

CONTRIBUTIONS OF EXTENSION EDUCATION PROGRAMME  
TOWARDS COMMUNITY DEVELOPMENT IN ENUGU STATE,NIGERIA

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Abstract

This paper examined the contributions of extension education programmes towards community development in Enugu State. The study was guided by three specific purposes, three research questions and corresponding hypotheses. The population for the study is comprised of 852 community leaders while through simple random sampling technique 50 percent (426) respondents were selected for the study. The instrument used for data collection was researchers'questionnaire titled "Contributions of Extension Education towards Community Development Questionnaire"(CEECDQ) The instrument was validated by three experts while its overall reliability co-efficient of 90 determined using Cronbach Alpha method was an indication that it was highly reliable. The data collected from the research questions were answered using mean and standard deviations while the t-test statistic was used to test the formulated hypotheses. The findings from the study revealed the agricultural, health and home management contributions of extension education programme towards community development. It showed among others that the agricultural contributions of extension education programme towards community development were: increase in productivity among rural farmers through its sensitization campaigns; promotion of the adoption of modern farm technologies and securing better markets for commodities. Based on the findings, it was recommended amongst others that Government at all level should collaborate with NGOs in providing incentives for agricultural promotion and farmer's empowerment.

Keywords: Extension; Education, Extension Education Programme and Community Development.

## Introduction

The use of education as a powerful instrument for development has led many nations to commit much of their resources towards the funding and establishment of educational institutions at various levels. Reasons being that education is the key that unlocks modernization and total wellbeing of the populace (Akinbade, 2000). Thus, nations are under pressure to expand access to education and to meet the demand of education for all (including the rural populace), hence, the idea of extension education as an appropriate, supplementary and cost-effective means to meet the demand for education in the rural areas became imperative (Chukwurah. 2011). Extension is simply an art of extending and educating. Ademola (2006) defined extension education as a voluntary, informal, out-of school educational process which aims to teach rural people how to improve their standard of living by their own efforts, through making wise use of the resources at their disposal for better system of farming, better health method and home making capabilities, for the benefits of the individual, the family, community and the nation as a whole.

The term extension was derived from the practice of British universities of having one educational programme within the premises of the university and another away from the university buildings. The programme conducted outside the university was described as "extension education" which connotes an extension of knowledge from the university to places and people far beyond. It was first introduced in 1873 by Cambridge University in England to describe a particular system dedicated to the dissemination of knowledge to rural people where they lived and worked (Maunder, 1972). Extension education is part of the efforts to achieve a balanced social and economic development of rural areas. This is necessary in order to

maintain increase in productivity. It aims at improving the efficiency of the people not only in meeting their subsistence needs, but production of surpluses for the market and maintaining quality health status in the rural areas (Obasi, 2012).

Institutional dimensions of extension education give room for innovations that create and maintain rural growth which include the empowerment of local groups, indigenous associations and community-based organizations to ensure their full, direct and active involvement in rural development, in decision making, planning and implementation of series of developmental programmes (Akintayo & Oghenckohwo, 2004). A major contribution to sustainability should come from grassroots organizations, whereby programme beneficiaries gradually assume increased responsibility for the programme activities during decision making, implementation and particularly following the completion which will ultimately accelerate community development.

Community development involves joint efforts of people in a bid to improve their individual and societal living standard. According to Bamidele (2004), community development is a process whereby both urban and rural communities are assisted to provide for themselves, with deliberate and conscious speed, those services and amenities they need but which neither the state government nor local government can provide. Community development in the context of this study is defined as all the process initiated and executed in partnership with community members which is geared towards improving their living standard and that of their community in general. Thus, community development will remain a mirage without effective and efficient extension education programmes. Anaeto (2010) noted that extension education programmes covers a wide spectrum of services, which include; home economics/home management; health; agricultural production, marketing, storage,

processing amongst others. Therefore, extension education helps community members to acquire specific knowledge related to certain problems, solutions and their consequences, so that they can act on possible alternatives, evaluate and improve their own opinion-forming and decision-making skills (Anderson, 2010).

Extension education provides community dwellers with a platform for agricultural development, home economics and improved healthy living standard. It does this by facilitating their skills, knowledge and attitude as it relates to agricultural development and effective home management. It provides a useful avenue with which to transmit the results of research on how to solve problems of agriculture to individuals and encourages their application. However, Ojipon (2009) alleged that Nigerian agriculture sector comprises mainly of small scale farmers who still use traditional farming methods to till the soil for planting. Could it then mean that the contributions of extension education have not been enough? Could it be that community dwellers have not been educated about modern and innovative agricultural practices through extension education? Consequently, resulting to poor agricultural yields due to their use of traditional farm practices, seedlings and community development in Enugu State and Nigeria generally. Conversely, Nwachukwu and Nwizu (2018) claimed that despite the obvious advantages of extension education in the improvement of agricultural development, farmers in Nsukka Local Government Area of Enugu State are still wallowing in low productivity and poverty.

In other words, the major goal of extension education is to bring about a comprehensive health care system, based on primary health care services (PHCs) that is, protective, preventive, restorative and rehabilitative to all citizens within the available resources so that individuals and communities are assured of productivity, social well-being and enjoyment of living

(Arokoyo, 2012). The author further noted that services provided at these PHCs include: prevention and treatment of communicable diseases, immunization, maternal and child care services, family planning, public health education, environmental health and the collection of statistical data on health and health related events. Likewise, Feder, Lawrence and Sladco (2004) posited that the health benefits of extension education are targeted at controlling diseases such as; typhoid fever, kwashiorkor, malaria, measles and obesity, as well as bone malformation that are common today.

On the other hand, extension education programme enhances proper home management skills that could be used to achieve effective home management. Ike (2012) which noted that the family environment in which youths grow up is a key predictor of their future outcomes. The main targets of home management programme is usually the female folks who suffer educational discriminations, marginalization and disempowerment. The

programme prepares them for family living bearing in mind that the family is the smallest unit of national development. It also provides learning experiences so as to help women develop attitudes, habits and standard of behaviors consistent with their community life. In essence, extension education programme delivery therefore, is one of the main institutional components that aid the development of the rural populace, as it promotes the transfer and exchange of information that can be converted into functional knowledge for effective all-round problem solving. Notwithstanding, the enormous contributions of extension education towards enhancing the lives of people and community development, its delivery seems to be inadequate in Nigeria and Enugu State in particular.

Perhaps, this situation could be attributed to several problems as identified by Damisa (2011) to

include inadequacy of funding, poor logistical support for  
field

staff, and use of poorly trained personnel at local level, ineffective agricultural research extension linkages, insufficient and inappropriate agricultural technologies for farmers, disproportionate extension agent and lack of clientele participation in programme development. Others are poor input supply, irregular evaluation of extension programmes and policy. institutional and programme instabilities of national agricultural extension systems. All these challenges have seriously marred the effectiveness of extension education programme delivery in Enugu State and seem to have led to pathetic condition of the people, as there are stagnation, neglect and general poor community development services. It is against this background that this study seeks to investigate the contributions of extension education programme towards community development in Enugu State.

### Statement of the Problem

Extension education programme has the potentials of providing community members with the requisite life-skills, knowledge and attitude with which to enhance their community development through its agricultural, health and home management

contributions. Thus, developing countries like Nigeria, have embarked on different pragmatic extension programmes to make better the lots of her citizens at the grassroots, particularly in the areas of healthcare provisions, agricultural production and home management. Yet, the problem of under development in all spheres of the communities still abound.

Regrettably, in spite of government's efforts through her numerous developmental programmes such as Operation Feed the Nation (OFN), Green Revolution, Better Life Programme, Family Support Programme, Fadama programmes etc. to achieve a balanced and meaningful development at the grassroots, many communities in Enugu State are still in pathetic state of stagnation and underdevelopment such as increase rural-

urban migration, high rate of unemployment, youth restiveness, dwindling per capita income amongst others. Nonetheless, with a rapidly expanding population, constant health issues and the increasing need for family and community survival the problem of this study is to investigate the contributions of extension education programme towards community development in Enugu State, Nigeria.

### Purpose of the Study

The general purpose of this study is to investigate the contributions of extension education programme towards community development in Enugu State. Specifically, the study ascertained:

1. the agricultural contributions of extension education programme towards community development in Enugu State.
2. the health contributions of extension education programme towards community development in Enugu State.
3. the home management contributions of extension education programme towards community development in Enugu State.

### Research Questions

The following research questions guided the study:

1. What are the agricultural contributions of extension education programme towards community development in Enugu State?

What are the health contributions of extension education programme towards community development in Enugu State?

3. What are the home management contributions of extension education programme towards community development in Enugu State?

### Hypotheses

The following three null hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

1. There are no significant differences in the mean ratings of male and

female community leaders on the agricultural contributions of extension education programme towards community development in Enugu State.

2. There are no significant differences in the mean ratings of male and female community leaders on the health contributions of extension education programme towards community development in Enugu State.

3. There are no significant differences in the mean ratings of male and female community leaders on the home management contributions of extension education programme towards community development in Enugu State.

#### Research Method

Descriptive survey design was adopted for the study. Nworgu (2015) defined descriptive survey design as studies which aim to collect data and to describe such data in a systematic manner so as to ascertain the characteristics, features or facts about a given population. The population for this study comprised 852 male and female community leaders from the 426 autonomous communities in Enugu State, Nigeria. Through simple random sampling technique using table of random numbers, 50 percent (426) community leaders were selected and used for the study. The instrument for data collection was researchers-structured questionnaire titled "Contributions of Extension Education towards Community Development Questionnaire (CEECDQ).

The instrument was structured on four-point rating scale of Strongly Agree (SA) =4; Agree (A)=3; Disagree (D)=2 and Strongly Disagree (SD) =1 respectively. The instrument was validated by three experts from the Faculty of Education of the University of Nigeria, Nsukka. The reliability of the instrument was determined using Cronbach Alpha method.

The reliability co-efficient of .91, .90 and 0.88 were obtained from the three clusters of the instrument while the overall reliability coefficient of .90 was an indication that the instrument was highly reliable in measuring what it was designed to measure. Direct Administration and Retrieval Technique (DART) was adopted to administer 426 copies of the instrument to the respondents during their respective community executive meeting days so as to ensure their prompt administration and retrieval. The results from the research questions were answered using mean scores and standard deviation while the hypotheses were tested at 0.05 level of significance using t-test statistic. More so, the criterion mean score of 2.50 was the benchmark for acceptance of any item for the research questions. Thus, mean scores of 2.50 and above were indication of acceptance for any item while those below 2.50 were indication of rejection. Conversely, the decision rule for the hypotheses was based on the 0.05 level of significance. Thus, any hypothesis whose associate probability value was equal or less than the 0.05 level of significance were not rejected while those that were above the 0.05 level were not accepted.

#### Results

Table 1: Mean Ratings of the Respondents on the Agricultural Contributions of Extension Education Programme towards Community Development in Enugu State

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#### Education Programme towards Community Development in Enugu State

	Items	x	SD	Dec.
1	Extension education programme will increase productivity among rural farmers through its farming sensitization campaigns	3.14	1.35	A
2	It will help agro-based industries in the adoption of modern farm	3.30	0.19	A

technologies

3 It will help people in rural areas in securing better markets for their 3.11 1.40 A

commodities

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## 4 It will empower individual with innovative farming techniques with which 3.32 1.17 A to enhance their productivity/livelihoods 3.12 1.39 A

5 It assists farmers in selecting good species of crops for high productivity.

KEY:X=Mean Scores;SD=Standard Deviation; Dec.=Decision and A=AcceptedKEY:X=Mean es;SD=Sta

The data from table I showed that the respondents accepted that the agricultural contributions of extension education programme towards community development in Enugu State were: increase in productivity among rural farmers through its sensitization campaigns; promotion of the adoption of modern farm technologies;securing better markets for commodities; empowerment of individual with innovative farming techniques with

The data from table I showed that the respondents accepted that the agricultural contributions of extension education programme

which to enhance their productivity/livelihoods and in selecting good species of crops for high productivity with mean scores that ranged from 3.11 to 3.30.The low standard deviations of the responses on each of the item showed that the respondents had similar opinions on each item as the agricultural contributions of extension education towards community development.

Table 2:Summary of t-Test on Agricultural Contributions of Extension Education Programme Towards Community Development in Enugu State

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Group	x	SD	DF	Cal-t	Level of Sig	Dec		
Male Community Leaders			213	3.73	.64			
Female Community Leaders		Women	213	3.71	62	424	-.86	0.000 S
Overall			426					

KEY:N=Number of Respondents;X=Mean;Mean; SD=Standard Deviation; DF=Degree of Freedom and Cal-d Cal-t=CalcuCalculated t.

Table 2 revealed that there were significant differences in the mean ratings of male and female community leaders on the agricultural contributions of extension education programme towards community

development in Enugu State Nigeria. This is shown by the calculated t of -.86 with associated probability value of 0.000 which was significant at 0.05 level.

Table 3:Mean Ratings of the Respondents on the Health Contributions of Extension Education Programme towards Community Development

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Items	x	SD	Dec.		
6 Through extension people are educated on how to prevent communicable diseases			3.56	0.94	A

7	It enlightens people about the negative effects of self-medication	3.19	1.32	A
8	It enlightens people on the importance of environmental sanitation practices	3.60	0.86	A
9	It provides useful information about good family feeding habits	2.99	1.42	A
10	It teaches people the importance of regular exercise for healthy living	2.98	1.43	A

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:X X SD=Sdd Dii D=Diid A=Atd

KEY:KEY:X=Mean ScoreX=Mean Scores;SD=Standard Deviation; Dec.=Decision and A=Accepted

Table 3 revealed that the health contributions of extension education programme towards community development in Enugu State,Nigeria were:

educating people on how to prevent communicable diseases; the negative effects of self-medication;the importance of environmental sanitation practices;

good family feeding habits and regular exercise for healthy living with mean scores that ranged from 2.98 to 3.60. The low standard deviations of the responses on each of the item showed that the

respondents had similar opinions on each item as the health contributions of extension education towards community development.

Table 4: Summary of t-Test on Agricultural Contributions of Extension Education Programme Towards Community Development in Enugu State

Group	N	x	SD	DF	Cal-t	Level of Sig	Dec
Male Community Leaders	213	3.70	.69				
Female Community Women Leaders	213	3.69	.66	424	-76	0.002	S
Overall	426						

KEY: N= Number of Respondents; X=Mean; SD=Standard Deviation; DF= Degree of

Freedom and Cal-t=Calculated t.

Cal-t=Calo

Table 4 revealed that there were significant differences in the mean ratings of male and female community leaders on the health contributions of extension education programme towards community

development in Enugu State Nigeria. This is shown by the calculated t of -76 with associated probability value of 0.002 which was significant at 0.05 level.

Table 5: Mean Ratings of the Respondents on the Home Management Contributions of Extension Education Programme towards Community Development

Extension Education Programme towards Community Development

Items	X	SD	Dec.
11 Through extension people are educated on how to prevent communicable diseases	3.16	1.33	A
12 It enlightens people about the negative effects of self-medication	3.18	1.31	A
13 It enlightens people on the importance of environmental sanitation practices	3.26	1.23	A
14 It provides useful information about good family feeding habits	3.29	1.20	A
15 It teaches people the importance of regular exercise for healthy living	3.14	1.34	A

Table 5 revealed that the home management contributions of extension education programme towards community development in Enugu state Nigeria were: provision of tips on how to be prudent with family/community resources; fairness and equity in community decision-making

process; empowers women to become more financial sustainable; maintenance of

peaceful/healthy family ties and equipping individuals with life-skills with which to achieve self-reliance with mean scores that ranged from 3.14 to 3.29. The low standard deviations of the responses on each of the item showed that the respondents had similar opinions on each item.

Table 6: Summary of t-Test on the Home Management Contributions of Extension Education Programme Towards Community Development in Enugu State

Group	N	X	SD	DF	Cal-t	Level of Sig	Dec
Male Community Leaders	213	3.37	.71				
Female Community Leaders	Women 213	3.46	.86	424	-63	0.009	S
Overall	426						

KEY: N=Number of Respondents; X=Mean; SD=Standard Deviation; DF=Degree

Degree of

Freedom and Cal-t=Calculated

Table 6 revealed that there were significant differences in the mean ratings of male and female community leaders on the health contributions of extension education programme towards community development in Enugu State Nigeria. This is shown by the calculated t of -63 with associated probability value of 0.009 which was significant at 0.05 level.

Discussion of the Findings The result from research question

one revealed that the agricultural contributions of extension education programme

towards community development were increase in productivity among rural farmers through its sensitization campaigns: promotion of the adoption of modern farm technologies; securing better markets for commodities: empowerment of individual with innovative farming techniques with which to enhance their productivity/livelihoods and in selecting good species of crops for high productivity. These findings are in line with Anaeto(2010) which revealed that extension education programmes covers a wide spectrum of services, such as agricultural production, marketing, storage, processing which were geared towards individual's better livelihood and community development in general. More so, hypothesis one also revealed that there were significant differences in the mean ratings of male and female community leaders on the agricultural contributions of extension education programme towards community development.

The observed differences could be attributed to more involvement of women than men in

agriculture as posited by Adefalu, Awoete, Aderinoye-Abdulwahab and Issa (2017) findings which revealed that women play important roles in agriculture as they carry out different activities relating to food production, processing and marketing. Conversely, Madu and Ayogu (2008) remarked that the overwhelming majority of the human activities that sustain life such as agriculture, cooking, raising of children, caring for the elderly etc. are done by women.

On the other hand, the result from research question two revealed that the health contributions of extension education programme towards community development are helping in education of people on how to prevent communicable diseases; the negative effects of self-medication: the importance of environmental sanitation practices; good family feeding habits and regular exercise for healthy living. These findings are in line with Arokoyo (2012) who emphasized that the major goal of extension education is to bring about a comprehensive health care system, based on primary health care services (PHCs) that is, protective, preventive, restorative and rehabilitative to all citizens within the available resources, so that individuals and communities are assured of productivity, social well-being and enjoyment of living. More so, the result from hypothesis two also revealed that there were significant differences in the mean ratings of male and female community leaders on the health contributions of extension education programme towards community

development. The observed differences could be attributed to health challenges which are more peculiar to women than men as remarked by Adcfalu, Awoctc. Aderinoye-Abdulwahab and Issa (2017) findings which revealed that rural people, particularly rural women are faced with various difficulties as regards access to proper healthcare services and that their health needs were often neglected.

Finally, the findings on the home management contributions of extension education programme towards community development revealed that it helps in the provision of tips on how to be prudent with family/community resources; fairness and equity in community decision-making process; empowers women to become more financially sustainable; maintenance of peaceful/healthy family ties and equipping individuals with life-skills with which to achieve self-reliance. These findings are in line with the study of Ike (2012) which noted that the family environment in which youths grow up is a key predictor of their future outcomes. More so, the result from hypothesis three also revealed that there were significant differences in the mean ratings of male and female community leaders on the home management contributions of extension education programme towards community development. The observed differences could be attributed to marginalization and disempowerment of women in family and societal scheme of affairs. This is in line with World Bank report as cited in Maduewesi (2005), and Onwuadi (2015) which revealed that there is no region of the developing world where women are equal with men in legal, social, political and economic rights. Many women in Sub-Saharan African countries including Enugu State of Nigeria still do not have rights to own land, manage family properties or conduct family business without the consent of their husband or family hence, the observed differences in the female community leaders' responses with that of their male counterparts.

## Conclusion

This study revealed that extension education programme play an indispensable role towards community development through agricultural extension education; health extension education and home management extension. It helps bring sustainable increase in productivity among rural farmers through its sensitization campaigns; promotion of the adoption of modern farm technologies; empowerment of individual with innovative farming techniques with which to enhance their productivity and livelihoods. The study concluded that extension education programme occupy a pivotal position in any community development efforts directed towards equipping individuals with the necessary life-skills, knowledge and attitude with which to achieve self-reliance and improvement of their societal society in general.

## Recommendations

From the findings of the study, the

following recommendations were proffered:

1. Government at all level should collaborate with NGOs in providing incentives for agricultural promotion and farmer's empowerment. They should devote significant sum of their budgets towards extension education programmes so as to enable the programme address community challenges which will ultimately result to community development.
2. Government at all levels should make concerted efforts towards creating enabling environments for promoting health education through health extension education provisions. Such health extension education programmes will enhance the health status of the people thereby resulting to community development in general.
3. International Organizations like UNDP, World Bank, International Labour Organization (ILO) and UNESCO should collaborate with the government

in sponsoring  
home management/economics  
extension programmes so as to help  
equip individuals with life-skills for

employability, empowerment and self-reliance.

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