

SUGGESTED GUIDELINES FOR CONDUCTING AGRICULTURAL YOUTH
ORGANIZATIONS IN THE NORTHERN STATES OF NIGERIA

by

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CHAPTER I

INTRODUCTION

In many developing countries, agriculture is the main source of livelihood, and provides the principal means of wealth for the people. At present the Northern part of Nigeria comprises of ten of the nineteen states in Nigeria. The welfare and prosperity of the Northern States of Nigeria are largely dependent on agriculture. In terms of employment about 75% of the work force earn their living from agriculture. Traditional methods of farming include the use of hand implements and intensive hand labor in tilling the land. Most of the farming is done by illiterate farmers, living under poor village conditions. The young men who are educated generally look down on farming and this leads to out-migration from rural to urban centers.

Harbinson (1967) mentioned that an increase in the quantity and quality of agricultural production constitutes the core of any rural transformation. However, a rural transformation involves much more than agricultural development. It requires extensive village development, which includes the extension of health and education services, the expansion of village trading and commerce, the creation of local industries for processing of agricultural products, the improvement of housing, water supplies, sanitation, roads and other public services are also needed.

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Manpower cannot be retained in the rural areas unless the standard of living and productivity in rural areas

are raised substantially. Therefore, the most limiting factor in rural transformation is the development of human resources. Youth must develop essential skills needed in rural areas such as carpentry, latrine construction, canal digging, personal hygiene, use of fertilizers, seed selection, weed control, home management, and other skills. In this way, the youth will learn to cooperate in building a self-reliant community in which they live and at the same contribute to the national economy.

Rural youth receive less formal education than do urban youth. A large number of youth are illiterates in the rural areas. These rural areas are inadequately serviced in terms of education, communications, utilities, and medical care. The lack of progressive attitudes in some of the rural areas is due to the out-migration of the youth. The report by Kwitny entitled "Who will farm? A Nigerian Dilemma" (Wall Street Journal of Oct. 15, 1980) exposed some of the attitudes of Nigeria's youth towards farming. The farmers are mostly 50 and over, and they are not being replaced by the younger generation. There is nothing negative about decreasing the population of those engaged in farming if those who remain will increase their acreages as a result of mechanization. In the United States, approximately 5% of the population are engaged in farming. This means that the U.S. farmers are engaged on intensive use of capital and energy which have substituted human and animal effort. Nigerian farmers rely heavily on manual labor. Mellor (1966)

indicated that the need for food, and the low level of efficiency in agricultural production demand that most of the labor force and land resources in low income countries be engaged in agriculture.

For many rural youth economic opportunities in agriculture are limited. Therefore, intensifying youth organizations in agricultural development will help youth to explore new and important career opportunities in Agriculture. The U.S. Department of Health, Education and Welfare (1965) defined "youth" in the publication entitled "Rural Youth in Crisis" as that segment of the population between 15 and 24 years of age. Additional attention is given to rural youth between the ages of 15 and 19.

Clarks (1972) defined youth as the stage at which the individual's personality acquires the basic psychological mechanism of self-regulation, and self-control, when his self identify becomes crystalized. He added that it is the stage at which the young are confronted with some models of the major roles they are supposed to emulate in adult life and with the major symbols and values of their culture and community.

The 4-H clubs in U.S. recognize the ages between 7 and 19 for youth activities. In all societies, age serves as a basis for defining the cultural and social characteristics of human beings for the formation of some of their mutual relations and common activities. In most parts of

Nigeria "age sets" still form an active part of the village organization. Clarks (1972) mentioned that age and age differences are among the basic aspects of life and the determinants of human destiny. Every human being passes through various ages and in each one he attains somewhat different biological and intellectual capacities. At each stage he performs different tasks and roles in relation to other members of the society: from a child to a father; from a pupil to a teacher; from a vigorous youth to a mature adult.

Youth organizations are one of the most effective ways of maximizing learning opportunities (Mason and Haines, 1972). The social system in the Northern States of Nigeria is based on the extended family, which is a closely knit family group under the direct leadership of the male family head. This social condition still prevails and any effort toward the development of Extension or education programs has to take note of this situation. A broad and integrated conceptual approach is necessary in order to fully understand the problems of rural youth and to better appreciate the contribution these youth can make to agricultural development.

Agricultural development must be based on the States' natural resources, human resources, institutional system, and general economic condition. The human resources are considered by both the size of the total work force and factors like the general educational level, which affect human productivity. Therefore, an employment-orientation is

needed whereby the educational and training system prepares Nigeria's youth to serve as productive members of the society. The North's widespread manpower shortages calls for educational programs which will lead to rural transformation.

Agricultural Extension serves all the members of the rural family but the contribution of youth programs to strengthen adult extension work is widely overlooked. The youth organizations must have the assistance and support of the State officials in order to function properly. The Ministries of Agriculture in the Northern States are involved in education, governance, supply, marketing, research, and production. With the need for increased productivity which is brought about by increases in population, the Federal Ministry of agriculture came up with the following objectives:

1. To provide food in adequate and balanced forms for the growing population.
2. To check inflation and possible political instability.
3. To earn foreign exchange.
4. To provide employment for the people.
5. To provide raw materials for industries.
6. To contribute capital formation for industrial development.

Youth must be actively involved in order to meet these objectives. Youth activities can provide opportunities to gather useful career information, and also to positively relate to others. Youth organizations can provide a variety

of situations and youth may participate in activities which increase occupational competency.

A good youth organization should meet the specific needs of the youth involved. With the establishment of the Extension services, more progress can be expected with proper program development for the youth. The development of agriculture needs a lot of understanding as Mosher (1966) states:

"The deeper one goes into the study of agricultural development, the more convinced one becomes that the development depends on the understanding of agricultural development itself, as well as on the specialized skills of a wide variety of persons engaged in many occupations and activities in each country attempting to develop its agriculture."¹

Therefore, it is important to stress that the rural transformation must be geared to the necessity for retaining the bulk of the labor force in the rural areas. The youth must be educated about this important sector of the economy. The other activities where youth are actively involved include Youth Brigades, Boy scouts, Christian associations and Moslem Movements.

¹Mosher, A.T. 1966. Getting Agriculture Moving P.5.

The evolution of young farmers clubs in the
Northern States of Nigeria

Young Farmers Clubs in the then Northern Region were first started at the Gindiri Teachers College in 1952. Mr. P.G. Batchelor, who was one of the tutors in the College initiated the program as a means of educating the student teachers. As the students graduated from the college, more clubs were opened in the schools where the teachers were assigned. With more clubs formed, a regional association of young farmers clubs was formed in December, 1956. In 1959, more clubs were formed in the region's primary and secondary schools. At this juncture, the government provided a head-quarter for young farmers at Minna, the present headquarters for Niger State government. The full time Secretary was Mallam Attah. The government also invited some experts from the developed nations to help organize the youth. An approach was made to the U.S.A.I.D. organization for technical assistance in the form of an expert on Rural youth organizations. Mr. Christey was sent as the technical advisor to the Young Farmers Clubs associations.

The association was under the guidance of the Ministries of Agriculture, Education, Social Welfare and Cooperatives. The major objective of the association was to produce future farmers and better citizens of the country. It was hoped that the organization would bring about the sense of togetherness and national consciousness. The number of members increased tremendously. Few open clubs (out of school clubs)

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were organized. Up till 1965, these clubs operated very well. All the clubs had well written constitutions and by-laws. Officials to manage the affairs of each club were selected as follows: President, Vice president, Secretary, Treasurer and an Advisor. The clubs planned and executed certain projects. As part of the annual program, competition in the form of crops and animal exhibits were organized. Prices were awarded by the Ministries of Agriculture in the form of cash and kind.

Between the years 1955-1964 Young Farmers Clubs contributed much to the agricultural development of Northern Nigeria. The youths were used extensively as farm demonstrators, and they accepted new ideas faster than their parents. The parents had to learn some of the recommended practices from their children. One of the successes was the use of fertilizers. When fertilizers were introduced to the Northern part of the country, the farmers refused to accept the idea even though the government subsidized the prices essentially. The Young Farmers Clubs helped reduce the task of the extension workers by proving to the adult farmers the positive effect of fertilizers on the demonstration plots. Through this practice, the use of fertilizer was increased and farmers realized the increased crop yields.

The year 1966 marked the Nigerian civil war. This period also brought an end to most of the youth organizations in Nigeria. Regional administrations were abolished, and five states were created out of the Northern Region. As a result of this, the regional young farmers clubs associa-

tion was dissolved. Youth organizations were left to the responsibility of each state. Agricultural Extension services for each state was responsible for the assistance and support of youth organizations.

The creation of States created a lot of manpower shortages. Before the creation of States, the Extension Agents were too few to carryout some of the Extension activities. Therefore, full time personnel were not assigned to youth organizations. Also, some of the experienced members of the youth organizations joined the army during the war. The organization came to a stand still during the war. Not much effort has been made to revitalize the youth organizations after the war. The lack of activities had made the youth organizations in the Northern States ineffective. Development as a process of change called for new skills and attitude in the non-adult generation. As of now, no radical change has taken place in the Northern States of Nigeria. Policies and plans to educate the youth with the aid of youth organizations need to be re-established.

Significance of the study

Emphasis is needed on youth organizations in order to improve agriculture in the Northern States of Nigeria. Robinson and Clifford (1974) indicated that the process of renewing existing organizations and creating new ones is important to rural development. The youth need to operate as a group in order to bring changes in their community. The minds of the children are turned towards the cities. This results in out-migration from the rural areas to the cities bringing about serious social and economic problems.

Farm boys and girls should become the object of the national attention on the part of educators and leaders of thought. It is of importance to encourage educators to teach rural boys and girls to accept the challenge of the life around them. With regard to the education of the youth Reck (1951) comments:

"Club work is one of the most unique education programs of our time. It is voluntary. It dignifies the homely, practical arts of living, holding that scholarship can be applied to cooking, and creative intelligence to tilling the soil."

Therefore, there is a need to upgrade the knowledge and skills of the youth to further national development. Young people need to be motivated to realize their national and community responsibilities while developing their individual personalities. Group activities will bring them together where they can share ideas and develop the spirit of oneness. Bhaiya (1978) stated that development is a process which should

stimulate a critical awareness among people as a basis for their involvement in self determined and self directed action. In order to realize this situation youth must play a decisive role.

Local clubs with officers, regular meetings and programs with social objectives are rare in the rural areas. What the youth need most are the volunteer leaders. These leaders need to be trained for a certain period of time after which they can help run club activities. Also, special program development is needed to attract both boys and girls. This is necessary because food production is no longer keeping pace with the population growth. The problems of current food shortages are compounded by the increasing out-migration from rural to urban centers. As of now, this situation has been overlooked. To this effect Schmidt (1971) mentioned that it is understood that work with the farmers and the home-makers contribute to the welfare of the children. The contributions of the extension youth programs in strengthening adult extension work is often overlooked. To get boys and girls involved in project work, someone is needed to teach and encourage them.

There is a need to train more Extension workers who should specialize in conducting youth programs. Kepner (1961) mentioned that it is the County Extension agent's responsibility to train and serve the adult volunteers of youth work. The youth program should be based on the needs

and problems of youth and focus on serving youth as an integral part of their respective families and communities.

This study will explore ways by which guidelines could be developed to make rural life enjoyable for boys and girls. Through the program the youth will realize the dignity for farm life. Youth will also be better educated about the natural resources and will develop into self-reliant citizens of the country. These goals cannot be achieved without supports from all works of life. Therefore it is necessary to focus the attention of the people on rural communities. The goals of a youth program should include the following objectives:

1. To create a feeling by the Ministry of Education to have a curriculum that is related to farm living.
2. To promote practical reduction in agriculture and homemaking.
3. To urge the institutes of agriculture to impart practical techniques to youth.
4. To create awareness for the need for rural development.
5. To reduce the number of youths migrating to the cities.

Objectives of the study

The objectives of the study are the following:

1. To evaluate the present activities conducted by youth

- organizations in the Northern States of Nigeria.
2. To establish recommended guidelines for youth organizations in the Northern States of Nigeria.

Limitations of the study

The proposed guidelines for youth organization will utilize only students from the Northern States of Nigeria, who have at least 3 years experience in Extension work, and are currently studying agriculture in Kansas State and Fort Hays State Universities. The use of this group enables the researcher to identify the intensity of youth organizations in the Northern States of Nigeria and the problems encountered by each. This selection was considered worthwhile as the study was intended to produce new guidelines concerning youth organizations for agricultural development in the Northern States of Nigeria.

Defintion of terms

The following defintions were used during the study:

1. Agricultural Development - Increase in food production.
2. Agricultural Extension - Out of school method of education in which adults and young people learn by doing. The fundamental objective is the development of the people.
3. Evaluation - Effort designed to measure and describe results. Process of deciding the worth of something.
4. Extension Worker - Trained person in agricultural extension.

5. Guidelines - Directions and information for future course of action.
6. Learning - Process which leads to relatively permanent changes in our potential for performance as the result of past interaction with the environment.
7. Northern States of Nigeria - The ten states - Benue, Bauchi, Bornu, Kaduna, Kano, Kwara, Gongola, Niger, Plateau and Sokoto.
8. Result Demonstrations - Demonstrations in which traditional methods are compared with the new.
9. Tradition - The process of handing down information, beliefs and customs by word of mouth or by example from one generation to another.
10. Urban - Places of over 2,500 persons.

Hypothesis

It was hypothesized that the decision of the respondents to use the guidelines was influenced by the level of importance of each criterion item.

CHAPTER II

LITERATURE REVIEW

Lack of records had hindered the documentation of the existence of youth organizations for agricultural development in Nigeria. It has been stated that "age sets" formed the integral part of the social life of the rural population. Traces of these groups still exist today in our society.

Reck (1951) indicated that club work began wherever a public-spirited man or woman did something to give rural boys and girls respect of themselves and their way of life. Recent development had brought about youth organizations all over the world. The 4-H clubs of the United States is a youth organization known throughout the world. Some people identified the 4-H club work with the passage of the Smith-Lever Act of 1914 which made the Cooperative Extension work nationwide. Some people date 4-H from the first federally sponsored corn growing contest in Mississippi in 1907. But another recorded history has it that as early as 1828, the teacher of a boarding school in Butler County, Ohio, allotted some piece of land to his students and had them grow corn, cucumbers, radishes, tomatoes, shrubbery and flowers.² In 1882 Delaware College announced a state-wide corn contest for boys, each boy to plant a quarter acre according to instructions given by the college. Cash prices and certificates were the reward.

²Reck, F.M. 1951. The 4-H Story p.5.

In the earlier days the rural boys were ashamed of their environment. Bailey took a step to convince rural boys and girls that scholarship began in their backyards, in the grass underfoot, the tree, and the crops that grew in the field.³ Graham, a superintendent of the rural schools in Springfield, Ohio, had eighty-one boys and girls enrolled in youth club in March 1, 1903. By June 4, 1903, 100 boys and girls went on tour to Columbus where they visited barns and laboratories.⁴ Also in 1905, R.A. Moore of agronomy department in Wisconsin distributed some seeds of corn to boys and girls that were willing to plant a quarter of an acre. In the same year E.C. Bishop of Nebraska gave 500 kernels to 500 boys each. The girls were curious to become part of the program and they were admitted as "Corn Cookers". That same year 700 boys and girls went on excursion for three day session of instruction, judging, speechmaking and banquets. The corn clubs also grew in the southern states. Canning clubs were introduced for girls.

In 1908, boys attended the State Farmers Institutes at Kansas State Agriculture College. At the meeting a small package of corn was given to each boy to enable them make exhibits at the next meeting. At the next meeting the boys appeared with their exhibits, with their parents, grandparents, relatives and neighbors. This movement spread across the entire state and enter farm homes and influence the lives of

³Ibid. p.6-8

⁴Ibid. p.12-13

rural boys and girls. Interested organizations such as banks, county fair committees, livestock breed associations and garden and farm clubs offered their support. 4-H in Kansas involves 30,000 boys and girls and touches more than 20,000 additional Kansas youth each year (Cooperative Extension Service, K.S.U. Feb. 1974).

Camping for 4-H clubs became part of the rural life program. For example Michigan had its first camp in 1920, Ohio and Minnesota in 1919. Camping in North Carolina began in 1922. In 1937, the West Virginia legislature established a 4-H camp for Blacks at Clifftop in Fayette county. The first annual National Camp was held in 1927 where a pledge written by Otis Hall, State leader of Kansas was adopted.⁵

By 1925, Canada reported having 1,000 clubs with a membership of 100,000 boys and girls. Their programs were similar to that of United States of America. The young farmers' clubs movement in Britain came into being in 1921 as a result of a visit to United States by Lord Northcliffe. Other European countries that introduced club work were Denmark, Sweden and Norway.

In the developing world, largely Asia and Africa, youth programs had become an important tool in economic development. Ahmad (1978) informed the people of Malaysia that a young population is certainly an asset for national development. But providing for the young has become challenge

⁵Ibid. p. 216.

that has yet to be satisfactorily met. In Malaysia the farm youth program or "Belia Paladang" was launched in 1972 with the objective of increasing youth involvement and participation in agriculture.

In the Asian Regional Youth meeting, Trang and Cuong (1978) reported that youth organization was started in 1959 at Hoa Binh, Socialist Republic of Viet Nam. Several hundred hectares of land were cleared for food production. With the increase in production, the school has been able to set up workshop for agricultural production, alcohol, noddles and oil and has set up generators and workshops for mechanical repair jobs.

Youth in the Saemaul Undong of the Republic of Korea took part in the voluntary work in 739 farming and fishing villages throughout the nation. A total of 560,000 young people from rural villages were affiliated with the 4-H club activities (Jin, 1978). It was also mentioned that in the Republic of Korea, the urban educated youth were engaged in organizing population control, illiteracy eradication and disease prevention campaigns.

Borst (1972) suggested the following steps in designing youth programs:

- Study your community and your boys and girls.
- List those needs and problems out of which the opportunities for good 4-H group and of each individual in it.
- Define the objectives of your 4-H group and of each

individual in it.

- Specify the teaching objectives.
- Design learning opportunities based on the teaching objectives you have constructed.
- Provide a means for evaluation in the 4-H program.

CHAPTER III

METHODS AND PROCEDURE

The purpose of the study was to identify guidelines which could be used for the establishment of youth organizations in the Northern States of Nigeria. The author developed a questionnaire which contained 41 criterion items to be considered for use as guidelines. After the questionnaires were refined, five students from the Northern States of Nigeria were selected to review the questionnaire for understanding and completeness. The rights of each subject was recognized and confidentiality was indicated in the cover letter for the questionnaire.

Subjects:

The study was limited to 60 Extension workers who had at least three years experience in Extension work in the Northern States of Nigeria. The subjects were also students at Kansas State and Fort Hays State Universities.

A request was made to identify Extension workers from Nigeria through the office of International Agriculture program at Kansas State University. A list was made of the Extension workers who were Nigerian students and presently studying at Kansas State and Fort Hays Universities. Fifty male and female students were selected from Kansas State University, and ten students from Fort Hays State University. The questionnaires were distributed in December, 1980. Instead of mailing the questionnaires,

personal visits were made. On December 27, 1980, ten questionnaires were taken to Fort Hays State University for the ten extension workers from the Northern States of Nigeria who were enrolled at that institution.

The collection of questionnaires were also done by personal visits. Numerical values were given to the questionnaires for easy identification and tabulation. The respondents indicated the importance of each direction item by responding as follows:

<u>Response</u>	<u>Value</u>
Very Important	3 points
Important	2 "
Of Little Importance	1 "
Of No Importance	0 "

The above values were used in the tabulation of the data.

The hypothesis of the study which stated that the decision of the respondents to use the guidelines was influenced by the level of importance of each criterion item was tested using the coefficient of correlation.

CHAPTER IV

RESULTS OF THE STUDY

The results of this study were tabulated and presented in this chapter. Forty-one criterion items were considered by fifty five respondents for the establishment of guidelines for conducting youth organizations. Each criterion item was given a value and percentages were given indicating the use of each criterion item by the Extension workers.

Questionnaire Responses

The respondents of the criterion items were extension workers from the Northern States of Nigeria who were currently studying at Kansas State and Fort Hays State Universities. The number of questionnaires distributed are given in Table 1. A total of sixty questionnaires were distributed and fifty five were returned for a return of 91.7 percent.

TABLE 1
NUMBER AND PERCENTAGE OF QUESTIONNAIRES DISTRIBUTED
AND RETURNED

	Distributed	Returned	Percent Returned
K.S.U.	50	45	90
F.H.S.U.	10	10	100
Total	60	55	91.7

Importance and use of the criterion items

The information in Table II was based on the scores of the respondents from the Northern States of Nigeria. The fifty five respondents allotted scores for each of the forty one criterion items. The responses for each criterion item were recorded and the mean for each was obtained.

The fifty five respondents also indicated whether each of the forty one criterion items were used as guidelines for conducting youth organizations activities in the Northern States of Nigeria.

The scoring system used in determining the importance of each criterion item was as follows: very important, three points; important, two points; of little importance, one point; of no importance, no points. The use of each criterion item was indicated by a yes or no response for the use of each item by the extension workers. The information in Table II gave the mean of each of the forty one criterion items as to importance ranging from a mean score of 2.73 for the most important item to a mean of 1.16 for the least important item. The range of the use of the criterion items by the fifty five extension workers in the Northern States of Nigeria indicated a high of 94.5% usage to a low of 41.8% usage.

TABLE II

THE IMPORTANCE OF FORTY ONE CRITERION ITEMS AND THE PERCENTAGES
OF USE OF EACH CRITERION ITEM BY FIFTY FIVE EXTENSION
WORKERS FROM NORTHERN STATES OF NIGERIA

Criterion Items	Importance N = 55 mean	Used Criterion N = 55 percent
Home Agents should actively participate in the activities of the youth organizations	2.73	89.1
Field trips should be conducted for the youth organizations	2.64	89.1
Both boys and girls should be involved in the youth organizations	2.62	89.1
Extension services should assist youth organizations in conducting projects	2.62	94.5
Youth organizations should compete with one another in displaying exhibits	2.60	81.8
Accomplishments of youth organizations are communicated to the public	2.60	87.3
Extension workers participate in the activities of the youth organizations	2.58	89.1
Youth organizations help generate general support for Extension	2.56	85.5
The local community should recognize youth organizations	2.56	76.4
The major objective of youth organizations is to foster farming activities	2.55	90.9
Youth organizations should be available to non-school youth	2.51	87.3
Youth organizations should conduct activities to provide social development	2.49	90.9

TABLE II contd.

Criterion Items	Importance N = 55 mean	Used Criterion N = 55 percent
Extension workers seek the support and cooperation of the parents	2.47	80.0
The Extension service should sponsor young farmers organizations	2.45	81.8
Youth organizations conduct projects for leadership development	2.44	85.5
Youth organizations strengthen the continuity of Extension work	2.44	85.5
The Extension worker's goal is to help boys and girls develop their life skills	2.44	85.5
The Extension Research and Liaison section supports programs of youth organizations	2.40	81.8
The Extension workers have adequate time to work with young farmers	2.36	80.0
Local school administration should support youth organizations	2.35	76.4
The Primary and Secondary schools should conduct youth organizations	2.33	87.3
Youth organizations help upgrade Extension programs	2.29	83.6
Volunteer leaders provide learning experiences for youth	2.29	76.4
Publicity about the existence of the youth organizations is provided	2.22	78.2
Leadership training is organized to train volunteer leaders	2.18	81.8
Leadership skills are developed through recreational activities	2.16	72.7

TABLE II contd.

Criterion Items	Importance N = 55 mean	Used Criterion N = 55 percent
Local advisory groups should support the youth organizations	2.16	72.7
Adequate facilities are provided for the youth organizations	2.15	65.5
Adequate funding is provided for the activities of youth organizations	2.13	61.8
Youth organizations help to train future extension workers	2.02	80.00
Recreational activities are provided by the youth organizations	1.96	69.1
The Ministry of Education organizes school clubs with the support from Extension services	1.96	72.7
Youth organizations should conduct projects for raising money	1.71	80.00
Youth organizations should have an age limit for membership	1.67	69.1
Prestige is associated with the youth organizations	1.51	63.6
Regular youth organization meetings are not held during the growing season	1.45	52.7
Youth organization activities are determined by local advisory council	1.39	61.8
Local dues should be the only source of income for the youth organizations	1.29	41.8
Youth organizations contribute to family decision making	1.33	61.8

TABLE II contd.

Criterion Items	Importance N = 55 Mean	Used Criterion N = 55 Percent
Youth organizations are registered with E.R.L.S.	1.24	54.5
Leaders should be compensated for attending youth organization meetings	1.16	52.7

The most important criterion item was "Home agents should actively participate in the activities of the youth organizations" with a mean of 2.73, and a usage percentage of 89.1. The criterion item "Extension services should assist youth organizations in conducting projects" had an importance rating of 2.62, and the highest usage rate of 94.5%.

The least important criterion item was "Leaders should be compensated for attending meetings" with a mean score of 1.16, and a usage percentage of 52.7. The criterion item "Local dues should be the only source of income for the youth organizations" had a mean of 1.29, and the least usage of 41.8%.

Statistical Analysis

The hypothesis of the study was tested using the coefficient of correlation. It was hypothesized that the decision of the respondents to use the guidelines was influenced by the level of importance of each criterion item. The correlation between the level of importance of the criterion items and the percentage of users of the guideline statements had a positive correlation of 0.89. This analysis indicated that there was a positive relationship between the two variables as shown in Fig. 2. The hypothesis was retained since there was a positive correlation between the importance of the guideline statements and the use of each by the extension workers in the Northern States of Nigeria.

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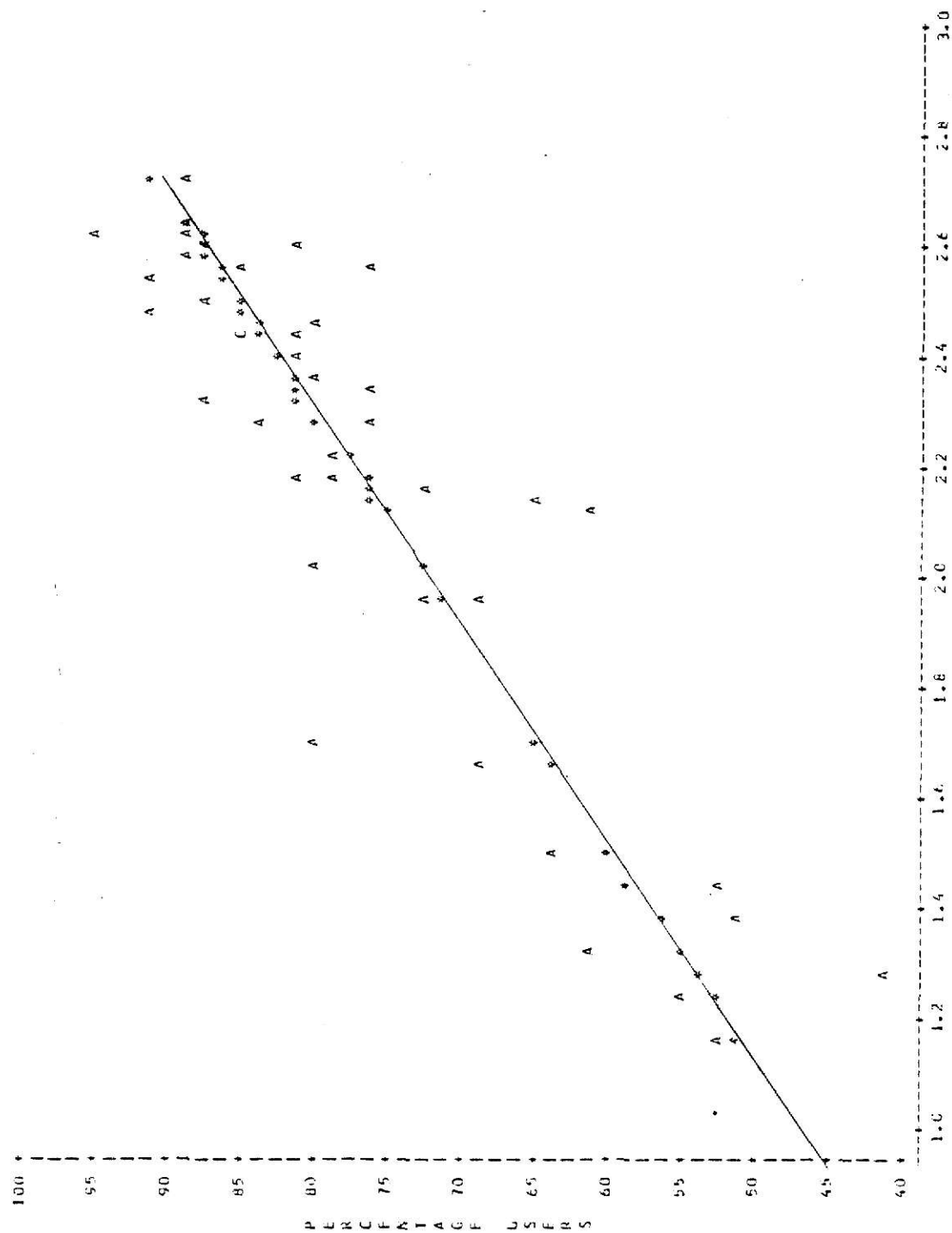


FIGURE 1. LEVEL OF IMPORTANCE PERCENTAGE USERS
 PLOT OF P-A
 PLOT OF PREDICT-A
 LEGEND: A = 1 OBS, B = 2 OBS, ETC.
 SYMBOL USED IS *

The researcher assigned a value for the importance of each criterion item in Table III as follows:

<u>Criterion Value</u>	<u>Importance Rating</u>
2.34 - 3.00	Very important
1.67 - 2.33	Important
1.0 - 1.66	Of little importance
0 - 0.99	Of no importance

TABLE III
GROUPING THE CRITERION ITEMS

<u>Rating</u>	<u>Number of Items</u>	<u>Criterion Value</u>
Very important	20	2.34 - 3.00
Important	14	1.67 - 2.33
Of little importance	7	1.0 - 1.66
Of no importance	0	Less than 1

The information in Table III indicated the importance of the criterion items for use as guidelines for conducting youth organizations. Twenty criterion items were given a "very important" classification, fourteen criterion items were rated as "important", and seven items were rated "of little importance". There were no criterion items listed as "of no importance".

Information in Table IV listed the 20 criterion items.

TABLE IV

TWENTY CRITERION ITEMS THAT ARE VERY IMPORTANT TO THE
EXTENSION PROGRAMS IN THE NORTHERN STATES OF NIGERIA

Criterion Items	Mean
Home Agents should actively participate in the activities of the youth organizations	2.73
Field trips should be conducted for the youth organizations	2.64
Both boys and girls should be involved in the youth organizations	2.62
Extension services should assist youth organizations in conducting projects	2.62
Youth organizations should compete with one another in displaying exhibits	2.60
Accomplishments of the youth organizations are communicated to the public	2.60
Extension workers participate in the activities of the youth organizations	2.58
Youth organizations help generate general support for Extension	2.56
The local community should recognize youth organizations	2.56
The major objective of youth organizations is to foster farming activities	2.55
Youth organizations should be available to non-school youth	2.51
Youth organizations should conduct activities to provide social development	2.49
Extension workers seek the support and cooperation of the parents	2.47
The Extension service should sponsor young farmers organizations	2.45
Youth organizations conduct projects for leadership development	2.44

TABLE IV contd.

Criterion Items	Mean
Youth organizations strengthen the continuity of Extension work	2.44
The Extension worker's goal is to help boys and girls develop their life skills	2.44
The Extension Research and Liaison Section supports programs of youth organizations	2.40
The Extension workers have adequate time to work with young farmers	2.36
Local school administration should support youth organizations	2.35

items which were classified as very important for use as guidelines for conducting youth organizations in the Northern States of Nigeria. The most important criterion items had mean scores between 2.34 and 3.00. The criterion item "Home agents should actively participate in the activities of youth organizations" with a mean score of 2.73 was the most important and the criterion item "Local school administration should support youth organizations" with a mean score of 2.35 was the twentieth criterion item in the "very important" category.

There were fourteen criterion items with mean scores between 1.67 and 2.33 which were classified "important" as shown in Table V. The criterion item "The primary and secondary schools should conduct youth organizations" with a mean score of 2.33 was the most important. The criterion item "Youth organizations should have age limit for membership" was the least important with a mean score of 1.67.

The information in Table VI indicated that there were seven criterion items that were of "little importance". The criterion item "Prestige is associated with the youth organizations" with the mean score of 1.51 was the highest on the list and the criterion item "Leaders should be compensated for attending meetings" with mean score of 1.16 was the lowest.

Other Findings

The results indicated that the population of the study included fifty five extension workers from the Northern

TABLE V

FOURTEEN CRITERION ITEMS THAT ARE IMPORTANT TO THE
EXTENSION PROGRAMS IN THE NORTHERN STATE OF NIGERIA

Criterion Items	Mean
The primary and secondary schools should conduct youth organization	2.33
Youth organizations help upgrade Extension programs	2.29
Volunteer leaders provide learning experiences for youth	2.29
Publicity about the existence of the youth organization is provided	2.22
Leadership training is organized to train volunteer leaders	2.18
Leadership skills are developed through recreational activities	2.18
Local advisory groups should support the youth organizations	2.16
Adequate facilities are provided for the youth organizations	2.15
Adequate funding is provided for the youth organizations	2.13
Youth organizations help to train future Extension workers	2.02
Recreational activities are provided by the youth organizations	1.96
The Ministry of Education organizes school clubs with the support from Extension services	1.96
Youth organizations should conduct projects for raising money	1.71
Youth organizations should have an age limit for membership	1.67

TABLE VI

THE SEVEN CRITERION ITEMS THAT ARE OF LITTLE IMPORTANCE
TO EXTENSION PROGRAMS IN NORTHERN STATES OF NIGERIA

Criterion Items	Mean
Prestige is associated with the youth organizations	1.51
Regular youth organization meetings are not held during the growing season	1.45
Youth organization activities are determined by local advisory council	1.39
Youth organizations contribute to family decision-making	1.33
Local dues should be the only source of income for the youth organizations	1.29
Youth organizations are registered with ERLS	1.24
Leaders should be compensated for attending meetings	1.16

States of Nigeria. The Extension workers had previous experience in the extension service and were currently students at Kansas and Fort Hays State Universities.

The summary of experience indicated that the experience ranged from 3 to 20 years and the mean for the fifty five extension workers was 11.4 years.

The information in Table VII indicated that all the respondents wanted guidelines prepared for extension workers and teachers for reference.

TABLE VII
WHETHER GUIDELINES SHOULD BE PREPARED FOR
EXTENSION WORKERS AND TEACHERS

	Number Positive	Number Negative	Percent
K.S.U.	45	-	100
F.H.S.U.	10	-	100
Total	55	-	100

100% of the respondents wanted the guidelines prepared for officers of youth organizations as indicated in Table VIII.

TABLE VIII
WHETHER GUIDELINES SHOULD BE PREPARED FOR
OFFICERS OF YOUTH ORGANIZATIONS

	Number Positive	Number Negative	Percentage Positive
K.S.U.	45	-	100
F.H.S.U.	10	-	100
Total	55	-	100

Data in Table IX indicated that 5% of the 55 extension workers desired specialized training for conducting youth programs.

TABLE IX
SPECIALIZATION IN CONDUCTING YOUTH PROGRAMS

	Number Positive	Number Negative	Percent Positive
K.S.U.	44	1	97.8
F.H.S.U.	10	-	100.0
Total	54	1	98.2

The summary, conclusions, and recommendations for the study are given in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary:

The welfare and prosperity of the people in the Northern States of Nigeria are largely dependent on agriculture. About 75% of the work force earn their living from agriculture and reside in the rural areas. The young men generally look down on farming which leads to out-migration from rural to urban centers. In a sense, the youth move from the rural areas where they are underemployed to urban centers where they would be unemployed thereby causing social and economic problems to the society. The youth must develop essential skills needed in rural areas so that they will learn to cooperate in a self-reliant community in which they live and contribute to the economy of the country.

The purpose of the study was to evaluate the present activities conducted by youth organizations, and to establish recommended guidelines for conducting youth organizations in the Northern States of Nigeria. A questionnaire was used to gather the information for the study. Fifty five extension workers from the Northern States of Nigeria who were students at Kansas State and Fort Hays Universities responded as to the importance of forty one criterion items for extension programs. The fifty five respondents also indicated whether they used each of the forty one criterion items for conducting

youth organization activities.

The level of importance of each criterion item was determined by allocating three points for "very important", two points for "important", one point for "of little importance", and no points for "of no importance". The mean score for the forty one criterion items ranged from a high of 2.73 to a low of 1.16. The most important criterion item was "Home agents should actively participate in the activities of the youth organizations" with the mean score of 2.73. The criterion item "Leaders should be compensated for attending meetings" was the least important with a mean of 1.16.

The range of the use of the criterion items by the fifty five Extension workers from the Northern States of Nigeria was a high of 94.5% and a low of 41.8%.

The criterion item "Extension services should assist youth organizations in conducting projects" had the percentage usage of 94.5. The least used criterion item "Local dues should be the only source of income for the youth organizations" had a percentage rating of 41.8. Twenty criterion items were very important, fourteen were important and seven were considered of little importance.

The hypothesis that the decision to use the guidelines by the respondents was related to the level of importance of each criterion item was retained. This was due to the positive correlation of 0.89 between the level of importance, and use of forty one criterion items.

Conclusions:

1. Since seven of the criterion items were considered "of little importance" by extension workers, the researcher concluded that the remaining thirty four criterion items should be used as guidelines for conducting youth organizations in the Northern States of Nigeria.
2. Guidelines are needed for conducting the activities of youth organizations in the Northern States of Nigeria.
3. Extension workers should specialize in conducting youth organizations activities.
4. Guidelines should be used by extension workers, teacher educators, and officers of youth organizations.

Recommendations:

The following recommendations were based on the results of the study:

1. The Ministry of Agriculture of the Northern States of Nigeria should consider the use of thirty four criterion items as guidelines for youth organizations for agricultural development.
2. The State governments should consider youth problems as part of the societal problems of the nation, and that youth can contribute to agricultural development.
3. Emphasis should be made to have extension workers specialize in conducting youth organization programs.
4. The Extension workers should identify the type of activities suitable for youth organizations to stimulate the interest of youth in agricultural development.

5. Teacher educators should use the guidelines for conducting youth organizations as a basis for the development of curriculum materials to facilitate agricultural development through youth organizations.

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APPENDIX

Solomon N. Kolo
B-1 Jardine Terrace
Kansas State University
Manhattan, KS 66502
12.29.1980
Tel. 537-1226

Dear

Please help me by sharing your valuable time to look into the future of agricultural development in the Northern States of Nigeria as it relates to youth organizations.

As a graduate student at Kansas State University, I am conducting a survey that will bring about guidelines for youth organizations in the Northern States of Nigeria.

However, your participation is voluntary and confidentiality is guaranteed because your name will not be associated with your answers in any public or private report.

I will be visiting with you to collect the questionnaire. For further information, you may wish to call at the above address.

Thanks for your cooperation.

Yours sincerely,

Solomon Kolo

THE ROLE OF YOUTH ORGANIZATIONS FOR AGRICULTURAL DEVELOPMENT IN THE NORTHERN STATES OF NIGERIA

DIRECTIONS : Please read each of the statements below, and then check your response for the importance of each item.

KEY TO ANSWERS : VI = Very important

I = Important

LI = Of Little Importance

NI = Of No Importance

	How important is the guideline to Extension Programs?				Do you use the guideline?	
	VI	I	LI	NI	YES	NO
1. The Extension service should sponsor young farmers organizations	—	—	—	—	—	—
2. The major objective of youth organization is to foster farming activities	—	—	—	—	—	—
3. Youth organizations conduct activities to provide social development.	—	—	—	—	—	—
4. Youth organizations conduct projects for leadership development	—	—	—	—	—	—
5. Youth organizations conduct projects for raising money.	—	—	—	—	—	—
6. Youth organizations help generate general support for Extension	—	—	—	—	—	—
7. Youth organizations strengthen the continuity of Extension work.	—	—	—	—	—	—
8. Youth organizations help upgrade Extension programs	—	—	—	—	—	—

	VI	I	LI	NI	YES	NO
9. Youth organizations contribute to family decision making	—	—	—	—	—	—
10. Leadership skills are developed through recreational activities						
11. Youth organizations help to train future Extension workers	—	—	—	—	—	—
12. The primary and secondary schools conduct youth organizations						
13. Youth organizations should be available to non-school youth	—	—	—	—	—	—
14. Both boys and girls should be involved in the youth organizations						
15. Youth organizations should have an age limit for membership	—	—	—	—	—	—
16. Extension services assist youth organizations in conducting projects	—	—	—	—	—	—
17. The Extension Research and Liaison Section (ERLS) supports programs of youth organizations						
18. The Ministry of Education organizes school clubs with the support from Extension services	—	—	—	—	—	—
19. Youth organizations are registered with ERLS	—	—	—	—	—	—
20. Leadership training is organized to train volunteer leaders	—	—	—	—	—	—
21. Volunteer leaders provide learning experiences for youth	—	—	—	—	—	—

	VI	I	LI	NI	YES	NO
22. Leaders should be compensated for attending youth organization meetings	—	—	—	—	—	—
23. Regular youth organization meetings are not held during the growing season	—	—	—	—	—	—
24. Home Agents should actively participate in the activities of the youth organizations	—	—	—	—	—	—
25. Extension workers participate in the activities of the youth organizations	—	—	—	—	—	—
26. Extension workers seek the support and cooperation of the parents	—	—	—	—	—	—
27. Youth organizations compete with one another in displaying exhibits	—	—	—	—	—	—
28. Field trips are conducted for the youth organizations	—	—	—	—	—	—
29. Recreational activities are provided by the youth organizations	—	—	—	—	—	—
30. Local dues should be the only source of income for the youth organizations	—	—	—	—	—	—
31. Publicity about the existence of the youth organizations is provided	—	—	—	—	—	—
32. The Extension workers have adequate time to work with young farmers	—	—	—	—	—	—

	VI	I	LI	NI	YES	NO
33. The Extension worker's goal is to help boys and girls develop their life skills	—	—	—	—	—	—
34. The local community recognizes youth organizations	—	—	—	—	—	—
35. Local school administrators support youth organizations	—	—	—	—	—	—
36. Adequate funding is provided for the activities of youth organizations	—	—	—	—	—	—
37. Adequate facilities are provided for the youth organizations	—	—	—	—	—	—
38. Local advisory groups support the youth organizations	—	—	—	—	—	—
39. Prestige is associated with the youth organizations	—	—	—	—	—	—
40. Youth organization activities are determined by local advisory council representatives	—	—	—	—	—	—
41. Accomplishments of youth organizations are communicated to the public	—	—	—	—	—	—

GENERAL COMMENTS

Please answer the following questions in the space provided.

1. Marital Status : Married _____ Single _____
2. Your State of Origin _____, Nigeria.
3. How long have you been in the Extension Services?
_____ years.

4. Should a Handbook or Guidebook be prepared that Extension workers and teachers could use as a reference?

Yes _____ No _____

5. Should a guidebook be prepared for officers of youth organizations? Yes _____ No _____

6. Should extension workers be trained to specialize in conducting youth programs? Yes _____ No _____

7. Other Comments: _____

SUGGESTED GUIDELINES FOR CONDUCTING AGRICULTURAL YOUTH
ORGANIZATIONS IN THE NORTHERN STATES OF NIGERIA

by

SOLOMON NDATSADU KOLO
B.S., Fort Hays State University, 1980

AN ABSTRACT OF MASTER'S THESIS

submitted in partial fulfillment of the

requirement for the degree

MASTER OF SCIENCE

Agricultural Education
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1981

Agriculture is the main source of livelihood in the Northern States of Nigeria. In terms of employment about 75% of the work force earn their living from agriculture and reside in the rural areas. The youth look down on farming which leads to out-migration from rural to urban centers. Agricultural development must be based on the state's natural resources, human resources, institutional system and general economic condition. The most limiting factor in rural transformation is the development of human resources. Therefore, youth must develop essential skills needed in making the community a better place in which to live. In view of this, the youth organizations must have the assistance and support of the state officials in order to function properly.

The purpose of the study was to evaluate the present activities conducted by youth organizations, and to establish recommended guidelines for youth organizations in the Northern States of Nigeria. In order to do this a questionnaire was developed. Fifty five extension workers from the Northern States of Nigeria who were students at Kansas State and Fort Hays State Universities responded to the importance and use of forty one criterion items.

The level of importance of each criterion item was determined giving three points for "very important", two points for "important", one point for "of little importance", and no points for "of no importance." The mean score for the forty one criterion items to be used as guidelines ranged from a high of 2.73 to a low of 1.16. The most important

criterion item was "Home agents should actively participate in the activities of youth organizations" with a mean score of 2.73. The criterion item "Leaders should be compensated for attending meetings" was the least important with a mean score of 1.16.

The range of the use of the forty one criterion items by the fifty five extension workers from the Northern States of Nigeria was a high of 94.5% and a low of 41.8%. The criterion item "Extension services should assist youth organizations in conducting projects" had a percentage usage of 94.5. The least used criterion item "Local dues should be the only source of income for the youth organizations" had a percentage rating of 41.8.

There were twenty criterion items that were "very important", fourteen that were "important", and seven that were "of little importance". The seven criterion items that were "of little importance" were discarded and thirty four criterion items were recommended to be used as guidelines for conducting youth organizations activities.

The hypothesis that the decision of the respondents to the use of guidelines was influenced by the level of importance of each criterion item was retained. The statistical treatment indicated that there was a positive correlation of 0.89 between the level of importance and use of the forty one criterion items.

As a result of the research findings recommendations were made as follows:

1. The Ministry of Agriculture of the Northern States of Nigeria should consider the use of thirty four criterion items as guidelines for youth organizations for agricultural development.
2. The State governments should consider youth problems as part of the societal problems of the nation, and that youth can contribute to agricultural development.
3. Emphasis should be made to have Extension workers specialize in conducting youth organization programs.
4. The Extension workers should identify the type of activities suitable for youth organizations to stimulate the interest of youth in agricultural development.
5. The teacher educators should use the guidelines for conducting youth organizations as a basis for the development of curriculum materials to facilitate agricultural development through youth organizations.