring and making adjustments, if necessary.

Evaluation - is appraisal of the entire management procedure - checks how effective the resources have met the goals. Answers to following questions are provided through the evaluation process:

- a) Has the need been met?
- b) If so, to what extent?
- c) Any mistake or problems encountered?

- d) How problems can be avoided for the future?

Decision-making is necessary at each stage of management process.

Decision - Making - is the action taken in selecting from alternative courses of action - it involves a mental process. E.g. what equipment to purchase etc.

Steps in decision making include:

- a) identifying the problem e.g. to prevent food wastage you may decide to purchase refrigerator-freezer
- b) obtaining information and searching for alternatives e.g. information on different brands (makes) and prices of refrigerator.
- c) Considering consequences of each alternative by listing advantages of each alternative.
- d) Selecting an alternative - after considerations in step c above, the alternative considered as best is selected.

SELF ASSESSMENT EXERCISE

Recall a decision you made recently. Describe how you arrived at taking the decision. Did it follow the steps enumerated here?

3.2 What is Home Management?

Home Management is defined as the process of using the family's resources to meet the family's needs or goals. Family resources are limited, therefore, must be used wisely to meet as many needs as possible.

Good Home Management practices results in improvement of the quality of living and happiness in the home.

In the home as in business, good planning is essential to easy running. To run a home properly is an art, and a highly skilled one. Thus running a home is a skilled job and an important one. In fact having a mind trained for some sort of specialist's work is a distinct asset, for it teaches you how to think, plan, and how to carry out work efficiently without undue fatigue and loss of time and energy. If one brings in goodwill, interest and energy to the study and practice of domestic art, and to

learning the different techniques, which need to be mastered, one is well rewarded in terms of pleasure and happiness.

Home Management is the natural outgrowth of human association in the home environment. As soon as family is established and the persons begin working together for a common purpose, a need arises; for the development of a plan of action, for the delegation of responsibilities and for organizing and controlling, the use of human and material resources of the home. Because of the multiplicity of the problems that must constantly be solved and the decisions that must be made, management becomes one of the major responsibility of family living.

Home management is the administrative side of family living. It involves decision-making that leads to action. It is the means of accomplishment. It makes use of findings of science and knowledge of the different aspects of family life-economics, social, psychological, spiritual and technological. It applies this knowledge to the use of family resources, to meet living situations, to solve problems and help resolve conflict. In short, home management is the planning, controlling and evaluating the use of resources available to family for the promotion of the satisfaction of the family.

4.0 CONCLUSION

Management in general terms is the process of planned activities that involve utilization of resources directed towards accomplishing desired goals.

Values, resources, needs, likes and dislikes, standards and goals are motivators of Management. The Management Process involves the steps of planning, organizing, implementing, and evaluation.

Home Management is defined as the process of using the limited family resources to meet the family's needs or goals and thus improve the quality of living in the family. In the home as in business good management is essential to achieving the desired goals.

5.0 SUMMARY

In this unit Management has been defined in general terms. The motivating factors of Management have been examined and the steps involved in management process have been enumerated. Home Management has been defined, and the important of good management of family resources has been discussed.

6.0 TUTOR - MARKED ASSIGNMENT

- i. Define Home Management
- ii. Why is management considered one of the most important factors in family living?
- iii. List the motivators of management
- iv. Explain the steps involved in Management Process.

7.0 REFERENCES/FURTHER READING

Anyakaoha, E. and Eluwa M. (1986). *Home Management for Schools and Colleges*. Africana - FEP Publ. Ltd.

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UNIT 4 SCOPE OF HOME ECONOMICS - HOME MANAGEMENT II

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Child Development and Developmental Psychology
 - 3.1.1 Processes of Development
 - 3.1.2 Developmental Psychology
 - 3.2 Family Relations
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor - Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

In this unit we shall move on to examine one of the sub-divisions of Home Management that is child care and family relations. Child care is an area of specialization involving child development and developmental psychology.

Child development refers to a period of development of a human organism when development is both rapid and maximum. As children are the wealth and future of a nation, it is imperative that we seek ways and means to make this development rich and healthy, so that we have a mature adult, drawing upon their potential to build a strong and wealthy nation. In order to achieve this we must lay the foundation in the early years provide an atmosphere conducive to the well-being and healthy development of children. The child learns and masters skills, develops attitudes and beliefs, and becomes a social member of his group. What he learns and how quickly he masters the accepted or rejects the undesirable is largely determined by the help and environment that is available to him.

In the early years of life. Developmental psychology examines the impact of maturational processes and experience on behaviour.

Family is an important social network because the members of the family constitute the child's first environment and are the most significant people during the formative years.

If the members interact with each other in a harmonious pattern, the child will feel more secure and confident of himself. This will develop

him into an integrated person. Study in family relations is therefore all important.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- state the contents of child care in the context of Home Economics
- define child development and child developmental psychology
- explain the three processes underlying development
- enumerate the advantages of studying developmental psychology
- list chronological order of the main expected developmental tasks of childhood
- discuss how family relationships in early childhood affect the future development and behaviour of the child.

3.0 MAIN CONTENT

We shall consider in this unit three phenomena of child care and family relations (a sub-division of Home Management) - i.e. child development, developmental psychology and family relationships.

3.1 Child Development and Psychology

The term development is said to be difficult to define due to its intricacies. However, it is generally agreed that development is defined as the continuous and systematic changes in an individual's capacity for greater facility to function, or otherwise, from the stage of conception to death.

Development follows an orderly genetic sequence. The developmental order to be is due, primarily, to heredity growth factors. It follows a set pattern or sequence specific to a particular species. Thus if a child cannot perform one task of a known developmental series, it is unlikely that he will not be able to do one that regularly develop later. There are wide individual differences in developmental patterns and one cannot be content with averages. Rate of development may be rapid and follows a particular series, but still individual differences exist. Relative development rates of individuals tend to remain constant from infancy to maturity.

3.1.1 Processes of Development

Three important processes underlie development. They are growth (physical development in size, height etc), maturation (his inherent

abilities and potentialities as contained in genes), and learning (process in which experiences produce permanent change in behaviour). Curiosity is normal in a developing child and creative behaviour is prominent.

Complex behaviour pattern as evident on maturity is the synthesis and integration of smaller elements. Development is a process of both differentiation and of integration. It is a matter of building up larger processes from smaller ones. Most skills demand selection and reorganization with other responses to form a new pattern. Thus differentiation and integration play a parallel role in development (Mullick 2003).

Expected development tasks of childhood include the following:

- (1) Learning to walk.
- (2) Learning to take solid food.
- (3) Learning to talk.
- (4) Learning to control elimination processes of body waste.
- (5) Learning sex differences and sexual modesty.
- (6) Achieving physiological stability.
- (7) Forming simple concepts of social and physical reality.
- (8) Learning to relate oneself emotionally to parents siblings, peers and other people.
- (9) Learning to distinguish right and wrong and developing consciousness.
- (10) Preparation and participation in formal education in schools and other institutions.

3.1.2 Developmental Psychology

According to Fayombo (2004) Developmental psychology is a field of psychology that examines the impact of maturational processes and experience on behaviour and it is said to be the largest multidisciplinary fields in the science of development in which home economists share interest. It is a study that encompasses child psychology, adolescent psychology, and psychology of aging development and psychology are

the cognitive, emotional, physical, and social during the different stages of childhood.

Four advantages of studying developmental psychology are advanced as helping to do the following:

- 1) Knowing what to expect as typical normal development
- 2) Responding appropriately to children's actual behaviour
- 3) Recognizing when humans are deviating from normal behaviour.
- 4) Making individuals understand themselves by bringing their past experiences to play.

3.2 Family Relations

You will recall that at the beginning of this unit we stated that the family is an important social network and constitutes the child's first environment and family members are the most significant people during the formative years. Family members interact with each other, if the interaction is favourable it strengthens the relationships, and vice versa. The developmental psychology of a child is affected by the family relationships.

Thus child who are products of unfavourable relationship between the parents tend to have unfavourable parent-child relationship also. Such children feel insecure, deprived of affection and grow into poor adjusted adults. But children belonging to parents who have a happy and harmonious relationship with each other grow into constructive persons, better adjusted with self and others and view marriage favourably.

In short any influence inside or outside the family that affects the harmony of the parent's relationship will affect the relationship of the parents with the child.

A wholesome relationship between the parents tend to develop a favourable attitude towards the children. Happy well-adjusted parents develop healthy relations not only with each other, but with their children too. And in this environment of healthy interpersonal relationships in the family, the children grow into happy, friendly and well-adjusted adults. Such children are free from anxieties and tension and they enjoy a happy childhood.

The important factors that cause wholesome relationship between the parents are given below: -

- Respect, consideration and affection for each other.

- Sharing of common aspirations and goals.
- Understanding of each others needs.
- Satisfying each others needs.
- Respect for each other's different points of view.
- Sharing of leisure time, interest and activities.

SELF ASSESSMENT EXERCISE

Identify 2 factors that can strengthen family relationships, and 2 others that have negative effects.

4.0 CONCLUSION

Home Management is a multidisciplinary field of Home Economics. One of the sub-divisions of Home Management is child care and family relations. Child care is an area of specialization involving child development and developmental psychology. Development takes place from the “womb to the tomb” - i.e. throughout life. Study of human development and psychology is advantageous in furnishing us with standards in development so that aberrations can be identified, or explained. Family relations is important to the effect that, being the child's first environment, his development and behaviour throughout life are highly determined by family relationships in his early childhood.

5.0 SUMMARY

In this unit child development and developmental psychology have been defined and the elements of development highlighted. Expected development tasks of childhood was listed. Advantages of studying developmental psychology were enumerated, family relations are explained as interaction between members. The fundamental influence of family relationships (favourable or otherwise) on the future development and behaviour of the child was discussed.

6.0 TUTOR - MARKED ASSIGNMENT

- i. Define child development and child developmental psychology.
- ii. List and explain the three processes of human development.
- iii. Why study child developmental psychology?
- iv. Discuss 3 factors in your culture that contribute negatively to family relationships.

7.0 REFERENCES/FURTHER READINGS

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UNIT 5 SCOPE OF HOME ECONOMICS - HOME MANAGEMENT III

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Importance of Consumer Education
 - 3.2 Markets and Purchasing Practices
 - 3.2.1 Market Agents
 - 3.2.2 Purchasing Practices
 - 3.3 Sources of Consumer Information
 - 3.4 Money Management
 - 3.5 Consumer Programmes
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor - Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

In this unit we shall proceed to examine a second sub-division of Home Management - i.e. Consumer Education and Family Finances. This area of study enables the individual or homemaker to make informed decisions as to how, when, or where to consume needed goods and services within the available family resources.

You will recall that in Unit 9, decision making was said to be a very important process in Management. In the process we shall also look at information on some elements of Economics and Purchasing Practices available to the consumer in order to maximize skills in appropriating the family finances.

2.0 OBJECTIVES

At the end of this Unit, you should be able to:

- define consumer and consumer education.
- enumerate the benefits of consumer education.
- define “market”, list, and explain the various types of market.
- list the sources of consumer information.
- describe common purchasing practices and discuss their merits and demerits.
- discuss the consumer programmes organized by government or by the community.

3.0 MAIN CONTENT

We are very familiar with the word, consumer. If you have never come across this word, look it up in a dictionary - it will probably define consumer as “use up”. A consumer is an end-user of a product or service to satisfy personal, family, or corporate needs or wants.

Consumer education is the process of helping individuals become informed consumer. The individual will possess the necessary knowledge, skills, and attitudes required to know his rights, discern information, and consume intelligently within their available resources (Mullick 2003). In fact the principles of consumer education is where, when, and how to buy.

3.1 Importance of Consumer Education

Consumer education enables:

- (1) Consumer know his/her rights - the right to safety of services and goods, to information about goods and services he is paying for, to choose what he wants (not forced), and the right to be heard (i.e. express his views about the goods and services).
- (2) Consumers discern or assess information on products and services (e.g. expiry date of products, rating of services etc).
- (3) Knowledge on how, when or where to buy goods or services - considering the forces of economics prevailing.
- (4) Best value for money.
- (5) Elimination of waste in consumption.
- (6) Protection of consumers against dangers arising from sharp practices of sellers.

3.2 Markets and Purchasing Practices

The consumer must have knowledge of market system and purchasing practices.

Market refers to all the activities in the process of exchange between buyers and sellers.

There are different types of market:

- Labour market, which deals with exchange of human labour.
- Consumer goods market (could be wholesale transactions made in large quantities or retail - transaction made in small quantities) of manufactured or agricultural products.
- Financial market deals with money exchange e.g. money borrowing or lending for profit, equity shares sales or buying.

3.2.1 Market Agents

Knowledge of the market agents of goods or services and how they operate would guide the consumer on how to buy:

- Consumer agents (distributors) get goods and services from producers to the consumers. He may be a wholesaler (who sells in bulk) or a retailer (who buys in bulk from wholesalers and sells in small quantities to the consumer).

Retailers in turn could be of two types:

- Small-Scale retailers e.g. hawkers, market place and roadside stall holders.
- Large-Scale retailers e.g. supermarkets, departmental stores.

Purchasing from wholesalers is more cost-effective than purchasing from retailers, but the former ties down family finances and makes it unavailable for other competing goals. Now a decision has to be made!

3.2.2 Purchasing Practices

At this stage it would be good to consider some purchasing practices and assess briefly their merits and demerits:

- Market survey involves the study of the prices of commodities from a number of market places and shops at different periods of years. This practice helps to identify places where specific goods are cheaper, show periods of the year specific items are abundant and afford the researcher encounter different brands of goods during the survey.

- Bulk purchasing is the process of buying a commodity in large quantities. Recall wholesaling. This practice saves money, and eventually energy and time.
- Hire purchasing is an arrangement in which there is an agreement to hire goods for a specified period of time for a nominal sum e.g. cars hire. The consumer can enjoy car services for the required short period without having to pay the huge amount required for car purchase. However, hire purchasing usually is the case whereby goods are hired and paid for instalmentally. The advantage for the consumer is that he can take possession and right to the use of the good on the payment of only a small deposit. It, however, comes with the disadvantages that buyers may be tempted to buy beyond their financial resources; the article eventually becomes more expensive because hire purchasing comes with charged interests.
- Impulsive buying is the act of buying on the spur of the moment without previous plan or budgeting. This purchasing practice leads to money wastage and probable neglect of necessities which in turn can lead to conflicts in the home. However, this purchasing practice may provide a rare chance of obtaining a scarce commodity or of purchasing at a lower rate e.g. sales in a departmental store.

3.3 Sources of Consumer Information

Information on goods and services to be purchased acts as guide to better buying. Sources of consumer information include:

- 1) Consumer's own experience and that of his/her associates (friends, colleagues etc), although this is very limited.
- 2) Advertisement through print and electronic media, posters, and billboards. Advertisement can be informative or persuasive.
- 3) Sales agent or staff of the manufacturer or service provider.
- 4) Manufacturer's leaflets or labels on goods.

3.4 Money Management

Money is a material resource used to buy goods and services we need. Money management is an organized process of allocating money to achieve specified goals. Good money management will enable us purchase more and hence meet our needs.

There are principles guiding household money management but we shall examine some major aspects of monetary planning: i.e. budgeting, savings, insurance and investments.

Household Budgeting

Household budgeting is the plan for future expenditure of a given household. Budgeting offers the following advantages:

- 1) Helps to avoid use of limited family money for important items.
- 2) Allows expenditure of family income to be seen in perspective.
- 3) Enables making of decisions as to what to be included or omitted.
- 4) Helps to avoid or limit impulsive buying.

Good money management ensures economic security of the family - that is the family's ability to meet their present needs and still make provision for the future. Savings, insurance, and investment are means of provision for economic future of the family. Savings offers the following advantages:

- 1) for meeting future emergencies.
- 2) Could serve as sold income after earning cease e.g. retirement, or loss of job.
- 3) Can be use for investment or to increase wealth.

Savings could be through having accounts in commercial banks, traditional savings in which a group of people (co-workers, co-traders, friends etc) contribute some amount of money on regular basis, and the contributed money is collected by a member on rotating basis.

Insurance is the payment of an amount of money by an individual to an organization on the common understanding that in specified circumstances (e.g. fire, burglary, accident, death etc) that amount of money or usually more would be paid to the insured by the insurer.

Investments essentially mean the process of plunging money into venture that would yield profit. In this sense savings and insurance are indirect means of investing. Other types of investment include holdings shares and stocks in organization, obtaining loans from mortgage banks for investing into housing project or profit-yielding businesses. The

actual content of these phenomena will be fully examined when family finances are studied as a course.

3.5 Consumer Programmes

Consumer programmes are those organized by government or community to protect and serve the interest of the consumer through ensuring safety of goods and services, or obtaining goods and services at reasonable prices, or obtaining goods when and where so desired.

Such consumer agencies include:

- 1) Government agencies for control and regulations of consumable items, e.g. the Standard Organization of Nigerian, and NAFDAC (National Agency for Drug Administration and Control). These Agencies ensure safety consumption of the commodities by ensuring that manufacturers comply with government policy and standards.
 - Community programmes which function through co-operative societies (business organizations formed by people within a community who have similar interests. Following are 3 types of co-operative societies:
 - Producers' Co-operatives are association of producers of a product e.g. farmers, women dress makers etc, who sell their pooled products at designated period and venue and then share the profits.
 - Consumer Co-operatives are organizations that are formed for the welfare of member consumers. Goods are bought at wholesale rate and retailed to members at lower retail prices than normal market values.
 - Credit and Thrift Co-operatives are associations similar to consumers co-operatives, but also involved in giving loans to members at lower rates than regular finance houses, while non-members pay higher rates.

4.0 CONCLUSION

Consumer education and Management of the family finances is the process of helping individuals become informed consumers with the necessary knowledge, skills, and attitudes required to know his rights, discern information and consume wisely within the available family finances.

Market refers to all activities in the process of exchange between buyers and sellers and include the labour market, consumer goods market, and financial market.

Knowledge of market agents and their operations would guide the consumer on how to buy.

Purchasing practices such as market survey, bulk purchasing, hire purchasing, and impulsive buying have their merits and demerits. Sources of consumer information includes his own manufacturers leaflets or labels on goods.

Consumer programmes by government, and the community exist that seek to protect the consumer's interest and ensure safety of goods and services at reasonable prices when and where so desired.

5.0 SUMMARY

Consumer education has been defined, importance of consumer education was enumerated, types of market and market agents were discussed. Sources of consumer information were listed, while merits and demerits of certain purchasing practices were examined. Examples of consumer programmes by government and by communities were mentioned.

6.0 TUTOR - MARKED ASSIGNMENT

- i. What is consumer education and of what use is it to the homemaker?
- ii. List the sources of consumer information.
- iii. Describe 2 purchasing practices of the consumer and discuss their merits and demerits.
- iv. Discuss the activities of one governmental agency and one by the community which has as its aim the service of the consumer's interest.

7.0 REFERENCES/FURTHER READING

Anyakoha, E. and Eluwa, M. (1996). *Home Management for Schools and Colleges*. Africana FEP Pub. Ltd.

Mullick, P (2003). *Textbook of Home Science*. Kalyani Pub., New Delhi.

MODULE 3

- Unit 1 Scope of Home Economics - Home Management IV
- Unit 2 Scope of Home Economics - Home Management V
- Unit 3 Home Economics Extension
- Unit 4 Basic Human Needs I
- Unit 5 Basic Human Needs II

UNIT 1 SCOPE OF HOME ECONOMICS - HOME MANAGEMENT III

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Definition and Scope of Health
 - 3.2 Physical well-being in the Family
 - 3.3 Promoting Mental Health in the Family
 - 3.4 Promoting Social Health in the Family
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor - Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

Family Health is the third sub-division of Home Management (Fig. 1,Unit 7).

It is often heard that “health is wealth”. Truly, health in the family is an asset. Healthy family members are good resources, in the sense that each could make his/her maximal contribution to the total welfare of the family. For the fact that ill-health can drain the family’s finances and at the same time compromise family income, happiness and well-being, that “health is wealth” and: a family resource is not an overstatement. Health has been defined and perceived in diverse ways - some view it as one-dimensional i.e. as being synonymous with absence of disease, while others define health as involving interrelationships between some other factors. In this unit the definition, and scope of health will be described, the role of the family in promoting the health of members in the different dimensions will be particularly examined.

SELF ASSESSMENT EXERCISE

What steps have you taken recently to indicate that health is a priority in your hierarchy of goals?

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- state the definition of health according to WHO.
- define family health.
- discuss factors involved in attaining optimal physical health in the family.
- define social health and mental health.
- discuss how each dimension of health mentioned in 4 above can be attained.

3.0 MAIN CONTENT

3.1 Definition and Scope of Health

Some define health as the absence of a disease, i.e. health is the physical well-being of the individual. However, it is common knowledge that one could be free from physical disease yet not being in a state of well-being due to fear, sleeplessness, anxiety, unable to cope with stresses associated with normal life, not able to be in and sustain relationships etc. Such a person could not be said to be having a healthful living.

What then is health?

The World Health Organization (WHO) has defined health as “a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity”.

In fact Kozier, et al (2000) have gone further to critically review the WHO definition, and equate health with physical health (physical fitness at its best), emotional health (feelings and attitudes that make one comfortable with oneself), mental health (a mind that grows and adjust, in control, and free of serious stress), social health (a sense of responsibility, caring for and healthy interactions with others), as well as spiritual health (inner peace and security with ones higher power, as one perceives it).

This last definition, as encompassing as it is appears to be the global perception of health. However, in this unit in discussing family health we shall be guided by the WHO definition.

What is Family Health?

Family health can be defined as the management of everyday problems in such a way as to promote healthful living in the family.

Family health will be considered here in the light of the activities in the family towards achieving health as defined by WHO - i.e. physical wellbeing, mental well-being, and social well-being.

3.2 Physical well-being in the family

Promotion of physical well-being in the family will involve a total sum of several factors:

- i) the personal healthcare of each member e.g. adequate nutrition for development and fight disease, abstinence from abuse of drugs and substance, regular exercise, adequate sleep and rest, personal hygiene, regular medical check ups etc.
- ii) control of spread of disease germs - disease germs can be transmitted from a person through contact with a source to another person. e.g. person to person contact through direct body touch, (e.g. scabies), breathing in droplets from infected person (e.g. measles), exchange of body fluids (HIV) or sharing other peoples body care properties like tooth brush, hypode needles, shoes, clothing etc.

Some disease germs are transmitted from other creatures to humans (vector-borne) e.g. rabies by dogs and cats, bacteria on decaying material by flies, malaria parasites by mosquitoes etc.

Another means of transmitting disease germs is through the air we breath e.g. T.B. (tuberculosis), influenza, common cold, etc. Good ventilation reduces the chances of transmission of infection.

Some disease germs are water/food borne e.g. typhoid, cholera, amoebic dysentery etc. These can be controlled by avoiding drinking or ingesting polluted water or infected foods, respectively.

- iii) Preventing home accidents

Accidents mostly occurring in the home include falls, fires, poisoning, electrical hazards. Appropriate steps must be taken to prevent home accidents e.g. to prevent falls - keeping walkways free of clutter, avoiding slippery floors. To prevent electrical hazards unplug appliances

when not in use. Drugs and toxic substances must be stored away from reach of children.

iv) First Aid for Emergencies

First Aid is the immediate action that could be taken in unforeseen occurrences before a doctor's help, if necessary, can be reached. A First Aid box is a must in a home. The box should contain items such as assorted bandages, gauze, cotton wool, antiseptic, simple pain reliever, plaster, pin.

Happenings requiring First Aid treatment in the home include fracture, nose bleedings, bruises, fever, cuts, fainting, ingested poison etc. Knowledge of what to do in each case must be acquired by the householder.

3.3 Promoting Mental Health in the Family

Mental well-being can be described as a feeling of being comfortable with oneself and others, able to love and appreciate being loved, work and play and cope with normal stresses and problems of life - i.e. be in control of one's mind and thought processes.

Promotion of good mental health in the family includes provision of other basic needs apart from physiological such as love, security, support and encouragement by family members in times of mistakes, failures and negative happenings in the life of a member. Importation of learning and skills (walk, talk, read, formal education etc) also promotes mental health. On the other hand substance and drug abuse can jeopardize mental health.

3.4 Promoting Social Health in the Family

Social health is the sense of responsibility and caring for, and healthy interactions with others.

Social relationships are relevant to health e.g. good interactive relationships with parents, spouse, friends etc. promote the individual's well-being and happiness.

On the other hand conflicts produce stress which could result into adverse effects on our bodies and minds - they give rise to what is known as psychosomatic problems like ulcer, high blood pressure, depression etc.

Activities that promote positive interactions in the family should be encouraged.

4.0 CONCLUSION

Health must be perceived from the holistic view of an individual and not just the absence of a disease or infirmity.

Family health involves the management of everyday problems in such a way as to promote healthful living in the family - i.e. emphasize factors that promote according to WHO definition of health, the physical well-being, the mental well-being, and social well-being of the members, as well as recognize those that have adverse effects on these various dimensions of health.

5.0 SUMMARY

In this unit different definitions of health were considered. The definition of family health was stated. Consideration of family health was made in the light of the WHO definition of health; factors that promote the physical health of the family (personal healthcare of members, control of spread of disease germs, prevention of home accidents, and First Aid for emergencies) were examined.

Mental health and social health were defined. Factors that promote each of the dimensions of health were discussed, and those that have adverse effects were highlighted.

6.0 TUTOR - MARKED ASSIGNMENT

- i. Differentiate between the World Health Organization's (WHO) definition of health and that of Koziar, B. et al (2000).
- ii. Discuss the major factors that promote physical health in the family?
- iii. Define mental health and social health and relate your answer to situations as obtain in your culture.

7.0 REFERENCES/FURTHER READINGS

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UNIT 2 SCOPE OF HOME ECONOMICS - HOME MANAGEMENT IV

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Selection of Housing
 - 3.2 Furnishings and Interior Decoration
 - 3.3 Furniture and Fixtures
 - 3.4 Interior Decorations
 - 3.5 Household Equipment
 - 3.6 Housekeeping
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor - Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Housing and utilities is the last sub-division of Home Management we shall consider. You may need to refer to fig. 1 in Unit 7 to remind yourself.

A home should be a place where each member of the family finds relaxation and opportunity for self-expression. The modern home has far greater physiological and psychological implications. Housing for comfortable living should provide space for the family's daily activities as well as for the personal activity each member of the family. When choosing a house, comfort, health, economy, beauty, living space, convenience, hygiene and all that contributes to the development of the personality and material well being of the family have to be taken into account.

Utilities that aid performance of particular activities in the home are essential. In addition various household equipment that simply energy and are time-savers are at the disposal of the modern, often very busy, homemaker.

Furnishing in the home constitutes utilities with functional and decorative purposes which add value to home life. Any material that undergoes usage, with time, gathers dirt and hence calls for cleaning. Hence housekeeping activities as well as cleaning of household equipment constitute a large proportion of household activities that demand the attention of the homemaker.

In this unit, therefore, we shall highlight essentials of the concept and selection of housing, furnishings and interior decorations, household equipment, and housekeeping.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- discuss factors guiding house planning for a family.
- list advantages and disadvantages of renting or owning a house.
- define “furnishings”.
- list factors to consider in selection and arrangement of furnishings.
- enumerate guidelines of colour distribution for harmony in interior decorations.
- discuss factors guiding purchase of household equipment.
- define housekeeping.
- state the secret of easy housekeeping.
- discuss an effective house cleaning schedule.

3.0 MAIN CONTENT

Before a house or an apartment is rented or before a plan for a new house is selected, the housing needs of the family should be given careful consideration.

3.1 Selection of Housing

As the size, composition and income of the family change, the housing needs also change. An understanding of the role a house plays in family living, makes it easier for the family to analyse its problems and make plans for the future. The provision of a home with living space that meets the needs and desires of the family during the different stages of living and that keeps within the family’s housing budget is the major objective of housing management (Anyakoha and Eluwa 1996)

Housing costs may be in the form of rent or if the house is owned, they may be the total cost, connected with the purchase, and maintenance of property. The amount that any individual or family can spend on rent or home ownership depends in a large measure on the income and the expenditure that must be made to meet the other needs. All houses that are carefully planned are an expression of the family’s pattern of living.

In house planning, both present and future needs should be considered. A newly married couple will need less room space than a family with

children. The family whose children are small and whose income is limited may find it necessary to get along with less space. The plan may also be affected by the furniture for which wall and floor space must be provided. The size and placing of the pieces of furniture that a family may already have or pieces they expect to buy should be thought of in relation to the size and shape of wall spaces and the placings of pieces of furniture in each room of the house.

Flexibility is another important aspect in house planning. It is often necessary to design room so that they will serve different functions. Flexible room arrangements in a house mean that space can be readily adapted to meet the changing needs of the family. Flexible planning calls for dual or multi-purpose use of rooms. The floor plan is best drawn by a professional.

The family that is considering home ownership will do well to weigh carefully the advantages and disadvantages of both renting and owning before making a definite decision.

The followings are some of the advantages and disadvantages of renting a house or of home ownership:

Advantages of Renting a House

1. It usually costs less to rent than to own a house.
2. No responsibility for management and upkeep of property.
3. Can easily change the house with change in housing needs.
4. Can change the house with any increase or decrease in income.
5. More free to move to house of ones liking, or more close to one's work place or to locality of one's choice.

Disadvantages of Renting a House

1. It is not always possible to find a house in the neighbourhood desired.
2. It is often difficult to obtain necessary repairs on a rented house.
3. The plan and layout of rented home may not suit personal needs and activities of the family.

Advantages of Home Ownership

1. Home ownership gives the family a feeling of security.
2. A home owner can secure credit without difficulty, using the house as collateral.
3. The family has more freedom to live as it wants with no interference from a landlord.
4. The family has greater opportunity for individual expression in décor etc. of both interior and exterior.
5. The family has the advantages of having neighbours and friends whose friendship lasts over a period of years.

Disadvantages of Home Ownership

1. It usually costs more to own than to rent a house.
2. The struggle to meet costs of home ownership may rob the family of other needs.
3. Ownership ties the family to a locality.

3.2 Furnishings and Interior Decoration

In the arrangement of furnishings and decorations in the home, the principles of applied art are brought to play.

3.3 Furniture and Fixtures

Furniture is a set of movable articles such as chairs, tables, beds, bookshelves, room dividers etc. used in furnishing or decorating a room. Fixtures, on the other hand, are structures that are fixed permanently in the room such as tumbler racks, bookshelves. However, pot holders braced, mounted or cantilevered to the wall. Water taps and kitchen sinks are also fixtures. Furniture and fixtures can be made to look attractive and decorative in a room. They are found in every room of a house, including gardens. They can be made of natural and synthetic materials such as wood, plastics, porcelain, etc. They are available in different colours, textures, and design.

Furniture and fixtures are referred to as the furnishings in the home.

Selection of Furnishings

Furniture and fixtures are normally expected to last a long time and should, therefore, be selected with care based on following guidelines:

1. The furniture or fixture should be functional and of good design.
2. It should serve the purpose for which it is intended.
3. The colour, textures and pattern of the furniture should fit or harmonize with those of the other items in the room where it is doing to be kept or used.
4. It should be durable and comfortable.

Guidelines for Arranging Furnishings

1. Arrange furnishings for an easy flow of traffic or movement in the room.
2. Distribute the furnishings evenly, with the largest pieces on the largest wall expanse or space.
3. Maintain a regular line of height by balancing pieces of furnishings on opposite walls.
4. Where possible, place furnishings parallel with wall rather than across corners.

3.4 Interior Decorations

In decorating a room different types and colours of paints and paintings are often used.

Guidelines for Colour Distribution in Interior Decoration

1. Use very bright colours only in small amount or areas because some colours seem beautiful in small amounts, but may lose their appeal when used on large areas or furnishings e.g. red, blue.
2. Test colour samples in the type of light existing in the room colours differ under daylight and artificial lighting.
3. Use colour distribution to emphasize or de-emphasize the interior design e.g. the furnishing in the room can be emphasized more

than the style and the design of the room by painting the walls neutral shade e.g. white/or cream. Such walls reflects/emphasize colours used in the furnishings e.g. curtains, floor coverings, and decorative accessories in the room

3.5 Household Equipment

As stated at the beginning of this unit, selection of any equipment and its usefulness plays an important role in the performance of particular activities in the home. Therefore, while purchasing an equipment following factors must be taken into consideration.

1. **Cost:** Cost of an appliance needs to be considered along with its usefulness.
2. **Utility:** The usefulness of the equipment is primarily determined by the user's interest and requirement. The appliance should be labour saving not a mere status symbol. For example in spite of great needs an electrically operated appliance may prove useless under situations of frequent power cut. In such cases, a mechanical counterpart should be preferred to the electrical one.
3. **Quality:** It includes the materials used in the manufacturing of the equipment, which largely determines its durability and maintenance. For example in case of electrical appliances, because of attracting enamel coatings (for most of times) it becomes difficult for the purchase to determine the materials used. Further, the wiring may be substandard which may decrease the durability of the equipment or may require frequent repairs. In such cases, only the equipment manufactured by standard companies and preferably certified by the national agencies like, Nigerian Standard Organization (NSO) should be considered.
4. **Service Facility:** During operation, due to wear and tear, most of the equipment become defective and need repair. The repair is easy if the spare parts needed as well as the services of export mechanic are easily available.
5. **Operation:** The mode of operation of equipment is another point which needs to be given consideration. It should have a simple operation produce, should work smoothly, efficiently and effectively. It should not make much noise during working. However, the working procedure for the equipment to make work properly should clearly be understood either by reading the concerned operational manuals or from the sales man itself, before purchasing the same.

6. **Maintenance:** Some equipment requires great care and maintenance during use. Such an equipment will add to the already loaded routine work load. If not maintained the equipment may develop defects. Therefore, equipment requiring less care and maintenance should if possible preferably be considered for purchase.
7. **Guarantee:** Equipment or appliances are liable to be defected at one or the other time and need repair. Guarantee policy will help to save repair cost during the period of guarantee.

3.6 Housekeeping

In the course of daily family living, the house gathers dirt - garbage from material usage and other activities by family members, dust and dirt settling on floor, furnishings and equipment. Household pests constitute another unwanted invasion in the home (Mullick 2003).

House cleaning involving the selection of cleaning agents, equipment required, cleaning methods employed, rearrangement of furnishing, what is referred to as housekeeping.

Household pests cause disease and discomfort. These need to be controlled and eradicated. The best method being cleanliness. Keep every part of the house clean, dry and well ventilated, leave to food uncovered and no dirty utensils or scraps of food lying about. Flies, fleas, mosquitoes, bedbugs, lice, and sandflies are carriers of disease while insects like, clothes-moth, silverfish, cockroach, whiteants etc., destroy clothes, books, furniture etc. A house wife should be well equipped with means and methods of controlling and eradicating the household pests, so that her family enjoys good health and well being.

Every homemaker has a standard of cleanliness for her home. She may not be conscious of the standard, but if it is high, she feels uncomfortable when her house is disorderly or dirty. The pressure of preparing meals, doing the laundry, caring for children, or working at personal or professional interests outside the home may make it impossible to keep her home up to the standard, she wishes to attain. Usually working out a definite but a flexible plan and working system and checking on methods and equipment to make cleaning easier and simpler. Frequent light cleaning is the best time and energy management.

Time spent to experiment with systematic work schedules and better methods will help to increase leisure, relieve the mind of worry caused by the pressure of thing to be done and sound methods is better

equipped to do the work at hand. The objective is to make the job more interesting and less fatiguing by controlling it, rather than letting it control her.

The secret of easy house cleaning lies in the use of method and adequate good equipment. Without these the cleaning routine becomes prolonged and irritating. It is essential that a supply of good cleaning tools should be provided in every household to enable the housewife to clean with the maximum efficiency and the minimum labour.

It is essential for every housewife to plan a routine of house cleaning suitable to her own particular circumstances and her household. Without such a plan, housework becomes a burden, since haphazard cleaning can only result in muddle. Certain housework should be done each day after which the housewife must allocate weekly special cleaning, so that every part of the house is kept consistently clean. This will save an accumulation of dirt which only means harder work in its removal. The following suggestions were made by Mullick, P. (1995) as a guide:

(a) Daily Cleaning.

(b) Weekly Cleaning.

(c) Spring Cleaning.

(a) **Daily Cleaning:** This chiefly consists of removing superficial dust, making the rooms tidy and orderly. Bed are made furniture pieces dusted, floors swept and mopped, upholstered furniture brushed, carpets cleaned, doors and windows wiped.

(b) **Weekly Cleaning:** This cleaning follows the same general procedure, but is more thorough. Pictures and mirrors, light bulbs, lighting fixtures, closet floors, backs of furniture, window shades, venation blinds are dusted. Furniture moved, dusted, wiped and replaced. Mattresses are turned side for side or end for end. Bed hnen changed, walls are swept clean, as far as they can be reached. Curtains removed, dusted and then put up. Remove and clean rugs, carpets and underlays. Polish furniture, dust articles in drawers and turn paper linings.

(c) **Spring Cleaning:** This cleaning is done annually and the whole house is turned out, room by room and cleaned from ceiling to floor. Usually any desired changes and repairs are made.

4.0 CONCLUSION

The modern home has far greater physiological and psychological implications for the family members comfort, economy, beauty, space, convenience, and health all contribute to the development and wellbeing of the family.

Size, income of the family and their needs are factors to be considered in housing selection. Decision to rent or own a home goes with consideration of certain advantages and disadvantages.

Furnishings consist of movable articles (furniture) and structures that are fixed permanently in the room (fixtures). Informed selection and arrangement of furnishings in the home are important. To impart harmony certain guidelines for colour distribution in interior decoration must be followed.

Selection of any equipment and its usefulness plays an important role in the performance of particular activities in the home.

Cleaning or the method of ridding the home of unwanted dust, dirt, and pests must be done regularly to save an accumulation of dirt. One cannot be too careful when cleaning one's house, because where there is dirt and dust, there is disease.

5.0 SUMMARY

Factors guiding selection of housing, the advantages or otherwise of renting or owning a home were examined. Furniture and fixtures as components of furnishing was stated. Factors guiding selection and arrangement of furnishings were enumerated. Guidelines for colour distribution to create harmony in interior decorations were listed.

Factors guiding purchase of household equipment were considered.

Contents of housekeeping activities were explained. The activities and effects of household pests were mentioned. The secret of easy house cleaning was examined and a regular house cleaning schedule was advanced.

6.0 TUTOR - MARKED ASSIGNMENT

- i. Mention 3 factors to consider in planning housing for a family. What reasons would affect your decision to rent rather than buy your own house.
- ii. What are furnishings?
- iii. Discuss 5 factors you would consider in purchasing an expensive household equipment.
- iv. A clean house brings comfort, health, and well-being to the family. Briefly discuss how you can efficiently achieve this.

7.0 REFERENCES/FURTHER READING

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UNIT 3 HOME ECONOMICS EXTENSION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 What is Home Economics Extension?
 - 3.2 Mode of Operation of Extension Programmes
 - 3.3 Objective of Home Economics Extension
 - 3.4 Contribution of Extension Services to Family Development
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor - Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Various problems affecting the home and by extension the community are not usually seen on the surface. Felt and unfelt needs exist in the home, for which they may abound resources in the family to provide solutions, but lack of knowledge or required information may prevail against the attainment of family goals.

Home Economist extension is a service programme designed by government to interpret research findings to the levels of community and families, and also to disseminate information and government policies to the rural and grassroot level. This is carried out through specially trained personnels known as extension agents.

In this unit we shall define briefly what Home Economics Extension involves. We shall examine and compare the mode of operation of extension services in the distant past and that of contemporary times. The objective of Home Economics extension will be stated, and the impact of Home Economics extension services on family development, particularly in Nigeria, will be enumerated.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- explain what Home Economics Extension is.
- state the objective of Home Economics Extension.
- discuss the advantage of contemporary approach in extension to that in the distant past.

- discuss the contribution of Home Economics Extension to family development in Nigeria.

3.0 MAIN CONTENT

3.1 What is Home Economics Extension?

Extension is an organized service programme put in place by the government and is concerned with conducting and interpreting research findings at the levels of the community and the family. It also entails dissemination of information and government policies to the family level through specially trained personnels known as extension agents.

As has been observed in previous units, the scope of Home Economics is so wide that it touches on every aspect of home life. Since the family represents a community, and by extension the nation (the family is the smallest organized unit of any nation), Home Economics Extension seeks to be the most powerful programme as a tool to the holistic development of the citizenry.

3.2 Mode of Operation of Extension Programmes

In the past extension programmes have followed the pattern whereby government planning bodies identify the seeming problems of a community, goes ahead to fund what they consider appropriate projects that would solve these problems.

Research findings from off-station research centres inform government policies which are seemingly forced down to the community and families through extension agents.

The community sees these moves as government projects, the plans and implementations being far removed from the community. Often times such projects or programmes end in discontinuity because the community has little or no input in the planning or the implementation processes. Often times monitoring and evaluation processes are hardly present in the total extension programme. Many times government programmes do not address the felt needs of the families.

In the last decade the mode of operation of extension programme has taken a new turn both in the parties involved and in the methods adopted.

In the past sponsors of projects or programmes have been the governments of the day, or non-governmental organizations (like religious bodies) or an organ of the United Nations (e.g. UNICEF, FAO,

WHO etc). Today the participatory approach in sponsorship is the mode of operation. For example in promoting a food crop production, the government at each level (Federal, State, or Local Government), an international agency (e.g. FAO), and the community where the project is to be sited cooperate to make contributions in kind or cash. That way such community recognizes the project as belonging to them, guides jealously against its failure and works towards its sustenance (NHDR 1996) they have a stake in its sustainability.

Another policy in extension programmes is that of cross-sectoral involvement. The success of a project or programme is thought to be more likely to be greater if it involves other related sectors. For example for successful implementation, the “Home and School Gardens”, and FGN/UNICEF country programme to promote intake of vitamins and micro nutrients through readily available fruits around the home and on school premises, had to involve stakeholders from various sectors- the sponsors, Home Economist extension agents, personnels from Ministry of Education who are responsible for making and implementing policies for schools, and PCU (a parastatal of the Federal Ministry of Agriculture, responsible for controlling and monitoring of agricultural projects).

As earlier mentioned extension methods have been reviewed. The contemporary extension method involves the following processes:

Situation assessment and analysis during which extension agents help the community under consideration to identify their problem areas (needs) identify their resources, work out probable means of solving the problems within their available resources. Advocacy with policy-making bodies follow to seek for any available interventions as applicable. Plan of operations are drawn, and the projects or programme are instituted under the auspices of the extension agents and the monitoring bodies. At the end evaluations are carried out and the cycle may be repeated if necessary.

Also in the area of research conduction, the off-station research arrangement whereby research is conducted in a remote institute and the findings used as policy for a community is being shelved where possible for on-station research whereby the homemaker is a participant in the research at the community or family level.

There is not much gain saying that the homemaker will more readily accept new information and innovations of which she was an observer and participant of the derivation.

3.3 Objectives of Home Economics Extension

Home Economics extension agents assist the homemakers to identify their needs, problems, and resources at their disposal, as well as open opportunities (sometimes from government, non-governmental and international agencies). They determine the plan of action in the light of available resources, implement the plan of action and make necessary adjustment to arrive at the desired goals.

In other words the objective of Home Economics extension can be summarized to be a programme designed to help families acquire the knowledge and understanding that will enable them cope with the changing nature of their socio-economic environment in such a way that through their own initiative or participation they may effectively identify and solve various problems directly affecting them.

3.4 Contribution of Extension Services to Family Development

The Home Economics extensionist is an agent of development, particularly at the rural, grassroot level in Nigeria. Usually it is a woman that is saddled with this enormous task and she fits in better since she herself is usually a homemaker and more so the prevailing socio-religious environment permits the free entry and exit of a female person into and out of a household, a practice which will be prohibited if a male counterpart were employed.

The contributions to family development in contemporary Nigeria by Home Economics extension programme can be summarized as follows among others:

- 1) **Agricultural development** - Consisting of improved small hold and commercial farming methods resulting in higher yields, knowledge of food preservation, reducing food wastage and thereby increasing food supply and improving economic status of the family.
- 2) **Nutrition** - Informed guide in food selection and diversified food utilization by the homemaker for improved intake of nutritionally adequate diet by the family.
- 3) **Health** - Impartation of knowledge in areas of personal and environmental hygiene, with safe household practices, teachings on First Aid, child feedings, and preventive healthcare will have promoted family health.

- 4) **Women Economic Empowerment** - Acquirement of skills that can promote cottage industry and commerce in areas of Food Preparation and Services (food vendors), handcrafting, garment making, traditional textile design etc. will have amounted to poverty alleviation for the family.
- 5) **Social Development** - The social status of family members are enhanced through extension activities involving consumer education, childcare, adult literacy campaigns, and formation of various women co-operative societies.
- 6) **Communication Medium** - Extension activities have led to the improvement in understanding government policies and enhanced the participation with other service agencies.
- 7) **Research** - Extension activities have opened up research opportunities in areas of social, economic, agriculture, health etc, at directly or indirectly related to family living and in effect directing extension programmes to the needs of all members of the family.

SELF ASSESSMENT EXERCISE

Can you think of any programme, by government or another agency which has improved your family living from your childhood status?

4.0 CONCLUSION

Home Economics extension is an organized service programme by the government operating through specially trained personnels (extension agents), and has as its objective helping families acquire the knowledge and understanding that will enable them cope with the changing nature of their socio-economic environment in such a way that through their own initiative or participation they may effectively identify and solve various problems directly affecting them.

The mode of extension practice in contemporary times involves participatory identification of problems, planning, and implementation, as well as funding of projects or solution programmes.

Cross - sectoral participation is also endorsed. On-station research as opposed to dissemination of off-station research findings whenever feasible is preferred.

Extension services have contributed tremendously to family development in the areas of Agriculture, Nutrition, Health, Economic

Empowerment, Social Development, Communications, and Research Opportunities in family related matters.

5.0 SUMMARY

Home Economics extension has been defined. The objective of Home Economics extension was stated. The modes of operation of extension programmes in the past and in contemporary times were examined. The contribution of Home Economics extension services to family development were enumerated and discussed.

6.0 TUTOR - MARKED ASSIGNMENT

- i. What is Home Economics extension?
- ii. What called for the new approach to extension in contemporary times?
- iii. Discuss 5 areas in which Home Economics extension have been beneficial.

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UNIT 4 BASIC HUMAN NEEDS I

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Overview of Human Needs
 - 3.2 The Basic Human Needs
 - 3.3 Theories of Human Needs
 - 3.4 Food Needs
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor - Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Human needs are many. Some are vital to human survival and are known as the basic human needs. Others are secondary needs but necessary for achieving the highest potential of an individual.

An overview of Human Needs and some Theories of Needs will be examined to provide foundation knowledge to the contents of study in this unit.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- list and explain the basic human needs.
- explain briefly the Maslow's Theory of Human Needs.
- discuss the role of food in sustaining human life.
- list five programmes available for meeting the food needs in Nigeria.

3.0 MAIN CONTENT

3.1 Overview of Human Needs

Human needs are many, consisting of both physical elements and as well as those needed for growth and development that humans are innately driven to attain.

Put differently the physical needs are referred to as Basic needs, or survival needs in as much as their absence or non-satisfaction portends great threat to human existence.

As such Basic needs take precedence over other needs referred to as secondary needs.

Secondary needs (also referred to as growth needs) are additional needs that must be met in order to maintain the quality of life; such needs include justice, beauty, equity etc.

3.2 The Basic Human Needs

Basic Human Needs can be categorized into five sets. They are:

- 1) **Physiological Needs** - Food and nutrients, other vital body physiological processes, bodily comforts like health, shelter, and clothing.
- 2) **Safety and Security Needs** - Predictability, free from harm, need to feel safe and secure.
- 3) **Love and Sense of Belonging** - The need to be accepted by others and have strong ties to ones family, friends, colleagues etc.
- 4) **Esteem Need** - The feeling of satisfaction with oneself, gain approval and recognition by others.
- 5) **Self-Actualization** - The need to achieve growth and development and thereby find self-fulfillment and attain one's perceived goals in all areas of life.

3.3 Theories of Human Needs

A review of literature captures various propositions of the Human Need theories. Most prominent among them is the Maslow Hierarchy of Needs (Boeree, C.G. 2004). In 1943 Abraham Maslow observed and concluded, among others, that:

- Needs are hierarchical in nature - each need has a specific ranking.
- People's response to these needs are in progressive order from simplest physiological needs (survival needs) to more complex needs.

- Lower level needs must be satisfied before higher level needs are activated sufficiently to drive behaviour.
 - When one set (level) of needs is satisfied, it ceases to be a motivator for behaviours.
 - There are more ways to satisfy higher level needs than there are for lower level needs.
- Marslow's Hierarchy of Needs can be represented by the pyramid in fig. 2:

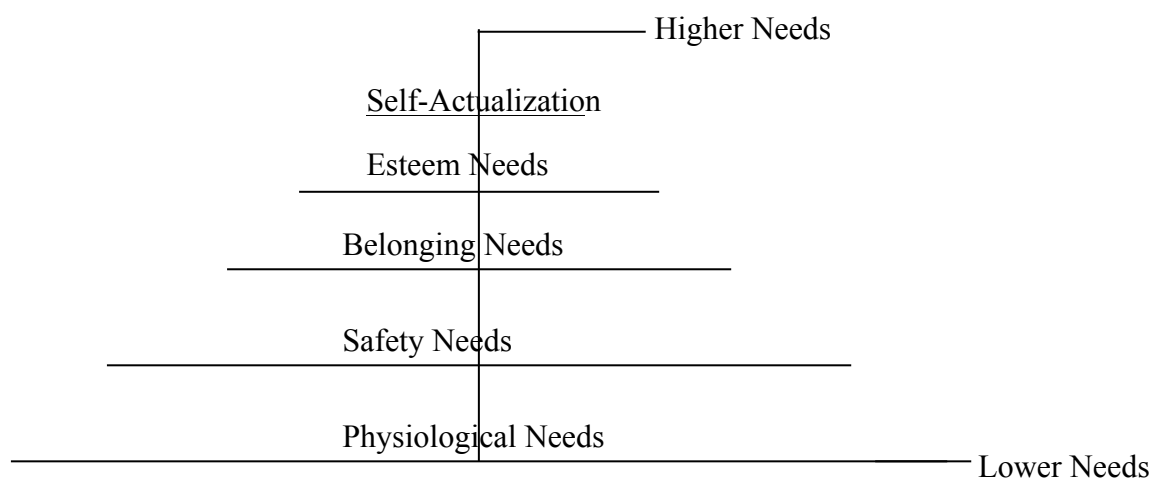


Fig. 2 - Adapted from Boeree, C.G. (2004) Abraham Maslow
<http://www.ship.edu/~cgboeree/maslow.htm>

In the home efforts are sought to satisfy all the 5 areas of needs as enumerated to create the optimal environment for happiness and wellbeing in the family. However, the objective of this unit and the next is to consider only the physiological needs - i.e. in respect to food, health, shelter, and clothing, and to investigate programmes that are in place to satisfy each of these needs in the Nigerian context.

3.4 Food Needs

You will recall that in unit 7, the functional definition of food was stated. Let us remind ourselves that food is any substance (be it of plant or animal origin including liquid drinks) which when consumed will do the following:

- 1) Provide the body with material it needs for energy.
- 2) Provide material to allow growth, maintenance, repair or reproductive processes.
- 3) Supply substances, which regulate energy generation, growth, repair, or reproductive processes.

Food contains nutrients, which perform specific functions in the body (see table 1 Unit 6). Proper amount of each of these nutrients must be consumed as poor nutritional habits precipitate specific deficiency diseases. In fact good health is not achievable without adequate nutrition, and food availability is necessary to sustain life. Food availability poses a steady and monstrous challenge to certain parts of the world, referred to as developing countries, among which Nigeria is one.

Food scarcity is often the resultant of certain factors such as unfavourable geo-climatic conditions (e.g. drought, rocky or desert areas), lack of informed agricultural practices, inefficient agricultural implements, non-availability of farm inputs (e.g. fertilizer to boost yield). Exotic seeds and animal breeds resistant to local diseases and high yielding are often in very short supply. Food wastage due to postharvest spoilage, and poor storage practices all go along to cut short food security of the family (Duyff 2000).

Indirectly affecting food supply in an adverse manner is the issue of rapid over-population and the drift from agriculture to search for so called “white collar” jobs. Thus agricultural production dwindles while there are more and more mouths to feed from year to year.

Programme Approach to Meeting Food Needs

Several programmes by the Federal Government of Nigeria or in conjunction with international donor agencies have been put in place to promote food security in the family.

- 1) To boost food supply the “Green Revolution” of the Shagari regime (1983-89) and similar programmes were designed to motivate farmers particularly in the rural areas.
- 2) Tractor hire services at the State and Local Government levels are on-going programmes.
- 3) Highly subsidized fertilizer distribution to farmers by the Federal Government through the states.
- 4) Agricultural Research Institutes (both for crop and animal foods) were set up by the Federal Government to identify and seek to solve problems confronting the agricultural sector.
- 5) Extension programmes through the mainstream Ministries of Agriculture, and state-cited Agricultural Development Projects (ADP) are means of bringing modern agricultural practices to the rural and grassroot level.

- 6) Agricultural loans programme whereby farmer co-operatives can access financing of agricultural operations.
- 7) To remedy the poor food selection thereby creating gross deficiency of certain nutrients among the Nigerian population, the Micronutrients Deficiency Control involving food fortification with certain nutrients was an intervention programme put in place by joint actions of Federal Government and UNICEF - i.e. fortification of vegetable oils, flour, and sugar with Vitamin A, and fortification of table salt with iodine.

4.0 CONCLUSION

Human needs can be categorized into five (5) areas, known as the Basic Human Needs. These are physiological needs, safety needs, belonging needs, esteem needs, and self-actualization needs. All these are needed by individuals to achieve optimal quality of life, but operate in hierarchical order, the most portent being the physiological needs (necessary for human survival) and rises to the highest of needs level - self-actualization.

One of the four physiological needs (food, health, shelter, clothing) is food and it has been shown to be vital for the human body to function and survive through the action of nutrients which are inherent in the various foods.

Food has been in short supply particularly in developing countries due to certain factors, some of them controllable. Programme approach to meet the food needs in Nigeria has taken different modes through the effort of various arms of the three different government levels as well as some international agencies.

5.0 SUMMARY

Overviews of Human Needs were Hierarchical Five Basic and Maslow's Theory of Human Needs was explained. Food as one of the physiological needs was examined in the light of its essentiality to human life, the causes for short supply of food in developing countries, and the programme approach to meet food needs in Nigeria.

6.0 TUTOR - MARKED ASSIGNMENT

- i. Name the five (5) Basic Human Needs.
- ii. Briefly explain the Maslow's Hierarchical of needs.
- iii. Why is food vital to human existence?
- iv. List factors causing short supply of food in Nigeria.
- v. Enumerate the programme approach to meeting food needs of the Nigerian population.

7.0 REFERENCES/FURTHER READING

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UNIT 5 HUMAN NEEDS II

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Health Needs
 - 3.2 Shelter Needs
 - 3.3 Clothing Needs
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor - Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In the last unit the five (5) major Basic Human Needs were identified, and we proposed to consider in this course only the physiological needs in the light of food, health, shelter, and clothing needs. Food needs have been examined in that unit (Unit 15).

In this unit we shall consider the other 3 physiological needs - i.e. health, shelter, and clothing, along with the programme approach to meeting each of these needs in the Nigerian context.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- explain why each of health, shelter, and clothing is a basic human need.
- enumerate the programme approach to meet the health, shelter, and clothing needs in Nigeria.
- distinguish between health promotion and illness prevention.
- list factors affecting the choice of house.
- describe the types of house available in contemporary Nigeria.
- enumerate the imports of clothings.
- discuss briefly the points to consider when planning a wardrobe.

3.0 MAIN CONTENT

3.1 Health Needs

You may need to refer to unit 12 where we discussed family health as a sub-division of Home Management studies. You will remember that the scope of health goes beyond the absence of disease or infirmity, but embraces, according to World Health Organization (WHO), physical, mental, and social dimensions of the human individual.

The wealth of a nation is her healthy, vibrant citizenry, providing buoyant work force which goes to promote good family living - the ultimate foundation of human society.

A healthy population, therefore, will be that of individuals possessing physical fitness at its best (physical well-being), having feelings and attitudes that make one comfortable with himself and others, a mind that grows and adjusts, in control and free of serious stress (mental health), and having a sense of responsibility to, caring for, and healthy interactions with others (social health).

When health needs are not met a great threat not only to the quality of human functions is posed, but to the entirety of human existence. It is obvious that when health needs, as explained here, are met it begins to open up avenues to meeting the other four (4) basic human needs and goes beyond to meet the higher needs we referred to in Unit 15 as secondary needs - e.g. justice, equity, peace etc.

SELF ASSESSMENT EXERCISE

Describe a scenario of a village with a population of unhealthy people.

Programme Approach to Meeting Health Needs

At the national and international levels, programmes have been put in place by healthcare agencies to meet the health needs of the Nigerian people, through health promotion and illness prevention strategies.

Health promotion and illness prevention are closely related concepts, and they overlap to some extent in practice.

Basically, health promotion activities motivate people to embark on actions that help them attain the goals of acceptable and stable states of health. Examples of health promotion activities in Nigeria include:

- i) Statutory policy of fortification of table salt with iodine to enhance adequate iodine nutritive among the Nigerian populace, as well as vitamin A fortification of vegetable oil, floor, and sugar.
- ii) Nutrition education on food selection through Home Economics extensionists, and Community Health agents.
- iii) Smoking cessation and weight control programs by Governmental and Non-Governmental Organization (NGOs).
- iv) Imposition of sanitary days to maintain clean living environments.

Illness prevention activities, on the other hand, motivate people to avoid declines in their health status. The goal is to decrease person's vulnerability to disease or to diagnose and promptly treat those who are at risk of developing complications, or to institute activities which minimize effect of a permanent disease or disability to avert further disability or reduced function.

Following are examples of illness prevention activities in Nigeria:

- 1) National Expanded Programme on Immunization (NPI) - a programme put in place to prevent the 5 most common killer childhood diseases in Nigeria.
- 2) Health education such as breastfeeding of babies and suitable weaning diets to prevent or reduce infant and child mortality.
- 3) Instituted Mother and Child Health (MCH) centres at the Local Government Levels to check maternal and child morbidity and mortality.
- 4) Quarantine of suspects or agents of the disease e.g. the avian influenza that recently broke out in certain parts of Nigeria.
- 5) Screening centres for HIV/AIDS, Tuberculosis infections etc and consequent subsidized or free drug intervention.
- 6) Institution of rehabilitation centres for the disabled e.g. the Stella Obasanjo Trust Fund Centre at Abuja, Nigeria.

3.2 Shelter Needs

Shelter is one of the basic needs of man. Every man requires shelter as a dwelling place for both physical protection and as a home base provides emotional security.

Shelter is provided through housing.

The quality of family housing can influence development, health, comfort, and happiness of family members. Choosing a suitable housing and setting up a house involves important decision in the family and entails a chunk of the family finances. Supply of necessary furnishings and their proper maintenance also have to be considered.

Factors Affecting the Choice of a House

1. Economic factor.
2. Location of the house-high brow or poorer neighbourhood.
3. House should be planned to provide space to serve function of family size and economic level.
4. Size of the family.
5. Ventilation and lighting.
6. Bathroom should be accessible without passing through another room.
7. The bedrooms should be reached through a hall.
8. Front and back doors should be accessible from the road way and garden.

Types of Houses

A well built house is a thing of beauty. In the olden days houses were built according to the materials available locally. Nowadays building materials that are more durable are available locally or imported.

Different Types of Houses are available in Nigeria:

1. Mud Houses: - When an area has a clay soil they can therefore mould it to build houses.

2. Mud/brick houses: - the moulder is used and they take the shape of cemented block.
3. Bamboo: - Found along Lagoons or Swampy areas.

Let us examine each type one by one:

Mould Houses

In some parts of Nigeria where the soil is term mud is easily obtainable the houses are built of mud. This type of mud house last for a very long time and will withstand various type of weather conditions. The houses are cool during the hot season and they are warm during the cold season.

Mud Brick Houses

Muds are made into bricks and dry in the sun during building the bricks are cemented together. The walls of this building are smoother, straighter and thinner than those of the round mud walls and the bricks are easily manipulated during construction.

Bamboo Houses

In some parts of Nigeria especially the swampy areas houses are constructed on bamboo stem backs of trees or trunks of palm trees. The houses are usually built on top of stilts standing in water. These types of houses can be found near Lagoons, rivers, creeks in places like Ikorodu and Niger Delta regions.

Modern Houses

Can be uncomplicated architectural designs varanders, garages and concrete windows they can be bungalows or houses with 2 or more steps. The house can be divided into flats a unit of house or a duplex. The house is constructed completely f blocks moulded from cements and sand.

Programme approach to meeting shelter needs.

The housing has not received as much attention as the food and health sectors we have already considered. In the past, following the style of the British colonial masters' administration, housing programme has been primarily for the civil servants - i.e. those working in the public sector. Development of slums as a result of urban drift has been the order of the day. This is a departure from the traditional rural housing whereby housing provision is made for each household member, however, poor and undurable the building materials may be.

However, during the Obasanjo-Atiku government administration (1999-2007), awakening to meet housing needs of Nigerians was aroused. Mortgage banks to provide loans for family houses were revived, Federal Government's housing loans to civil servants was instituted, and erection of numerous housing estates by both Federal and State Governments was embarked on, with intent of allocation of such houses to civil servants on "owner occupier" basis, and outright sales of others to private prospective owners.

3.3 Clothing Needs

Clothing is one of the basic human needs. Early man was known to have made clothings of leaves, animal skins and furs. For thousands of years man depended on natural fibres obtained from plants and animal for his clothing. Let us examine why clothing is basic to human needs.

Importance of Clothing

- 1) Protection - we wear cloths to protect our body from harsh weather condition e.g. cold, rain, heat, wind e.t.c. clothes also protects body from animal and insects bites and stings.
- 2) Appearance - we wear cloth for beauty and aesthetic appearance.
- 3) Cloths cover our naked body and make us look decent and modest.
- 4) It reveals emotional feelings at a particular period e.g. mourning cloths.
- 5) Clothing shows our roles, or duty which we perform. e.g. Nurses, police, soldiers.
- 6) Wearing cloths shows the culture of a group of people e.g. Yorubas are known for Buba and Iro, Western stylings etc.
- 7) Clothes helps to identify status of people in the society e.g. clothes for Emirs, Oba, Attah, Ejes.
- 8) Clothing as a source of information e.g. the type of head tie or cloths tells the type of person he is. e.g. a school boy in the school uniform or a Muslim sister covering her hair without asking anybody the mode of dressing communicate who they are.

Points to Consider when Planning Wardrobe

1. Family taste or standard: - Some make do with a few clothings.
2. Weather Conditions: - Some periods are colder and some are warmer.
3. Income availability.
4. Colour Plan: - for variety.
5. Suitability for different activities e.g. sports, outdoor gardening etc.
6. Suitability for different occasions e.g. work clothes, special occasions (leisure).

Programme Approach to Meeting Clothing Needs

There could be said to be no organized programme to meet clothing needs in Nigeria. However, there abound activities that seek to meet clothing needs in Nigeria:

- (1) Private entrepreneurs conduct exhibitivie programmes focusing on, selection, designing, construction and care of clothing.
- (2) Institutions such as Women Development Centres where traditional textile design and dyeing, knitting and construction of garments are taught as means of capacity building and empowerment of women.
- (3) Provision of clothings to destitutes, orphanages and institutionalized homes by Non-Governmental and Religious Organizations.

4.0 CONCLUSION

Health, shelter and clothing are some of the physiological human needs, which when made available contribute to the totality of human individual and family survival and satisfaction.

Programmes have been put in place by Nigerian Government (at various levels of government), through cooperation with international agencies, or by Non-Governmental, religious bodies, and private entrepreneurs.

5.0 SUMMARY

In this unit we have examined how each of health, shelter, and clothing have posed as basic human needs. We have also attempted to examine ways programme approach has been employed as means of meeting there needs.

6.0 TUTOR - MARKED ASSIGNMENT

- i. Using appropriate examples differentiate between health promotion and illness prevention.
- ii. Enumerate 2 programmes that seek to meet each of health, shelter, and clothing needs in Nigeria.
- iii. List 5 needs satisfied by shelter.
- iv. List 5 needs satisfied by clothing.

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MODULE 4

- Unit 1 Careers in Home Economics I
- Unit 2 Careers in Home Economics II
- Unit 3 Women in Agriculture I
- Unit 4 Women in Agriculture II

UNIT 1 CAREERS IN HOME ECONOMIC I

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Careers in Foods and Nutrition
 - 3.2 Careers in Clothing and Textiles
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor - Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

The unique scope of training in Home Economics is to evolve, nurture, and develop a dynamic Home Economics programme that is capable of producing the versatile graduates who can occupy various positions in the workforce both in Nigeria and Internationally. At this juncture you may need to revise previous units in this course that dealt with the philosophy, objectives, and scope of Home Economics. Bearing this in mind it will not be difficult to comprehend the vast career areas that are open to a Home Economist.

In this unit and the next we shall consider various career opportunities (not exhaustively!) in Home Economics. In this unit we shall consider career options for specialists in Food and Nutrition, and in the area of Clothing and Textile.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- identify career opportunities in Food and Nutrition for a Home Economist.
- identify career opportunities in area of Clothing and Textiles for a Home Economist.

3.0 MAIN CONTENT

3.1 Careers in Foods and Nutrition

The graduate who has mastered the basic knowledge and skills in Foods and Nutrition will possess specific competencies to pursue careers in areas as described below:

- i) as nutritionist/dietitian in hospitals
- ii) as community/public Health Nutritionist in the Ministry of Health
- iii) as Nutritionist in Food Industries
- iv) as self-employed caterer or community nutritionist
- v) personnel in catering as Food Service and industries, and in institutions such as hostels, hotels, prisons etc.
- vi) extension worker in Ministry of Agriculture, or Media (both electronic and print) communicator
- vii) as Home Economics representative in the central bodies for planning and administration of policies on Food and Nutrition of the State or Federal Governments
- viii) engaged in teaching at various educational levels, as administrators in education, or as contributor to curriculum development and new teaching strategies of Home Economics
- ix) researcher in Home Economics and related areas (Esugwu 1991)

3.2 Careers in Clothing and Textiles

The graduate who has mastered the basic knowledge and skills in Clothing and Textiles is best positioned to becoming an entrepreneur and employer of labour, or gain lucrative employment as:

- i) garment producer for local and international consumption.
- ii) As self-employed and employer, or employee in textile industry in the area of Textile design.
- iii) Fashion designer and proprietor of fashion houses.
- iv) Clothing retailer.

- v) Teaching of clothing textile as various educational levels.
- vi) Researcher in areas concerned with clothing and textiles.

SELF ASSESSMENT EXERCISE

Describe a problem in Clothing and Textile you would want to research into.

4.0 CONCLUSION

Career openings in Food and Nutrition are numerous, ranging from selfemployment in catering and food service, private community nutritionist, to teaching and researching, employee in hospitals and other institutions, as extension worker, part of planning and administrative bodies concerned with Food and Nutrition policies.

Careers in Clothing and Textile include opportunities to entrepreneurship and employment in fashion and textile designing, garment construction and marketing, teaching at various levels, and researching in the areas of Clothing and Textiles.

5.0 SUMMARY

Careers in the two areas of Food and Nutrition, and Clothing and Textiles have been extensively (but not exhaustively) examined and enumerated.

6.0 TUTOR - MARKED ASSIGNMENT

- i. Enumerate five career opportunities for a Home Economist in Food and Nutrition.
- ii. What opportunities are open to a Home Economist who wishes to be self-employed in Clothing and Textiles in today's Nigeria?

7.0 REFERENCES/FURTHER READING

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UNIT 2 CAREERS IN HOME ECONOMICS II

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Careers in Child Care and Family Relations
 - 3.2 Careers in Consumer Education
 - 3.3 Careers in Family Health
 - 3.4 Careers in Housing and Utilities
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor - Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

You will recall that in the last unit the fact was expressed that vast career opportunities exist in Home Economics. In that unit careers in the areas of Foods and Nutrition, and Clothing and Textiles were considered. In this unit we shall examine Home Economics professionalism in the multifarious sub-divisions of Home Management. We shall specifically consider the following areas: Careers in Child Care and Family Relations, Consumer Education, Family Health, and Housing and Utilities.

SELF ASSESSMENT EXERCISE

Homemaking is a career but not a profession. Briefly discuss this proposition.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- list and examine career openings in Child Care and Family Relations.
- list and explain career openings in Consumer Education.
- list and explain career openings in Family Health.
- list and explain career openings in Housing and Utilities.

3.0 MAIN CONTENT

3.1 Careers in Child Care and Family Relations

The Home Economist who has received training in child development and psychology/family relations has the competency to hold positions as:

- i. Manager/proprietor of pre-school and nursery institutions.
- ii. Managers in institutions such as orphanages and rehabilitative homes for the young.
- iii. Managers in old peoples home.
- iv. Personnel (particularly in the advisory capacity) in Ministries and Organizations that engage in social welfare for children or families.
- v. Researcher/teacher in child development and psychology as well as areas relationships among family members.

3.2 Careers in Consumer Education

Home Economists are seen to have professionalised their training in Consumer Education and found o have taken up positions as:

- i) Columnists and programme presenters in print and electronic media, respectively, educating the society on how, when, and where to buy, and management of limited family finances.
- ii) Working with government and non-governmental agencies concerned with Rural Resource development.
- iii) Contributors and administrators in co-operative societies Hartzler (1987)

3.2 Careers in Family Health

Home Economists, though not trained to be health workers specifically, but because of their scope of training to include basic training in Family Health, and due to the scarcity of trained health workers, find roles as resource persons, particularly in primary healthcare among the rural and grassroot populations of this country. Primarily engaged as extension workers, they are seen to function during this period performing the following:

As Home Economist agent:

- communicating government policies on health to their clients, the families.
- helping their clients benefit from health related facilities from agencies by acting as intermediaries.
- educating families on activities to prevent home accidents.
- educating families on First Aids for emergencies in the home.
- providing nutrition education that are health promoting for the entire family.
- teaching safe household practices such as personal and environmental hygiene.
 - i) Working with Community Health Personnel monitoring child growth and development.
 - iii) Engaged as part of resource persons involved in research activities, such as assessment of nutritional status in a community.
 - iv) Teacher of Family Health or Health Science in primary and secondary school levels

3.3 Careers in Housing and Utilities

Although professionalism of Home Economics in the area of Housing and Utilities is still in its infancy here in Nigeria, career opportunities in this are abound in the advanced countries due to their advancement in housing, home facilities, housekeeping, and especially their relatively high standard of living which places much premium on home beauty and work simplification for the homemaker. However, more and more Home Economists will be seen to gain livelihood in this area, as housing and the living standards in this country improves. Careers in Housing and related house utilities include the following:

- i) as house planner with housing agencies.
- ii) as interior designer and decorator.
- iii) as furniture designer and maintenance expert.

- iv) working with equipment industry as representative to consumers, and testing household equipment for such industries.
- v) as housekeepers for institutions such as hotels, hostels, hospitals and special homes.
- vi) as teachers and researchers in the area of Housing and Housing Utilities.
- vii) as an extension workers helping rural families in the area of housing and improvising household equipment (e.g. smokeless charcoal stove) for the convenience of the family.

4.0 CONCLUSION

The multifarious nature of training in Home Management (as an area of Home Economics) has provided various career opening in the sub-areas of Child Care and Family Relations, Consumer Education, Family Health, and Housing and Utilities. In almost all the sub-areas the Home Economist could be self-employed, a phenomenon which is currently being promoted in this country.

5.0 SUMMARY

Professionalism in Home Management has been considered in the light of its sub-divisions - Child Care and Family Relations, Consumer Education, Family Health, and Housing and Utilities. Careers in each of these sub-divisions have been examined.

6.0 TUTOR - MARKED ASSIGNMENT

- i. Enumerate and explain 4 career openings in each sub-division of Home Management.
- ii. Homemaking is a career but not a profession. Briefly discuss this proposition.

7.0 REFERENCES/FURTHER READING

Hartzler, C. E (1987). *Principles and Philosophy of Vocational Career, Education*, Emporia:Emporia State University Press.

UNIT 3 WOMEN IN AGRICULTURE I

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Traditional Position of Women Farmers
 - 3.2 Constraints to Women Farmers
 - 3.3 Need for Establishment of WIA
 - 3.4 Scope of WIA
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor - Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

Essentially, Women In Agriculture (WIA) is a programme geared towards achieving full participation of women farmers in agricultural activities, in other words it is a forum for translating field knowledge into specific action for improving women's productivity in agriculture.

This unit and the next will focus on WIA. Specifically in this unit we shall examine the traditional position of Nigerian Women In Agriculture, the constraints to women's full participation in agriculture, the need for an intervention - i.e. the need for establishment of WIA, the establishment of WIA in historical perspective, and the scope of WIA.

In the next unit we shall consider the objectives of WIA, the organization of WIA, the contribution of WIA, and the constraints to WIA operations.

SELF ASSESSMENT EXERCISE 1

Write out in full the acronym, WIA

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- write out in full the acronym, WIA.
- enumerate the role of the Nigerian Women in Agriculture.
- discuss the challenges faced by women farmers.
- discuss the need for establishing WIA.
- describe the scope of WIA in terms of spread, activities, and its stakeholders.

3.0 MAIN CONTENT

3.1 Traditional Position of Women Farmers

In Nigeria, women play a dominant role in agricultural activities. In fact they form the backbone of subsistence agriculture. These include the following major roles:

- i) Food crop production, such as yams and other root crops, cereals, seeds like melon, legumes, where they are seen to compete side by side with their male counterparts in land preparation, cultivation, planting, tending and harvesting.
- ii) Domestic animal production - this is an area found to be almost exclusively dominated by women. It is not uncommon to find around the house, especially, in the rural setting, roaming goats, sheep, chicken, duck, and small-hold rabbiteries.
- iii) Food processing - post-harvest processing of farm produce is regarded as exclusively the women's role whereby they handle processing activities such as cassava processing into garri, flour, or akpu, threshing and milling of grains, vegetable preservation such as in case of peppers, okro, and many leafy vegetables, and animal products such as fish.
- iv) Transportation and marketing of farm produce and products are activities of farm domain of the women farmer - head-carrying their products on market days, or at best seen to be loaded together with their wares in open vans. They survey where and when to sell.
- v) Storage of food products not intended for immediate sales or consumption by the family becomes the responsibility of the woman farmer. The management of these stores are also at her prerogative (World Bank 1999)

Women generally perform these laborious and time - consuming tasks alongside their gender specific chores of cooking, housekeeping, and child rearing. In spite of this extensive participation of women in agriculture, they are often almost always excluded from family decision making processes that could favor them or their children - expected result is demoralization.

3.2 Constraints to Women Farmers

Following factors have been identified as inhibiting women full participation in agriculture:

- i) In Nigeria, women farmers are often voiceless when it comes to influencing or accessing agricultural policies and projects.
- ii) Gender inequality makes access to agricultural land a tasking venture due to land inheritance system and cultural norms.
- iii) Sex discrimination in the nature of crop type traditionally recognized as women ventures - cash crops like cocoa, coffee, palm crops are traditionally in the domain of male farmers, while women are restricted to food crops, which only fetch subsistence living.
- iv) Use of obsolete and inefficient technology, management and farming methods.
- v) Lack of access to modern agricultural inputs such as improved seeds, fertilizers and exotic animal breeds.
- vi) Inadequate involvement of women in agricultural extension services.
- vii) Women hardly have any collateral, or are even traditionally assessed as high risks unless as guaranteed by the male and therefore are barred from accessing capital or credit facilities from finance houses.
- viii) Obtaining their husbands' permission for any engagement, or embarkment on journeys related to agricultural activities, such as workshops.
- ix) Restrictions imposed by some cultures of working with male extension agents.
- x) Child rearing and having to be in possession of their babies reduce their efficiencies as farmers.

SELF ASSESSMENT EXERCISE 2

List other challenges faced by women farmers that are not listed here.

3.3 Need for Establishment of WIA

We have seen the position of the Nigerian female farmers as that of unpaid family workers with limited access to land under the biased land ownership. Women are marginalized in obtaining credit facilities, and are restricted by tradition and dearth of information in their quest to produce cash crops. WIA is considered, therefore, as giving voice to the voiceless female farmers. Findings of a study financed by the United Nations Development Programme (UNDP) revealed that women make up 60-80 percent of the agricultural labour force in Nigeria. Despite this dominant role played by women in agricultural activities, widespread assumptions that men, and not women, are the main force of agricultural have continued to prevail. As a result, agricultural extension services in Nigeria have traditionally been focused on the male farmers, neglecting the female production force. Most extension activities targeted at women emphasized their domestic role as in child care, family health and nutrition etc.

The state Agricultural Development Projects (ADPs) were created in the 1970s with funding assistance from the World Bank, with the main objective of increasing production of both food and cash crops by stimulating agricultural production at the small farmer level. The ADPs contain Home Economics wings in its organization which continued to address only home-related women's activities.

The WIA program was launched with UNDP funds as a pilot seeking to improve agricultural extension services to women farmers through the existing home economics agents who were re-trained in agriculture and extension methodologies, with emphasis on women's agricultural activities.

3.4 Scope of WIA

WIA resource persons are female extensionists highly skilled and knowledgeable in agricultural activities, and charged with the responsibility of passing information, improved technologies and farm inputs to rural women farmers including those that would ordinarily not be reached by male extension workers (World Bank 2000)

WIA covers all aspect of agricultural production including gender - specific activities such as crop processing and utilization, fish processing and preservation, as well as other income generating activities.

Each ADP in each state of Nigeria conducts its WIA initiatives. However, stakeholders in planning, implementation monitoring,

evaluation and re-planning include officials of FACU (Federal Agriculture Coordinating Unit) now PCU (Project Coordinating Unit), national and state agriculture and Rural Development, World Bank agricultural staff, as well as local-level stakeholders such as extension agents, women key leaders elected by the women farmer groups.

4.0 CONCLUSION

WIA (Women In Agriculture) is a forum for translating field knowledge into specific action for improving the Nigerian women's productivity in agriculture.

Women have been known to play a dominant role in agriculture in Nigeria, but despite this their productivity has been hampered by many factors, many of which are gender based, and also by their exclusion from agricultural extension services, unlike their male counterparts.

Revealing studies conducted by UNDP led to the creation of WIA. WIA operates through the Home Economics wing of each state ADPs, where Home Economics extension agents have been retrained in agriculture and extension methodologies specially women farmers in rural areas. WIA encompasses all areas of agricultural activities and exists in each state ADP throughout the Federation. The stakeholders include PCU, representatives of Federal and State Department of Agriculture and Rural Development, the World Bank, female extension workers from each ADP, as well as the rural women farmers as represented by their elected women group leaders.

5.0 SUMMARY

In this unit WIA, as a programme, has been defined. We have examined the traditional position of the Nigerian women farmers, the constraints to women farmers, the need for an intervention to relieve these constraints - i.e. establishment of WIA.

We have also examined the scope of WIA in terms of its geographical spread, activities, and stakeholders.

6.0 TUTOR - MARKED ASSIGNMENT

- i. Enumerate 5 areas of agriculture in which the Nigerian women participates.
- ii. WIA is known as the “voice of the voiceless Nigerian women farmers.” What were the women voiceless about?
- iii. Describe the scope of WIA.

7.0 REFERENCES/FURTHER READINGS

The World Bank (2000) Source Book - Participatory Experiences.
Nigerian Women In Agriculture
<http://www.worldbank.org/wbi/sourcebook/sb0212.htm>

World Bank (1999) Source Book. WIA Project, Nigeria.
<http://www.worldbank.org/wbi/sourcebook/sbxwo701.htm>.
Washington DC

UNIT 4 WOMEN IN AGRICULTURE II

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Establishment of WIA - Historical Perspective
 - 3.2 Objectives of WIA
 - 3.3 Organization of WIA
 - 3.4 Gains of WIA
 - 3.5 Constraints of WIA
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor - Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

In the previous Unit (Unit 19) we started to consider the topic on WIA (Women In Agriculture). We have already defined WIA as a programme geared towards achieving full participation of women farmers in agricultural activities. We have examined the position of Nigerian women farmers, the constraints facing them, the need for an intervention programme, WIA, and the scope of WIA.

In this unit we shall go on to consider the establishment of WIA in historical perspective, the objectives of WIA, its organization, the gains of WIA, and the constraints to WIA operations as at present.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- state the history of WIA programme.
- enumerate the objectives of WIA.
- describe the organization of WIA wing of ADP, and job description of the staff.
- state the stakeholders in WIA, and their roles.
- list the gains of WIA programme.
- discuss the constraints of WIA activities.

3.0 MAIN CONTENT

3.1 Establishment of WIA - Historical Perspective

It became clear that despite many years of World Bank assistance in developing Nigeria's agricultural extension service, women were receiving minimal benefits from extension agents. This fact, coupled with the research findings of the UNDP (United Nations Development Programme) of 1987, in which women were found to make up 60-80 percent of the agricultural labour force in Nigeria and that they produced two thirds of the food crops, caught the attention of the then Head of FACU (Federal Agricultural Coordinating Unit) and the World Bank division chief on agriculture in the West African Region. They were both committed to proffering a solution to the plight of Nigerian women farmers. In 1988, therefore, their support led to the creation of Women In Agriculture (WIA) programme. WIA was seated within each of the already existing State Agricultural Development Projects (ADPs) with a charge to address the gender - related deficiencies of the existing extension program. You will recall from the last Unit that ADPs were created in the 1970s in each state of the Federation through the funding assistance of the World Bank, having as its main objective increasing food and cash crop production at the small farmer level.

Up till this point the ADPs had contained only a Home Economics division responsible for home-related women activities.

WIA was launched as a pilot with UNDP funds, seeking to improve agricultural extension services for women. Existing home economics extension agents were retrained. Pilot research project was launched (with World Bank staff and with FACU) in order to develop guidelines for assisting women farmers. During the pilot programmes, local ADP staffs were used to test out different approaches to meeting the needs of women farmers.

About a year later accounts from each state of different WIA initiatives that appeared to be occurring in sporadic, ad-hoc manners were given. Some ADPs were making tremendous progress while others were not doing anything at all. This led to the first National Planning Workshop of July 1989 to take stock of various WIA initiatives nationwide, share experiences, and develop a three year action plan for each state. This workshop was an all stakeholders conference comprising FACU, Federal and State Agricultural Development Officials, World Bank agricultural staff, and women extension agents (heads of WIA units) who represented the interests of their rural women clients.

Eighteen months after the first workshop, a second National Workshop of the WIA programme was convened to take stock of the implementation of the action plans of the first workshop, identify problem areas, re-plan, make mid-course modifications, and set new annual targets for the WIA programme.

The same groups of stakeholders were brought together. By this time all states had ongoing WIA programmes. There was report of increased demands from the women for information and new technology and this had stimulated response from WIA units and FACU.

The WIA programme as we have it today emerged from several of such workshops as a system in which WIA agents work with groups of women in their area of agriculture operation, with a multidisciplinary approach.

3.2 Objectives of WIA

We have repeatedly defined WIA as a programme geared towards achieving full participation of Nigerian women farmers in agricultural activities.

It could be said that WIA has through its operations the following objectives:

1. orientate and create awareness in the rural women their possible role in agriculture, such as helping them select the type of project they want to engage in.
2. the extension of modern agricultural technologies and inputs to women workers.
3. introduction of simple equipment and farm implements that can easily be operated and maintained by women.
4. initiate and execute projects with pre-existing women organizations in which members are already pursuing a specific goal such as credit or communal work.
5. helping through WIA agents to organize women into blocks or cells or register s cooperative societies so that they can receive ADP assistance, or qualify for credit or farm input.
6. through ADP system use NGOs (Non-Governmental Organizations) to identify women beneficiary groups.
7. provide first hand working knowledge of the situation and good working relations with the women farmers.

8. adopt a multidisciplinary approach during planning and implementation of sub-projects. For example block extension supervisors, technical specialists and other resource persons from ADP field offices advise or provide technical inputs and monitor their progress on regular basis.

3.3 Organization of WIA

As afore-mentioned WIA programme is housed within the decentralized ADP structure. Each state ADP has field offices staffed by local extension agents, with FACU (now PCU), an Agricultural Planning and Control Parastatal of the Federal Ministry of Agriculture and Rural Development, playing a coordinating role from the Federal Capital. Hence the structure of WIA itself is also decentralized and integrated into the extension service of the ADP, with female extension workers at the head of every level of operation from the state headquarters down to the villages.

The structure of WIA can be represented by the following organogram and job specifications:

State ADP Headquarters	Deputy Director Responsible for overall planning and implementation of WIA
Zonal Level	Subject Matter Specialists 1. assists Deputy Director in supervising and monitoring implementation of WIA at zonal level. 2. interact with research and technology institutions by participating in problem identification and field training. 3. provide support to block extension agents.
Block Level	Block Extension Agents. Work directly with women farmers, identifying and organizing women groups into cell blocks, and registering WIA women groups into cooperative societies.

At the headquarters the WIA Head holds the rank of Deputy Director within the state ADP. Subject matter specialists are specialists in a type of project - e.g. cassava processing, ground nut oil production, animal fattening etc.

A sizeable fraction of Nigerian women belong to cooperative societies or other locally organized associations whose members are united by common age, religion, trade, or economic activity. Several thousands of such groups are said to be in existence already. The functions of such groups include rotating credit and savings, sharing labour, group farming, or borrowing money through cooperatives. Each women group elects four key leaders: president, secretary, treasurer, and adviser. Decision making rests with the group or their leaders. The women participate in all aspects of the project, from identification, to planning and implementation - a phenomenon referred to as participatory approach.

WIA agents at the different levels are government staff assigned to the ADPs from state Ministries of Agriculture and other relevant parastatals, hence the project does not incur salary payment.

WIA, through its agents and operations seek to perform the objectives listed in this unit.

SELF ASSESSMENT EXERCISE 1

Mention 5 women groups you know, and identify their functions.

3.4 Gains of WIA

Several positive results have been shown to emanate from WIA programmes - these include the following:

- The number of female extension agents doubled between the first two workshops.
- There was tremendous increase in the number of female farmers in contract with extension services.
- Better identification of female gender needs was being undertaken.
- Male extension workers were being trained in women - related activities.
- Female extension agents succeeded in introducing male extension workers to women farmers

- Registration of women's groups as cooperatives with legal status, had aided their access to bank credits and inputs.
- Increase in women participation in agricultural activities.
- Empowering women leading to alleviating poverty at the family level and hence adding value to general family living.
- Gaining understanding of women's constraints at the local level before any recommendations for policy reform are embarked on.

3.5 Constraints to WIA Operation

The main constraint at the take off of WIA was reported to be those of mobility and lack of appropriate technologies. Although many states had an increased number of women agents, they were still not reaching their targets due to different levels of access to transportation, as men tended to monopolise the available vehicles and male extension agents were given preference. There was lack of appropriate tools and equipment to relieve women farmers of their basic labour and energy constraints.

Other challenges include the fact that the effectiveness of women farmers as participants in high-level decision forum as desirable and expected was hampered by factors such as dearth of reliable means of public transport, majority of the rural women had never traveled outside their villages, many would have to travel with their babies, and obtaining permission of their husbands to travel posed yet another obstacle.

Thus the female extension agents would have to serve as the women's proves- this may not always be very reliable representation.

Because the female extensionists have to live in same areas as the women farmers in order to have firsthand knowledge of the situation as well as in good working relations with the women farmers, the WIA staffs have to be attracted and motivated by better conditions of service than their Ministry counterparts

4.0 CONCLUSION

Research findings of the UNDP of 1987 which revealed that women dominated the Nigerian agricultural labour force, coupled with the fact that women were receiving minimal benefits from agricultural extension agents caught the attention of the then Head of FACU (now PCU) and the World Bank division Chief on agriculture in the West African Region. Their support led to the creation of WIA (Women In

Agriculture). WIA is seated within each already existing state ADP, with a charge to address gender-related deficiencies of the existing extension program and thereby improve agricultural productivity by women. This aim was to realized through certain specific objectives. WIA as a wing in each state ADP is organized in such a way that there are three tiers of staffing - the headquarters at the state ADP, the zonal level, and the Block level in the rural areas. Each tier is headed by a female extension worker, and charged with different aspects of responsibility, and with PCU (FACU) remaining the coordination of activities, with the participatory involvement of female extension agents and the women farmers, who are normally formed into working groups, and the World Bank providing funds and inputs. Several gains have emerged since the inception of WIA, though not without a few constraints to its activities.

5.0 SUMMARY

In this unit we have examined the establishment of WIA in a historical perspective, the objectives of WIA, the organization of WIA as concerns its organization, administration, stakeholders, and activities. We have also enumerated the challenges to its effectiveness.

6.0 TUTOR - MARKED ASSIGNMENT

1. Narrate the historical establishment of WIA.
2. Describe the organogram of WIA staff within the state ADP, and their job descriptions.
3. How does WIA stand to benefit rural women farmers?

7.0 REFERENCES/FURTHER READING

The World Bank (2000) Source Book - Participatory Experiences.
Nigerian Women In Agriculture
<http://www.worldbank.org/wbi/sourcebook/sb0212.htm>.

World Bank (1999) Source Book. WIA Project, Nigeria.
<http://www.worldbank.org/wbi/sourcebook/sbxwo701.htm>

MODULE 4

- Unit 1 Careers in Home Economics I
- Unit 2 Careers in Home Economics II
- Unit 3 Women in Agriculture I
- Unit 4 Women in Agriculture II

UNIT 1 CAREERS IN HOME ECONOMIC I

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Careers in Foods and Nutrition
 - 3.2 Careers in Clothing and Textiles
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor - Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

The unique scope of training in Home Economics is to evolve, nurture, and develop a dynamic Home Economics programme that is capable of producing the versatile graduates who can occupy various positions in the workforce both in Nigeria and Internationally. At this juncture you may need to revise previous units in this course that dealt with the philosophy, objectives, and scope of Home Economics. Bearing this in mind it will not be difficult to comprehend the vast career areas that are open to a Home Economist.

In this unit and the next we shall consider various career opportunities (not exhaustively!) in Home Economics. In this unit we shall consider career options for specialists in Food and Nutrition, and in the area of Clothing and Textile.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- identify career opportunities in Food and Nutrition for a Home Economist.
- identify career opportunities in area of Clothing and Textiles for a Home Economist.

3.0 MAIN CONTENT

3.1 Careers in Foods and Nutrition

The graduate who has mastered the basic knowledge and skills in Foods and Nutrition will possess specific competencies to pursue careers in areas as described below:

- i) as nutritionist/dietitian in hospitals
- ii) as community/public Health Nutritionist in the Ministry of Health
- iii) as Nutritionist in Food Industries
- iv) as self-employed caterer or community nutritionist
- v) personnel in catering as Food Service and industries, and in institutions such as hostels, hotels, prisons etc.
- vi) extension worker in Ministry of Agriculture, or Media (both electronic and print) communicator
- vii) as Home Economics representative in the central bodies for planning and administration of policies on Food and Nutrition of the State or Federal Governments
- viii) engaged in teaching at various educational levels, as administrators in education, or as contributor to curriculum development and new teaching strategies of Home Economics
- ix) researcher in Home Economics and related areas (Esugwu 1991)

3.2 Careers in Clothing and Textiles

The graduate who has mastered the basic knowledge and skills in Clothing and Textiles is best positioned to becoming an entrepreneur and employer of labour, or gain lucrative employment as:

- i) garment producer for local and international consumption.
- ii) As self-employed and employer, or employee in textile industry in the area of Textile design.
- iii) Fashion designer and proprietor of fashion houses.
- iv) Clothing retailer.

- v) Teaching of clothing textile as various educational levels.
- vi) Researcher in areas concerned with clothing and textiles.

SELF ASSESSMENT EXERCISE

Describe a problem in Clothing and Textile you would want to research into.

4.0 CONCLUSION

Career openings in Food and Nutrition are numerous, ranging from selfemployment in catering and food service, private community nutritionist, to teaching and researching, employee in hospitals and other institutions, as extension worker, part of planning and administrative bodies concerned with Food and Nutrition policies.

Careers in Clothing and Textile include opportunities to entrepreneurship and employment in fashion and textile designing, garment construction and marketing, teaching at various levels, and researching in the areas of Clothing and Textiles.

5.0 SUMMARY

Careers in the two areas of Food and Nutrition, and Clothing and Textiles have been extensively (but not exhaustively) examined and enumerated.

6.0 TUTOR - MARKED ASSIGNMENT

- i. Enumerate five career opportunities for a Home Economist in Food and Nutrition.
- ii. What opportunities are open to a Home Economist who wishes to be self-employed in Clothing and Textiles in today's Nigeria?

7.0 REFERENCES/FURTHER READING

Esugwu, S. O (1991). *Foundation of Vocational Home Economics*, Calabar: Century Press Ltd

UNIT 2 CAREERS IN HOME ECONOMICS II

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Careers in Child Care and Family Relations
 - 3.2 Careers in Consumer Education
 - 3.3 Careers in Family Health
 - 3.4 Careers in Housing and Utilities
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor - Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

You will recall that in the last unit the fact was expressed that vast career opportunities exist in Home Economics. In that unit careers in the areas of Foods and Nutrition, and Clothing and Textiles were considered. In this unit we shall examine Home Economics professionalism in the multifarious sub-divisions of Home Management. We shall specifically consider the following areas: Careers in Child Care and Family Relations, Consumer Education, Family Health, and Housing and Utilities.

SELF ASSESSMENT EXERCISE

Homemaking is a career but not a profession. Briefly discuss this proposition.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- list and examine career openings in Child Care and Family Relations.
- list and explain career openings in Consumer Education.
- list and explain career openings in Family Health.
- list and explain career openings in Housing and Utilities.

3.0 MAIN CONTENT

3.1 Careers in Child Care and Family Relations

The Home Economist who has received training in child development and psychology/family relations has the competency to hold positions as:

- i. Manager/proprietor of pre-school and nursery institutions.
- ii. Managers in institutions such as orphanages and rehabilitative homes for the young.
- iii. Managers in old peoples home.
- iv. Personnel (particularly in the advisory capacity) in Ministries and Organizations that engage in social welfare for children or families.
- v. Researcher/teacher in child development and psychology as well as areas relationships among family members.

3.2 Careers in Consumer Education

Home Economists are seen to have professionalised their training in Consumer Education and found o have taken up positions as:

- i) Columnists and programme presenters in print and electronic media, respectively, educating the society on how, when, and where to buy, and management of limited family finances.
- ii) Working with government and non-governmental agencies concerned with Rural Resource development.
- iii) Contributors and administrators in co-operative societies Hartzler (1987)

3.2 Careers in Family Health

Home Economists, though not trained to be health workers specifically, but because of their scope of training to include basic training in Family Health, and due to the scarcity of trained health workers, find roles as resource persons, particularly in primary healthcare among the rural and grassroot populations of this country. Primarily engaged as extension workers, they are seen to function during this period performing the following:

As Home Economist agent:

- communicating government policies on health to their clients, the families.
- helping their clients benefit from health related facilities from agencies by acting as intermediaries.
- educating families on activities to prevent home accidents.
- educating families on First Aids for emergencies in the home.
- providing nutrition education that are health promoting for the entire family.
- teaching safe household practices such as personal and environmental hygiene.
 - i) Working with Community Health Personnel monitoring child growth and development.
 - iii) Engaged as part of resource persons involved in research activities, such as assessment of nutritional status in a community.
 - iv) Teacher of Family Health or Health Science in primary and secondary school levels

3.3 Careers in Housing and Utilities

Although professionalism of Home Economics in the area of Housing and Utilities is still in its infancy here in Nigeria, career opportunities in this are abound in the advanced countries due to their advancement in housing, home facilities, housekeeping, and especially their relatively high standard of living which places much premium on home beauty and work simplification for the homemaker. However, more and more Home Economists will be seen to gain livelihood in this area, as housing and the living standards in this country improves. Careers in Housing and related house utilities include the following:

- i) as house planner with housing agencies.
- ii) as interior designer and decorator.
- iii) as furniture designer and maintenance expert.

- iv) working with equipment industry as representative to consumers, and testing household equipment for such industries.
- v) as housekeepers for institutions such as hotels, hostels, hospitals and special homes.
- vi) as teachers and researchers in the area of Housing and Housing Utilities.
- vii) as an extension workers helping rural families in the area of housing and improvising household equipment (e.g. smokeless charcoal stove) for the convenience of the family.

4.0 CONCLUSION

The multifarious nature of training in Home Management (as an area of Home Economics) has provided various career opening in the sub-areas of Child Care and Family Relations, Consumer Education, Family Health, and Housing and Utilities. In almost all the sub-areas the Home Economist could be self-employed, a phenomenon which is currently being promoted in this country.

5.0 SUMMARY

Professionalism in Home Management has been considered in the light of its sub-divisions - Child Care and Family Relations, Consumer Education, Family Health, and Housing and Utilities. Careers in each of these sub-divisions have been examined.

6.0 TUTOR - MARKED ASSIGNMENT

- i. Enumerate and explain 4 career openings in each sub-division of Home Management.
- ii. Homemaking is a career but not a profession. Briefly discuss this proposition.

7.0 REFERENCES/FURTHER READING

Hartzler, C. E (1987). *Principles and Philosophy of Vocational Career, Education*, Emporia:Emporia State University Press.

UNIT 3 WOMEN IN AGRICULTURE I

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
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1.0 INTRODUCTION

Essentially, Women In Agriculture (WIA) is a programme geared towards achieving full participation of women farmers in agricultural activities, in other words it is a forum for translating field knowledge into specific action for improving women's productivity in agriculture.

This unit and the next will focus on WIA. Specifically in this unit we shall examine the traditional position of Nigerian Women In Agriculture, the constraints to women's full participation in agriculture, the need for an intervention - i.e. the need for establishment of WIA, the establishment of WIA in historical perspective, and the scope of WIA.

In the next unit we shall consider the objectives of WIA, the organization of WIA, the contribution of WIA, and the constraints to WIA operations.

SELF ASSESSMENT EXERCISE 1

Write out in full the acronym, WIA

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- write out in full the acronym, WIA.
- enumerate the role of the Nigerian Women in Agriculture.
- discuss the challenges faced by women farmers.
- discuss the need for establishing WIA.
- describe the scope of WIA in terms of spread, activities, and its stakeholders.

3.0 MAIN CONTENT

3.1 Traditional Position of Women Farmers

In Nigeria, women play a dominant role in agricultural activities. In fact they form the backbone of subsistence agriculture. These include the following major roles:

- i) Food crop production, such as yams and other root crops, cereals, seeds like melon, legumes, where they are seen to compete side by side with their male counterparts in land preparation, cultivation, planting, tending and harvesting.
- ii) Domestic animal production - this is an area found to be almost exclusively dominated by women. It is not uncommon to find around the house, especially, in the rural setting, roaming goats, sheep, chicken, duck, and small-hold rabbiteries.
- iii) Food processing - post-harvest processing of farm produce is regarded as exclusively the women's role whereby they handle processing activities such as cassava processing into garri, flour, or akpu, threshing and milling of grains, vegetable preservation such as in case of peppers, okro, and many leafy vegetables, and animal products such as fish.
- iv) Transportation and marketing of farm produce and products are activities of farm domain of the women farmer - head-carrying their products on market days, or at best seen to be loaded together with their wares in open vans. They survey where and when to sell.
- v) Storage of food products not intended for immediate sales or consumption by the family becomes the responsibility of the woman farmer. The management of these stores are also at her prerogative (World Bank 1999)

Women generally perform these laborious and time - consuming tasks alongside their gender specific chores of cooking, housekeeping, and child rearing. In spite of this extensive participation of women in agriculture, they are often almost always excluded from family decision making processes that could favor them or their children - expected result is demoralization.

3.2 Constraints to Women Farmers

Following factors have been identified as inhibiting women full participation in agriculture:

- i) In Nigeria, women farmers are often voiceless when it comes to influencing or accessing agricultural policies and projects.
- ii) Gender inequality makes access to agricultural land a tasking venture due to land inheritance system and cultural norms.
- iii) Sex discrimination in the nature of crop type traditionally recognized as women ventures - cash crops like cocoa, coffee, palm crops are traditionally in the domain of male farmers, while women are restricted to food crops, which only fetch subsistence living.
- iv) Use of obsolete and inefficient technology, management and farming methods.
- v) Lack of access to modern agricultural inputs such as improved seeds, fertilizers and exotic animal breeds.
- vi) Inadequate involvement of women in agricultural extension services.
- vii) Women hardly have any collateral, or are even traditionally assessed as high risks unless as guaranteed by the male and therefore are barred from accessing capital or credit facilities from finance houses.
- viii) Obtaining their husbands' permission for any engagement, or embarkment on journeys related to agricultural activities, such as workshops.
- ix) Restrictions imposed by some cultures of working with male extension agents.
- x) Child rearing and having to be in possession of their babies reduce their efficiencies as farmers.

SELF ASSESSMENT EXERCISE 2

List other challenges faced by women farmers that are not listed here.

3.3 Need for Establishment of WIA

We have seen the position of the Nigerian female farmers as that of unpaid family workers with limited access to land under the biased land ownership. Women are marginalized in obtaining credit facilities, and are restricted by tradition and dearth of information in their quest to produce cash crops. WIA is considered, therefore, as giving voice to the voiceless female farmers. Findings of a study financed by the United Nations Development Programme (UNDP) revealed that women make up 60-80 percent of the agricultural labour force in Nigeria. Despite this dominant role played by women in agricultural activities, widespread assumptions that men, and not women, are the main force of agricultural have continued to prevail. As a result, agricultural extension services in Nigeria have traditionally been focused on the male farmers, neglecting the female production force. Most extension activities targeted at women emphasized their domestic role as in child care, family health and nutrition etc.

The state Agricultural Development Projects (ADPs) were created in the 1970s with funding assistance from the World Bank, with the main objective of increasing production of both food and cash crops by stimulating agricultural production at the small farmer level. The ADPs contain Home Economics wings in its organization which continued to address only home-related women's activities.

The WIA program was launched with UNDP funds as a pilot seeking to improve agricultural extension services to women farmers through the existing home economics agents who were re-trained in agriculture and extension methodologies, with emphasis on women's agricultural activities.

3.4 Scope of WIA

WIA resource persons are female extensionists highly skilled and knowledgeable in agricultural activities, and charged with the responsibility of passing information, improved technologies and farm inputs to rural women farmers including those that would ordinarily not be reached by male extension workers (World Bank 2000)

WIA covers all aspect of agricultural production including gender - specific activities such as crop processing and utilization, fish processing and preservation, as well as other income generating activities.

Each ADP in each state of Nigeria conducts its WIA initiatives. However, stakeholders in planning, implementation monitoring,

evaluation and re-planning include officials of FACU (Federal Agriculture Coordinating Unit) now PCU (Project Coordinating Unit), national and state agriculture and Rural Development, World Bank agricultural staff, as well as local-level stakeholders such as extension agents, women key leaders elected by the women farmer groups.

4.0 CONCLUSION

WIA (Women In Agriculture) is a forum for translating field knowledge into specific action for improving the Nigerian women's productivity in agriculture.

Women have been known to play a dominant role in agriculture in Nigeria, but despite this their productivity has been hampered by many factors, many of which are gender based, and also by their exclusion from agricultural extension services, unlike their male counterparts.

Revealing studies conducted by UNDP led to the creation of WIA. WIA operates through the Home Economics wing of each state ADPs, where Home Economics extension agents have been retrained in agriculture and extension methodologies specially women farmers in rural areas. WIA encompasses all areas of agricultural activities and exists in each state ADP throughout the Federation. The stakeholders include PCU, representatives of Federal and State Department of Agriculture and Rural Development, the World Bank, female extension workers from each ADP, as well as the rural women farmers as represented by their elected women group leaders.

5.0 SUMMARY

In this unit WIA, as a programme, has been defined. We have examined the traditional position of the Nigerian women farmers, the constraints to women farmers, the need for an intervention to relieve these constraints - i.e. establishment of WIA.

We have also examined the scope of WIA in terms of its geographical spread, activities, and stakeholders.

6.0 TUTOR - MARKED ASSIGNMENT

- i. Enumerate 5 areas of agriculture in which the Nigerian women participates.
- ii. WIA is known as the “voice of the voiceless Nigerian women farmers.” What were the women voiceless about?
- iii. Describe the scope of WIA.

7.0 REFERENCES/FURTHER READINGS

The World Bank (2000) Source Book - Participatory Experiences.
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Washington DC

UNIT 4 WOMEN IN AGRICULTURE II

CONTENTS

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1.0 INTRODUCTION

In the previous Unit (Unit 19) we started to consider the topic on WIA (Women In Agriculture). We have already defined WIA as a programme geared towards achieving full participation of women farmers in agricultural activities. We have examined the position of Nigerian women farmers, the constraints facing them, the need for an intervention programme, WIA, and the scope of WIA.

In this unit we shall go on to consider the establishment of WIA in historical perspective, the objectives of WIA, its organization, the gains of WIA, and the constraints to WIA operations as at present.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- state the history of WIA programme.
- enumerate the objectives of WIA.
- describe the organization of WIA wing of ADP, and job description of the staff.
- state the stakeholders in WIA, and their roles.
- list the gains of WIA programme.
- discuss the constraints of WIA activities.

3.0 MAIN CONTENT

3.1 Establishment of WIA - Historical Perspective

It became clear that despite many years of World Bank assistance in developing Nigeria's agricultural extension service, women were receiving minimal benefits from extension agents. This fact, coupled with the research findings of the UNDP (United Nations Development Programme) of 1987, in which women were found to make up 60-80 percent of the agricultural labour force in Nigeria and that they produced two thirds of the food crops, caught the attention of the then Head of FACU (Federal Agricultural Coordinating Unit) and the World Bank division chief on agriculture in the West African Region. They were both committed to proffering a solution to the plight of Nigerian women farmers. In 1988, therefore, their support led to the creation of Women In Agriculture (WIA) programme. WIA was seated within each of the already existing State Agricultural Development Projects (ADPs) with a charge to address the gender - related deficiencies of the existing extension program. You will recall from the last Unit that ADPs were created in the 1970s in each state of the Federation through the funding assistance of the World Bank, having as its main objective increasing food and cash crop production at the small farmer level.

Up till this point the ADPs had contained only a Home Economics division responsible for home-related women activities.

WIA was launched as a pilot with UNDP funds, seeking to improve agricultural extension services for women. Existing home economics extension agents were retrained. Pilot research project was launched (with World Bank staff and with FACU) in order to develop guidelines for assisting women farmers. During the pilot programmes, local ADP staffs were used to test out different approaches to meeting the needs of women farmers.

About a year later accounts from each state of different WIA initiatives that appeared to be occurring in sporadic, ad-hoc manners were given. Some ADPs were making tremendous progress while others were not doing anything at all. This led to the first National Planning Workshop of July 1989 to take stock of various WIA initiatives nationwide, share experiences, and develop a three year action plan for each state. This workshop was an all stakeholders conference comprising FACU, Federal and State Agricultural Development Officials, World Bank agricultural staff, and women extension agents (heads of WIA units) who represented the interests of their rural women clients.

Eighteen months after the first workshop, a second National Workshop of the WIA programme was convened to take stock of the implementation of the action plans of the first workshop, identify problem areas, re-plan, make mid-course modifications, and set new annual targets for the WIA programme.

The same groups of stakeholders were brought together. By this time all states had ongoing WIA programmes. There was report of increased demands from the women for information and new technology and this had stimulated response from WIA units and FACU.

The WIA programme as we have it today emerged from several of such workshops as a system in which WIA agents work with groups of women in their area of agriculture operation, with a multidisciplinary approach.

3.2 Objectives of WIA

We have repeatedly defined WIA as a programme geared towards achieving full participation of Nigerian women farmers in agricultural activities.

It could be said that WIA has through its operations the following objectives:

1. orientate and create awareness in the rural women their possible role in agriculture, such as helping them select the type of project they want to engage in.
2. the extension of modern agricultural technologies and inputs to women workers.
3. introduction of simple equipment and farm implements that can easily be operated and maintained by women.
4. initiate and execute projects with pre-existing women organizations in which members are already pursuing a specific goal such as credit or communal work.
5. helping through WIA agents to organize women into blocks or cells or register s cooperative societies so that they can receive ADP assistance, or qualify for credit or farm input.
6. through ADP system use NGOs (Non-Governmental Organizations) to identify women beneficiary groups.
7. provide first hand working knowledge of the situation and good working relations with the women farmers.

8. adopt a multidisciplinary approach during planning and implementation of sub-projects. For example block extension supervisors, technical specialists and other resource persons from ADP field offices advise or provide technical inputs and monitor their progress on regular basis.

3.3 Organization of WIA

As afore-mentioned WIA programme is housed within the decentralized ADP structure. Each state ADP has field offices staffed by local extension agents, with FACU (now PCU), an Agricultural Planning and Control Parastatal of the Federal Ministry of Agriculture and Rural Development, playing a coordinating role from the Federal Capital. Hence the structure of WIA itself is also decentralized and integrated into the extension service of the ADP, with female extension workers at the head of every level of operation from the state headquarters down to the villages.

The structure of WIA can be represented by the following organogram and job specifications:

State ADP Headquarters	Deputy Director Responsible for overall planning and implementation of WIA
Zonal Level	Subject Matter Specialists 1. assists Deputy Director in supervising and monitoring implementation of WIA at zonal level. 2. interact with research and technology institutions by participating in problem identification and field training. 3. provide support to block extension agents.
Block Level	Block Extension Agents. Work directly with women farmers, identifying and organizing women groups into cell blocks, and registering WIA women groups into cooperative societies.

At the headquarters the WIA Head holds the rank of Deputy Director within the state ADP. Subject matter specialists are specialists in a type of project - e.g. cassava processing, ground nut oil production, animal fattening etc.

A sizeable fraction of Nigerian women belong to cooperative societies or other locally organized associations whose members are united by common age, religion, trade, or economic activity. Several thousands of such groups are said to be in existence already. The functions of such groups include rotating credit and savings, sharing labour, group farming, or borrowing money through cooperatives. Each women group elects four key leaders: president, secretary, treasurer, and adviser. Decision making rests with the group or their leaders. The women participate in all aspects of the project, from identification, to planning and implementation - a phenomenon referred to as participatory approach.

WIA agents at the different levels are government staff assigned to the ADPs from state Ministries of Agriculture and other relevant parastatals, hence the project does not incur salary payment.

WIA, through its agents and operations seek to perform the objectives listed in this unit.

SELF ASSESSMENT EXERCISE 1

Mention 5 women groups you know, and identify their functions.

3.4 Gains of WIA

Several positive results have been shown to emanate from WIA programmes - these include the following:

- The number of female extension agents doubled between the first two workshops.
- There was tremendous increase in the number of female farmers in contract with extension services.
- Better identification of female gender needs was being undertaken.
- Male extension workers were being trained in women - related activities.
- Female extension agents succeeded in introducing male extension workers to women farmers

- Registration of women's groups as cooperatives with legal status, had aided their access to bank credits and inputs.
- Increase in women participation in agricultural activities.
- Empowering women leading to alleviating poverty at the family level and hence adding value to general family living.
- Gaining understanding of women's constraints at the local level before any recommendations for policy reform are embarked on.

3.5 Constraints to WIA Operation

The main constraint at the take off of WIA was reported to be those of mobility and lack of appropriate technologies. Although many states had an increased number of women agents, they were still not reaching their targets due to different levels of access to transportation, as men tended to monopolise the available vehicles and male extension agents were given preference. There was lack of appropriate tools and equipment to relieve women farmers of their basic labour and energy constraints.

Other challenges include the fact that the effectiveness of women farmers as participants in high-level decision forum as desirable and expected was hampered by factors such as dearth of reliable means of public transport, majority of the rural women had never traveled outside their villages, many would have to travel with their babies, and obtaining permission of their husbands to travel posed yet another obstacle.

Thus the female extension agents would have to serve as the women's proves- this may not always be very reliable representation.

Because the female extensionists have to live in same areas as the women farmers in order to have firsthand knowledge of the situation as well as in good working relations with the women farmers, the WIA staffs have to be attracted and motivated by better conditions of service than their Ministry counterparts

4.0 CONCLUSION

Research findings of the UNDP of 1987 which revealed that women dominated the Nigerian agricultural labour force, coupled with the fact that women were receiving minimal benefits from agricultural extension agents caught the attention of the then Head of FACU (now PCU) and the World Bank division Chief on agriculture in the West African Region. Their support led to the creation of WIA (Women In

Agriculture). WIA is seated within each already existing state ADP, with a charge to address gender-related deficiencies of the existing extension program and thereby improve agricultural productivity by women. This aim was to realized through certain specific objectives. WIA as a wing in each state ADP is organized in such a way that there are three tiers of staffing - the headquarters at the state ADP, the zonal level, and the Block level in the rural areas. Each tier is headed by a female extension worker, and charged with different aspects of responsibility, and with PCU (FACU) remaining the coordination of activities, with the participatory involvement of female extension agents and the women farmers, who are normally formed into working groups, and the World Bank providing funds and inputs. Several gains have emerged since the inception of WIA, though not without a few constraints to its activities.

5.0 SUMMARY

In this unit we have examined the establishment of WIA in a historical perspective, the objectives of WIA, the organization of WIA as concerns its organization, administration, stakeholders, and activities. We have also enumerated the challenges to its effectiveness.

6.0 TUTOR - MARKED ASSIGNMENT

1. Narrate the historical establishment of WIA.
2. Describe the organogram of WIA staff within the state ADP, and their job descriptions.
3. How does WIA stand to benefit rural women farmers?

7.0 REFERENCES/FURTHER READING

The World Bank (2000) Source Book - Participatory Experiences.
Nigerian Women In Agriculture
<http://www.worldbank.org/wbi/sourcebook/sb0212.htm>.

World Bank (1999) Source Book. WIA Project, Nigeria.
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