

Strengthening the Family for Quality and Sustainable Livelihood

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Abstract

This paper explores the possibilities of strengthening the family for sustainable livelihood. The paper adopts the multidisciplinary approach to deal with the multi-headed and multifaceted problems of the modern family. Using documentary data, this paper argued that the modern family is faced with enormous challenges and these challenges must be counteracted if family members should live sustainably. Some of the strategies for counteracting the family challenges were highlighted. The paper also advances strategies to minimize extensive food importation in most African countries.

Keywords: Family, Sustainable, Livelihood, Multidisciplinary, Education

Introduction

The multifaceted challenges of family and sustainable livelihood have worsened as more families relapse into extreme poverty in the 21st century. It was estimated by UNDP in 2014 that about 1.2 billion people live in extreme poverty and 870 million people go to bed every night hungry, 1.3 billion do not have access to electricity and 2.5 billion do not have access to improved sanitation (UNDP, 2014).

For Nigeria, the proportion of non-poor has been steadily decreasing since the 1980s. From 72.8 per cent in 1980, it fell to 57.3 per cent in 1992 (Omotola, 2008). Then it dropped significantly in 1996 to 34.4 per cent, and fell further in 2010 to 31 per cent. Furthermore, the poverty data

released by the National Bureau of Statistics for 2011 shows that 112 million Nigerians are poor going by the economic situation in the country. 100 million are in absolute poverty and 12 million are moderately poor (NBS, 2009 & 2012).

The rising trend of poverty in the country is a direct reflection of the unhealthy effect and failure of successive public policies in Nigeria – The Structural Adjustment Programme (SAP), of the Babangida regime, National Economic Empowerment and Development Strategies (NEEDS) of Obasanjo's regime, the Seven Point Agenda of President Shehu Yaradua and the Transformation Agenda of current

President, Goodluck Jonathan (Aminu & Onimisi, 2014).

According to the World Bank estimate, Nigeria is the 15th poorest country in the world. At current rates, it is estimated that by 2015, Nigeria will have more poor people than India and China who have more than a billion people each. Unemployment is at the heart of Nigeria's poverty. There are few activities in the rural areas that create jobs apart from manual labour intensive seasonal agriculture. The poor have no access to low interest credits to enhance their production (World Bank, 2014).

In the past few years, the Nigerian government has spent colossal sum of money at Federal, State and Local Government levels in vain attempts to relieve poverty by initiating and executing several poverty alleviation programmes. This paper explores the possibilities of strengthening the family for sustainable livelihood.

The Family Explained

The state of the modern family in the West was first documented in England in the mid-1600s (Stone, 1977). The family is social system which must perform a number of functions in order to survive. Some of these functions include:

1. It has to be able to adapt to and transform its environment.
2. It has to be able to create and achieve goals.
3. It must integrate its various parts

4. It must be able to renew the patterns within the culture that motivate people.

As an economic and micro community unit, the family unit in our tradition, headed by the husband and the elders of his lineage, starts with one wife and adds more after accumulating the bride-wealth needed for each. The more wives and children, the larger and more affluent this unit can become because of the advantages of large number like more hands for manual labour. As individual families evolve, they and the community structures adapt to the physical and social conditions of production. Widespread agreement remains today that the modern nuclear family, with its two parents and two or three children, is the ideal end result of progress in the evolution of the family. The income of the man may not be enough to take care of the entire household. As a result the women are forced into the workplace to assist in the economic situation of the family (Shorter, 1975; Hareven, 1987 & Hossfeld, 1991).

Challenges of modern Family

It was seen that the challenges faced by the modern family created problems that made it difficult for them to perform these functions. Despite these, every family must strive to generate resources to be able to thrive – pay hospital bills, pay school fees, pay the cost of feeding, clothing and accommodation. It should also

contend with the problem of division of labour within it across gender lines – what should husbands and wives do regarding payment for rent, school fees or household feeding. Every family also needs to deal with the problems of decision making situation like- Choice of holidaying, number of children to have, etc (<http://uregina.ca>).

There is also need to acknowledge challenges as regards different religious norms and practices. These challenges in the modern family include atheism- that is, the philosophy that there is no God; relativism- the popular point of view which states that absolute truth does not exist; modernism which rejects the concept of authority in religion and states that religious beliefs must pass the test of reason and experience; hedonism- that is the philosophy which holds that man's chief and highest goal is pleasure; materialism which is an obsessive preoccupation with worldly possessions.

As we ponder over these, we should also recall that modern family life has been greatly influenced by technological advancement especially in the area of Information and Communication Technology (the media and social media). There is a powerful interplay between a society's technology, family structure, and social values. Yet technology is not a rigid cultural taskmaster. The same production technologies and ecological conditions accommodate

variations in family organization, management style, and emotional climate

(http://www.pbs.org/wgbh/evolution/library/07/1/quicktime/1_071_02.html).

Globalization has a lot of influence on the family. It has eroded strong family values and replaced it with commercialized relationships thereby inflicting a heavy blow on the marriage institution worldwide. Globalization has not only made the world smaller, it has also made it interdependent (Edgar, 2004). An investment decision made in London can spell unemployment for thousands in Nigerians, while a business decision taken in US can create thousands of new jobs for workers in Nsukka. The dislocation caused by these changes has affected the family economically, morally, socially and psychologically (Kumar, 2012).

Then there is the trend of media unification and fear of negative publicity. One of the implications of media unification is the rising incidence of rape. It is evident that most cases of child rape and/or rape in general are committed against victims by their close relatives or neighbours or those known to the victims. Sometimes, the perpetrators are larger family members. Consequently, these larger family members more often than not decide not to report these crimes to the police for prosecution because of relationship

ties. Thus the perpetrators are never given the punishments commensurate with their crimes. Victims of rape are more often than not afraid of reporting the rapists for fear of attacks by some of these rapists who sometimes are deadly and fiendish. Indecent dressing constitutes yet another factor that sometimes make the young girls victims of rape. Many a time, as a result of over-exposure to modern or western life styles and sometimes poor child upbringing, many of our teenagers dress in skimpy attires exposing their vital parts which ordinarily should be kept outside public views.

Strategies for balancing the family and business

It is also difficult to balance the family and business life. To maintain the stability of the family and sustain proper habits and practices of its members, the family also needs to take steps like having adequate sleep for body repairs; exercise to stimulate the heart and blood circulation; avoiding habits like drinking excessive alcohol and smoking and avoiding unnecessary stress

Education for sustainable development has been recommended to improve family income and livelihood. Inter/trans-disciplinarily and holistic learning as opposed to the traditional discipline-based approach is useful to alleviate poverty, promote economic development/transformation and good governance.

It is also useful in managing threats to health like HIV/AIDS and promoting gender equality policies and practices. More education means more progress in these regards. It promotes entrepreneurship and the rationale for entrepreneurship is to earn high profit and prosperity in most instances for the benefit of the family. Recall that an entrepreneur is a person while entrepreneurship is the process of its actual working. Entrepreneurship is a human activity which plays a major role in economic development. Its history is as old as human history. It is consistently equated with the establishment and management of small business enterprises. Innovating entrepreneurs are rarely found in developing countries due to lower propensity to save and mass unemployment. The role of small and medium scale industries has been emphasized. Less education restricts the growth and development of enterprises, the family included.

Food security is one of the important conditions that must be achieved for individuals in the family to be nutritionally secure and to maintain good health. The concept of adequate food is an important part of household food security. But food adequacy per se, is not enough. The supply should be stable and consistent. Stability of household food supplies refers to the ability of a household to procure, through income, production and/or transfers, adequate food supplies on a

continuing basis, even when the household is faced with situations of unpredictable stress, shocks or crises.

A number of mechanisms have been developed to reduce fluctuations in food supplies at the regional, national and household levels. Nigeria also has policies to facilitate physical access to food supplies through improved agricultural technology, food production and nutrition diversification programmes, improved market infrastructure, transportation and road extension and the provision of local storage and processing facilities in rural areas. Yet most Nigerians are hungry. The consumption pattern of households in Nigeria varies from region to region. Consumption patterns normally contribute greatly to the social and economic policy of the country. In Nigeria, the consumption pattern is skewed towards food i.e. food accounts for a higher proportion of the total expenditure, while in developed countries the opposite is the case. The more developed a society becomes, the less it spends on food and the more it spends on non-food items.

Conclusion

This paper has briefly explored some of the challenges of the family and sustainable livelihood using multi/trans disciplinary approach in the 21st century and beyond. It also advanced few strategies that help to counteract the decaying and declining family values and ethos in a typical

African society. This is because counteracting the family rot in the 21st century will also address the enormous socio-political and economic challenges of most developing countries such as unemployment, poverty and related crimes. It also advanced strategies to minimize if not end the extensive food importation in most African countries. No region or country can be said to be developing if the people cannot feed themselves.

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Traditional Insurance for Male Aged in two Igbo Communities

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Abstract

This study focused on traditional insurance for the aged as embedded in the Enugu Ezike and Obukpa traditions. Specifically, it determined the mechanisms of traditional insurance and the ways they have influenced the aged. The study was a survey. The population was made up of males aged 65 and above. Interview schedule was used for data collection. Data collected were organised and discussed based on the specific purposes of the study. By tradition, those making use of lineage lands take certain quantities of the economic resource and money to the *Okpara* as tribute and for his upkeep. The aggregate of this contribution is a premium which serves as social support for elder. The findings reveal that most of the economic trees which used to form part of the livelihood of the aged had fallen due to development activities. The study recommends among others that various tiers of governments in Nigeria should provide necessary allowance to support the aged.

Key words: *Ifu Uta*; Tradition; Insurance; Aged; *Okpara*; Igbo, Communities

Introduction

The 1991 census in Nigeria, indicates, among others, that the aging population (60 and above) was 4.6 million, representing about 5.2 per cent of the entire population (National Population Commission, 1994). It was expected that by 2005, Nigeria would have one of the world's largest population of the elderly with a projection of more than 16 million

people over the age of 60 (World Bank, 1994). The challenge posed by the increase in the ageing population is that individuals and the nation, are obliged to understand the dynamics of ageing, anticipate the changing needs of the elderly, and strengthen social institutions and national capacities to address them (Abubakar, 2003). The situation is however different. There appears to be a general apathy and

inadequate attention paid to issues concerning the elderly as well as a general absence of articulated policies on the elderly by all levels of government in Nigeria (Asagba, 2005).

Growing old is a normal phenomenon, but for many in Nigeria it constitutes a painful process attended by poor health, poverty and helplessness. Old age is a blessing and one of the aspirations of most humans. Age is associated with experience. The Igbo has regard for the elderly in the society. They believe that the older one becomes, the closer one is to the ancestors. Ancestor reverence is a major component of the religion of the Igbo and the priests are the elders. They offer sacrifices and pour libations when necessary. Laws in the communities are administered and interpreted by the elders according to the dictates of the tradition.

In some areas of Igboland where the *Ozo* and *Ekpe* institutions hold sway, they (the institutions) provide social insurance for its members. As more members join the institutions after paying the stipulated entrance fees, older members share these fees to recuperate what they spent when they became members. With regard to economic privileges, the *Ozo* title was a kind of insurance. Uchendu (1965) suggests that *Ozo* title enables the holder "to invest the savings he accumulated in his youth which guaranteed him continued economic support and prestige during his old age". It was a sort of life investment, which terminates with the death of the investor (Odukwe, 2010).

Unlike what is obtained in developed nations, there is no social security allowance for Nigerians, yet beggars and destitute are often chased out of the streets. Also the Old Peoples' Homes are not popular. Even where there is one, Igbo culture provides for parents to take care of their children so that when they grow up, they will in turn take care of their own parents at old age. It is an aberration for children to dump their parents in Old peoples' homes in Igboland; it does not matter the provisions made for them there. Most often in cities, some aged parents live with their wards. They may retire to the village due to traditional demands.

In traditional Igbo societies, land was much more than economic resource. According to Chuku (2005), land was to the Igbo a principal resource; and the individual's relationship to it forms the basic principle of economic organization. It meant so many things to the people. Not only that land was the chief factor in economic production, it was also the abode of the Earth Goddess, a burial place for the dead and the sustainer of the living. In fact, land was deified as the Earth Goddess, the provider of the people's fertility and farming cycle as well as the guardian of their moral code. It was the most important asset to the people and a source of security. Because of the central role of land in the sustenance of the people, it was protected from alienation.

Land is the abode of the ancestors, sacred and deified in the focal areas. It was worshipped for the spiritual well-being of the people, and therefore alienation from it meant alienation from the ancestors and denial of autochthony. The land deity ensured fertility not only in agricultural production but also human procreation. It receives libations and requests from the people and was often looked upon as the unbiased arbiter between the people. In other circumstances, land did not only mean the physical earth but the flora and fauna. Ownership of land had to do with the farming and the hunting rights as well as the rights to harvest timber and other wild crops. Wealth was judged by how much land one owned and the resources therein. In contemporary times, land area has become a factor in demographic groupings. It is, therefore, the birth-right of every male child to establish a relationship with the land of his father's as mark of social standing (Obioha, 2004).

The most important economic tree in Enugu Ezike and Obukpa is the oil palm. The people are mostly farmers; majority farming for subsistence needs. Land is often held in trust for the eldest of the lineage and members are subjected to annual homage rites to the head of the lineage, as the case may be, who is the owner of the whole lineage land.

Land is a sacred thing and the head of a family, lineage or village is the owner of land. Part of the resources from land has to be given to

the eldest male and this forms part of the social insurance for the aged, at the time he could neither farm nor climb the palm trees. The ownership of land determines the ownership of the oil palms, whereas the ownership of other economic trees like kolanut, *irvingia* species, *dennetia ripetela*, mangoes, oranges, among others, was determined by the planter (Apeh, 2002). In this case, one can plant them in another person's land and claim ownership of the tree and not the land. However, in Obukpa the reverse is the case as the ownership of land determines the ownership of the economic trees growing on it.

In July 2006, WHO initiated the Global Age-Friendly Cities Project to encourage countries across the world to enhance the environmental and social factors that contribute to healthy ageing. Concerns have also been expressed about rural areas where older adults may have access to lower levels of these resources (Bronstein *et al*, 2006; WHO, 2006). Keefe *et al* (2004) suggests that rural communities may differ considerably in the amount of social support available to older adults. In fact, there are persistent and often contradictory assumptions about the experience of ageing in rural places (Keating, 2008). Enugu Ezike and Obukpa are rural places where there are in-built social support mechanisms that take care of the aged. In those places, tradition made the eldest, the richest; owning virtually all lands and receiving homage from members of the community who hold usufruct rights on them. However,

development activities have brought about the paucity of the economic trees. It was therefore, a welcome development when the Anambra and Ekiti State Governments of Nigeria submitted the Indigent Citizens Bill proposing a monthly welfare package of five thousand naira for non pensionable elderly in the state from age 75 and 65 respectively and above; the Nigerian Universities Commission is also considering the introduction of courses in gerontology in universities in Nigeria. The shifting of interest in the elderly from the pensionable to the non-pensionable will go a long way to give succour to this vulnerable group in the society – the elderly.

The study emphasizes communality rather than individualism, which characterizes most African societies. Developments in the provision and standards of health care facilities have been said to be a major factor in the increasing life span, whereas this has been possible with the attendant care for the aged by members of their communities. The study advocates that medical care alone without the provisions of social insurance could not have been a possible factor for old age. If governments around the world map out programmes for the aged in the society, it will increase the life span of people. This attracts elderly people to the rural places after active work life as there are resources to fall back upon.

Purpose of the study

The major purpose of the study was to investigate the traditional social insurance for the aged in Enugu Ezike and Obukpa communities of Igboland. Specifically, the study determined:

- (1) mechanisms of traditional social insurance for the elderly males in Enugu Ezike and Obukpa communities of Igboland;
- (2) ways the mechanisms influence the elderly males.

Methodology

Design of study: The study was qualitative and adopts the descriptive survey design.

Area of study: The study centred on two Igbo communities of Enugu Ezike and Obukpa in Igbo Eze North and Nsukka local government areas respectively. These are agrarian and rural communities of the northern Igbo group. The Enugu Ezike population projection as at 1991 is 285,000 with average density of more than 800 persons per square kilometre (NPC, 1991 Census). In both communities, the anteriority is the method of allocation of social benefits.

Population of the study: The population was made up of elders (male) aged 65 and above in Enugu Ezike and Obukpa. One village each was taken from the two communities. Umuagama was used to represent the Enugu Ezike population while Umuorua was used for the Obukpa population. Both villages are gerontocratic and depended on yields from land.

Sample for the study: The sample size was 30 elderly males drawn randomly from Umuagama and Umuorua communities, 15 from each of the two communities. In Umuagama and Umuorua, first five elders were selected from each of the three maximal lineages of Agbo, Idoko, Opueke and; Ukwueze, Ezegwu and Ushui respectively.

Instrument for data collection: The instrument used for data collection was unstructured questionnaire. This was developed in themes by the researchers based on the purpose of the study and data obtained by Self-Report technique. The themes were validated by three colleagues from the faculty of Arts, Social Science and Education.

Data collection and analysis techniques: Direct interviews as well as Focus Group Discussions (FGD) were used. The elders were scheduled for discussion during their normal village council meetings. In Umuagama, the interviewers met the *Nkpozi*¹ who briefed the Village Council on the presence of the researchers. Qualitative data were collected and summarized based on the specific purposes.

Findings

The research findings include:

- (1) That mechanism for traditional insurance in the two communities includes *ifu uta* or *ihe nhe* (homage rights) for usufruct rights on land.
- (2) That the livelihoods of the aged in the two communities are endangered because of the felling

of the economic trees which sustained them.

- (3) That prior to (2) above, the aged in the two communities were rich enough to sustain themselves from the homage paid to them.
- (4) That the homage sustained the male aged at a time he could no longer engage in active economic pursuit.

Discussion

In Enugu Ezike and Obukpa communities, the Onyishi own all communal lands in principle and allocates parts to members of the communities who acknowledge this by the annual *Ifu Uta* (homage rites) paid to him. The homage is paid in terms of palm oil, parts of animals of sacrifice at funeral ceremonies and festivals, some animals of prey by hunters, manual labour, among others.

The oil palm and land are economic resource very important in the two communities. Members of the lineage are allocated some oil palm trees by the head of the lineage and in return, they acknowledge this by bringing annual homage of some gallons of palm oil to him. In Umuagama, for every ten oil palm trees, a holder delivers two gallons of palm oil as premium to the head of the lineage annually; while in Umuorua, two gallons goes for a holder of 15 oil palm trees. In this regard, when every member of the lineage might have paid homage, the head of the lineage, who is the eldest male member of the lineage, may have some drums of palm oil. This, he sells to cushion the

effects of old age by taking care of himself at a time he can no longer engage in active economic pursuit.

At funeral ceremonies and festivals, animals are killed and choice parts of the animals are given to the eldest by right as acknowledgement for his being *the next to the gods*. He receives the thoracic cavity of animals used for funeral ceremonies. Tradition also confers on him the authority to give titles and he does this after receiving some gifts. These gifts are not bribes, but are official provisions for their upkeep by the tradition.

All trees on the land belong to the Onyishi, as firewood, or timber for construction; it requires his mandate for the use. Also all *irvingia species* belong to the Onyishi.

The process of ageing and the social relationship are directly related to the society to which the ageing person belongs. Societies with less emphasis on the respect and importance accorded to elders have them disengage psychologically and physically. The two focal communities, however, pay high premium on their elderly ones who serve as custodians of traditional values. The communities are gerontocratic and the elders form the government. This form of political system bestows power on elders while the younger ones wait to attain the age of relevance in communal political discourses. Enugu Ezike and Obukpa are age-friendly communities and have policies, services and structures related to the natural, human-built and social environments that enable

older people to 'live in security, enjoy good health and continue to participate fully in society' (WHO, 2006). This has its gains and losses depending on the society and from which perspective it is viewed.

In some societies, the activities of the aged can be explained by the *Disengagement Theory* (Cumming & Warren: 1961). This is a mutual withdrawal of the elders from the society in anticipation of death. Older people become free from work and family responsibilities allowing them to enjoy the rest of their lives peacefully. They interact less often and their activity levels are decreased in the society. Contrary to the *Disengagement Theory*, is the *Activity Theory of Old Age* (Kossuth & Bengtson, 1988). This is a theory of ageing which states that the psychological and social needs of the elderly are no different from those of the middle-aged and that it is neither normal nor natural for older people to become isolated and withdrawn. While the disengagement theory thrive in societies with less value, importance, and respect for the elders; the activity theory thrives on the belief that the older, the more experienced one becomes and has to be respected for his years of service to the society.

The activity theory appears to be applicable to the Enugu Ezike and Obukpa communities of Igboland, for at old age, the political importance of the elder rises. The politics of the communities revolves around the elder's council, presided over by the Onyishi. At the council, major

decisions affecting the communities are taken. The elders have opportunities to maintain relationships with family members and friends as well as opportunities for civic, cultural, educational and voluntary engagement activities, programmes and information to promote health, social and spiritual well-being.

In Nigeria the average human development index (HDI) rose from 0.324 in 1975 through 0.430 in 1990 and then declined to 0.405 in 1996 before it rose again to 0.466 in 2002. It is a measure of well-being encompassing the longevity of life, knowledge and a decent standard of living, but remains among the poorest nations on the planet earth (World Bank, 1996). African societies have been inundated with World Bank studies on the waning life expectancies in Africa. Most of the discourses on Africa have issues relating to poverty and disease as themes. Using poverty indicators such as literacy level, access to safe water, nutrition, infant and maternal mortality, Nigeria is found to rank among the 25 poorest nations in the world below Kenya, Ghana and Zambia (World Bank, 2002). Citizens of some countries, including Nigeria are said to live below the one dollar benchmark. These postulations could be misleading for in Igboland as in most other Nigerian societies, there are provisions in the tradition which assuage the problem of poverty, especially among the aged. An Igbo person may not have up to one dollar in a day but that does not put his daily

expenditure below it; his daily needs—cassava, yam, vegetables, palm oil, cocoyam - are obtained from his farm. This is immeasurable as well as a major character of traditional Igbo economy and can only be identified by the indices embedded in the tradition. Traditional Igbo economy characterized by its informal nature, could be alternatively referred to as subterranean, hidden, unobserved, underground, shadow, black market, invisible, irregular, or unofficial, constitutes an important component in the economic activities and process of development in Africa. In Enugu Ezike and Obukpa communities of Igboland, this study examines the traditional provisions for social insurance, an area not yet identified by the World Bank reports on poverty alleviation in Africa. The economies of these communities depend on land and what could be made out of it. The communities are gerontocratic and have provisions in the tradition that help the aged at a time they could neither farm, climb the palm trees, nor engage in any active economic pursuit.

Ageing has become a global phenomenon and indeed a critical policy issue receiving some recognition by governments of developing countries like Nigeria where it is reflected in the government's vital document of economic and social development strategy (Ajomale, 2007). Nigeria is the most populous country in Africa and currently has the highest older person's population in Africa. With the largest population in Africa and

the ninth in the world, it is estimated that by the year 2025, the population of Nigerians aged 60 and above will constitute 6 percent of the entire population (Kinsella & Velkoff, 2001). This may have informed the decisions of the Anambra and Ekiti State Governments of Nigeria to approve a monthly allowance of five thousand naira for citizens, 75 and 65 years respectively, irrespective of whether they retired from private or public service (*The Nigerian Voice*, 2013; *The Nation*, 26 October, 2013). This is the first time old people who never worked in the public service are recognised in terms of providing social security funds.

Conclusion

In the two communities discussed, old age is associated with wealth. This is wealth accruable from the tributes paid to him for the usufruct right on the land, as the eldest owns all lineage land. The age-old 'children insurance,' i.e., banking on children to take care of parents in old age; a popular notion in Igboland, may have lost its steam because the much expected care from children in old age is no longer feasible. What is more, traditional insurance that provides for the aged at a time they were no longer strong enough to fend for themselves, are fast waning. The aged in the two communities are endangered as the economic trees which sustained them are giving way for modern development activities.

Recommendations

The study suggests as follows:

- ❖ The Nigerian government should provide and implement a national policy on ageing to take care of the aged through the provision of social insurance scheme.
- ❖ State Governments and non-Governmental Organizations (NGOs) should partner with and encourage the extended family system to exalt the traditional African family and tap the benefits they once provided. This good aspect of our traditional past should not be abandoned.
- ❖ Establishment of Old People's Homes should be encouraged for elders with nobody to take care of them.

Note

1. The *Nkpozi* is the spokesman, prime minister, provost of the village council all fused into one.

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Social Network Sites Utilization by University Students: A Case Study of University of Nigeria, Nsukka

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Abstract

The rate at which students crave for access to the Internet access has increased dramatically. The purpose of the study is to ascertain the level of awareness and use of social networking sites by students of university of Nigeria, Nsukka. Specifically, the study sought to determine the benefits of SNS to students and also examined the problems encountered by these students, on their uses. Descriptive survey was adopted for the study. Questionnaire and a follow-up interview were used to collect data from the student respondents. The population of the study consisted of 350 students randomly selected from different departments and fields of study as sample for this study. Out of this number, 301 or 86 percent of the responses were found usable for the study. The mean result indicated that Face book (3.6), SMS (3.5), U. Tube (3.4), Chat (3.4) and Twitter (3.1) are the most popular SNS known by the students. Similarly the respondents used the service to a great extent to download materials relevant to their studies (3.6), the benefits derived by the students are mostly to increase the resources gathering (3.5). The negative effects include exposure of adolescents to illegitimate sexual knowledge (3.3). Recommendations were also made on acceptable use of SNS by students.

Keywords: Social, Network, Sites, Information, Communication, Technologies, Awareness.

Introduction

Social networking sites (SNS) are websites offering information services giving people opportunity to interact with other users. Ahlquist *et al* (2008) defined SNS as an interaction of people, creating, sharing, exchanging and commenting contents in virtual communities and networks. SNS offer

new ways of interaction and information distribution virtual time with little delay. It is one of the services with direct social and communication impact on the people. A social networking site helps millions of its clientele to express themselves and establish their social networks by maintaining connections with one

another in the cyber world (Chai, Kim, 2012). Studies have revealed that SNSs has helped students network with friends all over the world. There are various benefits of SNS. Klein (2008) noted that one of the key reasons for establishing SNSs is to improve communication processes and establish a sense of community. As a result many institutions now have effective vehicle for delivering news, update forms and staff files are now easy to use, flexible, timely, and more effective when compared to traditional paper work. Most studies agree that SNSs can be a valuable source of information for communication (O'Hanlon, 2007; Farkas, 2007; Mazer, *et al* 2007) SNSs are an inseparable part of today's university students. University of Nigeria has invested a good deal of resources in providing ICT facilities to both students and staff .According to Google Fan (2011) Facebook with a total users of 750 million is the most commonly used SNS in 2011, followed by Twitter with 250 million. LinkedIn is third with 115 million; fourth is MySpace with 50 million and fifth is Google plus with 25 million. More recent studies continue to confirm the increasing popularity of SNSs among students. The results of a study conducted by Fogel and Nehmad (2008) indicated that more than three-quarters of the student's respondents have created a social Networking profile; Facebook had greater representation when compared with MySpace. As Madhudham (2012) writes, social Networking sites have become a part

of university students lives as it helps them build their online social connections with others. Similarly, Barkhuus & Tashiro (2010) in a study "notes that university students are heavy Facebook users who access it between one and twenty times a day, an average of 5.3 times a day for all participants".

A lot of criticisms have been levelled at social media and its negative impact on student's academic performance and social life. It is well known that many students use SNSs to watch movies and pornographic movies, in particular, instead of concentrating on their studies. For example in the United States a study found that 2322 arrest were made for internet sex crimes against minors involved SNS in some ways (Mitchell, Finkeihor and Wolak, 2010). Another negative criticism derived from SNS, is lack of privacy and respect to tradition of the people. It is a taboo in Igbo land to announce the dead of a prominent person without getting clearance from the family involved, but contrary is the case these days. SNSs help to spread such news throughout the world to the embarrassment of the affected family. Another worrying trend about SNS is the incidence of cyber bully. University is a fertile ground for such activities. Students use SNSs to target and spread dangerous rumours against their fellow students. It can have serious consequences on the affected students. A study by Fogel and Nehmad (2008) found that those with social networking profiles had

greater risk taking attitudes when compared with those who did not have social networking profiles. It is importance to note that SNSs are being embraced overwhelmingly by the students. Literature suggests that SNSs are not only for social and communication activities but also for academic activities, and can become a contributor to successful marketing of themselves as well.

There are numerous recent studies that described the uses of SNSs among university students all over the world. These studies were conducted to ascertain the positive and negative impacts of student use of SNSs. Weisgerber and Butler, (2010) asserts that social Network revolutionized the way people interact, the way they communicate, and even the way they think. In the words of Blocher and Roberts (2008) web 2.0 technologies is shaping human communications and is impacting how people present themselves in their interaction between students. SNSs interaction ties among individuals lead to creating trust, and wider communication, producing positive effects on sharing knowledge (Chen and Huang, cited by Chai and Kim, 2012). Use of SNSs such as blogs leads to instant online community in which people communicate rapidly and conveniently with each other and also provide rich information about the person and his network, which can be utilized for various business purposes (Ahmad, 2011). Thus, allowing individuals to construct relationships with other individuals with similar

attentiveness and interests. Hussein (2005) indicated that SNSs formulates communities and interact freely with each other, students exchange their learning experiences, research findings and academic opportunities. In the University of Nigeria Nsukka, Internet access has been made available to staff and students at the payment of a token sum. The scenario on campus shows students clustering at the different spots where the Internet receptions are greater, with their laptop computers, handsets and android phones. They stay hours accessing the Internet for their various uses. The present survey is an attempt to ascertain the uses and usefulness of SNS on students and to verify the role it plays in their overall development.

Objectives of the Study

The specific objectives of the study were to determine the:

- 1) The level of awareness of existence of social network services by UNN students.
- 2) The purposes of using SNS by students of UNN
- 3) The extent of use of SNS by students of UNN on Campus.
- 4) The benefits UNN students derive from the use of SNS
- 5) Perceived harmful effects of the uses of SNS on the social life of students of UNN.

Research Questions

1. What is the level of awareness of social Network Services among UNN students?

2. What are the purposes of using SNS by students of UNN?
3. To what extent do students of UNN use SNS on campus?
4. What benefits do students of UNN derive from the use of SNS?
5. What harmful effects do the uses of SNS have on the social life of students of UNN?

Methodology

Area of Study – The area of study was the University of Nigeria Nsukka campus. There exist nine faculties offering different courses in arts, humanities, social sciences, agricultural sciences, science and technologies and medical sciences in the University of Nigeria, Nsukka.

Design of the Study– Descriptive survey design was used in carrying out the study. The justification of this design was informed by the fact that the study's purpose was descriptive on social network sites utilization by university of Nigeria, students.

Population of the Study–Population of the study was 350 students selected randomly to participate in the study.

Sample for the Study– Random sampling technique was used to select 350 students from the 9 faculties in the Nsukka Campus. 301 respondents completed and returned the survey instrument, giving a response rate of 86 percent.

Instrument for Data Collection: The instrument for data collection was a structured questionnaire titled "Use of Social Network Services Questionnaire" (USNSQ). The

questionnaire was developed by the researchers through an extensive review of literature based on the objectives of the study. The questionnaire had six clusters with a total of 73 items mounted on a four point scale of Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2 and Strongly Disagree (SD) 1. The instrument was validated by two members of staff from Management and Information Services (MIS) and two Library and Information Science Professionals. The reliability coefficient was 0.89 which shows that the instrument was highly reliable.

Data Collection and Analysis

Technique: The instrument used for the study was administered and retrieved personally by the researchers with the assistance of three students on Industrial Attachment in the University Library. A total of 350 questionnaires were distributed. Out of this number 301 questionnaires were properly filled and returned, giving a response rate of 80 percent (80%). Data were analysed using mean. A mean score of 2.5 and above were accepted while below 2.5 were rejected. Data collected was analysed using a descriptive, statistics.

Results

Male and female student were used for the study. The male students constituted 51% while female students constituted 49%. The age bracket of majority of the students ranged: 20- 24 and 25-30.

Table 1: Awareness of social Network services.

S/N	Social Media	Mean	Decision
1	Blogs	2.8	Low awareness
2	Polkasts	1.9	No awareness
3	Wikis	2.4	Low awareness
4	Dirgo	2.0	No awareness
5	Flicker	2.2	No awareness
6	Delicious	2.4	No awareness
7	Slide share	2.6	Low awareness
8	LinkedIn	3.5	High awareness
9	Face book	3.6	High awareness
10	U tube	3.4	High awareness
11	Newsgroup	2.9	Average awareness
12	Twitter	3.1	Average awareness
13	Sms	3.5	High awareness
14	Chat	3.3	High awareness
15	My space	2.2	No awareness
16	Library thing	2.5	Low awareness

Data in Table 1 above shows student's awareness of different social network services available in the net. The mean result shows that: Facebook; SMS, U tube; Chat; Twitter; are the most popular social network services known and used by UNN students. Others perhaps not so popular are:

Newsgroup; Blogs; LinkedIn; and the Library thing. The mean scores of these ranges between 3.6 to 2.5. The students are not familiar with: Wikis, Slide Share, Flicker, Delicious, My space, Dirgo and Polkast social media. The mean scores of these were below 2.5 mean.

2: Mean Response on Purposes of using social media

S/N	Items	Mean	Decision
1	Uploading photos	3.1	Highly used
2	Downloading music, videos and films	3.3	Highly used
3	Uploading profile information in the net	3.0	Highly used
4	Searching for job	2.9	Moderately used
5	Giving feedback to friends	3.3	Highly used
6	Circulating information on current events	3.2	Highly used
7	Interaction with friends and associates	3.2	Highly used
8	Lurking	2.4	Not used
9	Keeping update with current happenings	2.4	Not used
10	Participating in group research	2.9	Moderately used

11	Making foreign friends	2.6	Moderately used
12	Creating self awareness in the web	2.5	Moderately used
13	Participating in professional activities	2.5	Moderately used
14	Identifying with social groups	3.0	Highly used
15	Information gathering and dissemination	3.4	Highly used

Data in Table 2 shows that, there are several purposes for which the students of UNN use social network services. Major among these are for: information gathering and dissemination; downloading music; video and films; giving feedback to friends; circulating information on current events; interacting with friends and associates; uploading photos; uploading profile information

in the net and identifying with social groups. These items were rated 3.4; 3.3; 3.3; 3.2; 3.2; 3.1; 3.0 and 3.0 mean respectively on the scale. Items 10, 11, 12 and 13 scored between 2.9 and 2.5 respectively. The students did not agree that they use the social network services (SNS) for lurking, and keeping update with current happenings. These items scored below the acceptable mean (2.4) respectively.

Table 3: Mean Response on Extent of use of SNS by Students of UNN

S/N	Items	Mean	Decision
1	Downloading materials relevant for my studies	3.6	High ext.
2	Partnering with students both inside and outside the campus to provide materials to perform assignment and examination	3.0	High ext.
3	Surfing through the internet to provide relevant and up-to-date materials in my area of study	3.3	High ext.
4	Getting information from family and relations who are far and near	3.0	High ext.
5	Provides opportunity of browsing licensed databases through the library website	2.9	Moderate
6	Opportunity to access different databases such as OARE, Ebscohost etc, AGORA, Hinari to obtain literature on my area	2.5	Moderate
7	Provides opportunity for monitoring people	2.3	Very low
8	Opportunity for creating content	2.5	Moderate
9	It provides opportunity for socialization	3.0	High ext.
10	It provides opportunity for interacting and collaborating with people around the world	3.3	High ext.
11	Getting information on global events	3.4	High ext.
12	Gathering new experiences for global events	3.4	High ext.

The extent of use given by the respondents to various SNSs services are as follows, given in increasing

order: downloading materials relevance for my studies (3.6), getting information on global events and

gathering new experiences for global events (3.4), it provides opportunity for interacting and collaborating with people around the world and surfing through the internet to provide relevant and up-to-date materials in my area of study (3.3), getting information from family and relations who are far and near and partnering with students both inside and outside of the campus to provide materials to

perform assignment and examination(3.0), provides opportunity of browsing licensed databases through the library website (2.9), opportunity to access different database such as OARE etc, and opportunity for creating content (2.5). Only item 7- provides opportunity for monitoring people with a mean score of 2.3 was rejected by the respondents.

Table 4: Mean Response on Benefits of SNS to UNN Students

S/N	Items	Mean	Decision
1	To increase my self-esteem	3.1	High
2	For collaborative and peer-to-peer learning	3.2	High
3	For the gathering of resources for study	3.5	High
4	To help my research and learning	3.5	High
5	To develop an e-portfolio for future employment	2.9	Moderate
6	Actualizes virtual meeting with co-researchers and scholars	2.9	Moderate
7	Develops my internet and web surfing skills	3.3	High
8	It bridges the learning gap informally between "Digital native" students and "digital immigrants".	3.1	High
9	Collation of resources for study	3.3	High
10	It connects one with people that would have been impossible to meet	3.4	High

From the scores in Table 4, the benefits students of UNN derived from using SNS are that it increases their resource gathering (3.5); assisting their research and learning (3.5); connecting very distant people that would have been impossible to reach (3.4); increases their internet surfing skill (3.3); collation of resources for study (3.3);

increase their self esteem (3.1). By these mean scores the student shows that they derive benefit from these items, to a great extent. They also derive benefit in virtual actualization in meeting co- researcher and scholars (2.9) and in the development of e-portfolio for future employment (2.9), to a less extent.

Table 5: Mean Response on Negative effects of SNS on Students of UNN

S/N	Items	Mean	Decision
1	Exposure of adolescents to illegitimate sexual knowledge and behaviours	3.3	High
2	Leading students to fraudulent behaviours	3.0	High
3	Leading students to disorderly conducts	2.9	Moderate

4	Eroding cultural norms and traditions of the people	3.1	High
5	Inciting students to civil disobedience	2.6	Moderate
6	Acquainting students with outrageous behaviours	2.7	Moderate
7	Leading students to promiscuous life styles of corrupt cultures	2.9	Moderate
8	Leading to the spread of HIV/AIDS	2.2	Very low
9	Teaching students extraneous cultures	2.9	Moderate
10	Child disorientation	2.9	Moderate

From Table 5, indicates that students of UNN experience the following negative effects on the use of SNS. These include: exposure to illegitimate sexual knowledge and behaviour (3.3); it erodes their cultural norms and traditions (3.1); and teach the students some fraudulent behaviours (3.0). These affect the students to a great extent. To a less extent though the

students experience disorderly conducts (2.9); promiscuous life styles; extraneous corrupt culture (2.9); child disorientation (2.9); acquaintance with outrageous behaviours (2.7) and inciting students to civil disobedience (2.6). However the students did not agree that SNS leads to the spread of HIV/AIDS by the mean score of (2.2).

Table 6: Mean Response on Physical effects of Constant use of SNS on the students of UNN

S/N	Items	Mean	Decision
1	Eye defects due to longer use of computer or cell phones	3.0	High
2	Occupation of excessive time for studies during the semester	3.2	High
3	Prying into the privacies of peers	2.8	Moderate
4	Cyber bullying	2.8	Moderate
5	Physical problem like backache, fingers joints etc.	2.8	Moderate
6	Data security (e.g.) hacking, identity theft	3.0	High
7	Lack of information literacy skill to use various services and facilities of SNSs available via the internet	2.5	Moderate
8	Dry face	2.1	Very low
9	Sex abuse	2.6	Moderate

Data in table 6 shows that student's suffer eye defects (3.0) in the course of their use of SNS. It occupies excessive time of their study period (3.2); there is the problem of hacking and identity theft (3.0). Other effects of SNS are

prying into the privacies of their peers (2.8); cyber bullying (2.8); aches on their backs and finger joints (2.8); sex abuse (2.6). The respondents did not accept that they experienced dry face (2.1) as a result of frequent use of SNS.

Discussion of Findings

The study revealed that the SNS sites regularly used by the students of UNN were Face book, SMS, U-tube, Chat, Twitter, others are: Newsgroup, Blogs, LinkedIn and the Library thing. Students use the first group to a great extent while the later group were used to a less extent as shown in the survey. This is consistent with the finding of Bridges (2009) that Facebook has become part of educational discourse on many colleges and university campuses due to its widespread use among students. In the University of Nigeria, Nsukka the internet is made accessible freely to all staff and students within the library, residential areas and student hostels.

Our study found that the students have various purposes for using SNS. Many among these are for information gathering and dissemination, downloading music, videos and films linking friends and peer groups. They also use them to uphold pictures, their profile, identifying social groups, and making friends locally and worldwide. Students use SNS to the extent of assisting their academics. It assists them to: gather information for their studies; collaborating with people in other institution to solve academic problems, assignment and examination questions. They also use SMS to visit library web sources/resource for creating content for their academic assignments and projects. Similar results can be seen in the study of Asabere (2012) who found that students mostly used SNSs for a

variety of purpose other than education. Also, teachers are using the site's blogging feature to engage their students in numerous academic activities such as science and literature (o'Hanlon, 2007)

Our study found that the students of UNN use SNS, to a great extent, both for academic and social purposes. For example, loading materials relevance for their studies and, getting information on global events and new experiences from global events. Dwyer, Hiltz, and Passerini (2007) agreed with the findings when they noted "that social networking is a new way of communication on the internet to find, help, advise, assist or get information in research work, and enable communication between groups where members are made aware of what other groups are doing, benefitting the whole group. Also these allow for the gathering and sharing of resources to inform others and receive feedback".

In our study we found that Social network services are beneficial to students in diverse ways. It improves students academic and social activities in diverse ways, It improves their information resource gathering in their respective area of study, .it assist their research and learning among others. These are in consistent with the literature on the benefits of SNSs (Karlin, 2007, Lenhart, madden, Smith+ & Macgill, 2007).

The study found many negative implications of student's use of SNSs in the access of information domain. This conclusion is similar to what;

Kuss & Griffiths (2011) found in their recent study that “negative correlates of SNSs usage include the decrease in real life social community participation and academic achievement, as well as relationship problems, each of which may be indicative of potential addiction”.

Male and female students of University of Nigeria Nsukka plays active part in the use of Social Network Services (SNS) hence in the sample population used for this study; the two genders (male and female) were almost at par. This result is in line with the finding of Abdelraheem (2012) when he stated that there is no difference in using social networks sites between female and male students. The age bracket of the respondents who play the most active part was those between ages 20 and 30 years.

Conclusion

No doubt the changing information communication systems all over the world needs to be admitted and its full potential enjoyed in our universities. SNS has intrinsic value for students information needs. In this era of instant global communication and access to the world wide information, the growth of the student's expectations is inevitable. The SNSs are being embraced and adopted overwhelmingly by the students and research scholars of academic institutions; and experiences shows that SNSs are not only a tool for “friendship” but also a strong medium for parallel journalism and a tool to

mobilize a new generation students. SNS may become yet another technology that had great potential for improving the higher education experience but the only danger lies in being a field for all players and in availing information and knowledge that may be considered unethical in some communities.

Recommendations

Based on the findings of the study, the following recommendations are put forward to improve the use of the SNS by students.

- 1) Students should be educated via lectures, workshops and seminars on the importance of being cautious when using social media.
- 2) Universities should develop a policy guideline for students SNS uses taken into cognizance the importance of SNS as a variable communication instrument.
- (3) Students should be encouraged to respect the right of other users in this case media literacy is advocated. It is important that procedure safeguards are respected by the users.
- (4) Most importantly, parents should play a very prominent role in working with their children to ensure that they use SNS services in the most appropriate manners.
- (5) The SNS providers should protect users from harm associated with SNS use, without limiting their freedom of access to information.

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Problems Militating against Provision of Clothing for Pregnant Women in Imo State

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Abstract

The study determined factors affecting provision of clothing for pregnant women and problems pregnant women encounter in clothing selection in Imo State. Questionnaire was used for data collection. Data were analyzed using means and t-test. Findings of the study include 16 factors affecting provision of clothing for pregnant women such as: individual figure type, needs and wants, fashion and cost of clothing article, among others. Poor knowledge of textile fabrics, low income, absence of care labels on locally produced fabrics, high cost of clothing article, as well as lack of understanding of figure types and faults are some of the problems encountered by pregnant women in provision of their clothing. The paper recommended that pregnant women should be helped to understand what constitute their functional clothing through workshops, ante-natal classes, seminars as well as clothing and textile education.

Key Words: Clothing, Militating, Pregnant, Women, Provision, Fabric.

Introduction

Clothing is anything placed on the body to beautify, cover and to protect one from harsh environment. Gililan, (2010); Ozipek, Tanyas and Mahmutoglu-Dinc, (2012) noted that clothing is anything placed on the body to adorn, protect or communicate intent. It influences an individual's health, wellness and status (Arubayi, 2003; Jones, 1990; Ukpore, 2006). Clothing constitutes

visual communication which gives varied impressions about the wearer's personality and status (Nwadi and Anyakoha 2011; Ohaka and Igbo 2012). Through clothing the pregnant woman's personality is communicated to beholders which in turn affect the way they are treated by people around them (Akubue, 2014).

A Pregnant woman is one having a baby developing inside the womb. Merenstein and Gardner (2002) noted

that a pregnant woman is one who is carrying a developing fetus in her womb for about 36 weeks. In the same vein Agbo (2013) viewed pregnancy as a condition of being with a child. She noted that the course of pregnancy involves a lot of psychological, emotional and physical changes in woman. These changes affect the normal functioning of the body which eventually results to enlargement of the stomach. Myles (2005) stated that these changes affect the metabolic, chemical and endocrine balance of the body as such; they require ante-natal care. Hence, they register for ante-natal care in hospitals, clinics and maternity homes and visit them on ante-natal days where they are taken care of by the nurses and midwives.

However, as a result of these physical changes, pregnant women need special clothes known as maternity clothes. Maternity clothes are special clothes worn by pregnant women to accommodate the enlarged stomach. Wearing proper clothes during pregnancy is an important element of parental care that a couple has to look into. Myles (2005) pointed out that what one wear during pregnancy has profound effect on individual's health; therefore, pregnant women need appropriate maternity clothing during pregnancy. This can be achieved through careful planning and correct placement of priorities as well as reliable resources (Dead, 2012)

Inappropriate clothing worn by pregnant women disposes them to health risks. Wearing of tight clothing

impedes the vein circulation and increases susceptibility to varicose vein and edema (Myles, 2005; Towler, 2002). In the view of Offor (2002); and Agbo (2013) tight clothing causes discomfort and mal-presentation or even the death of babies in the womb. More so, uncomfortable maternity dresses may cause anxiety problems to pregnant women. Supporting this, Agbo, (2013) reported that prolonged or frequent anxiety; may contribute to pre-mature birth or abortion. Hence, there is need for adequate provision of functional clothing for pregnant women to avoid complication in pregnancy. Ukpore (2006); Brown (2005); Wrigth (2003); Agbo (2013); Mallum and Kembe (2011); Ozor and Ohaka (2013); Anwasha (2011); Paulo, George and Jorge (2003) noted the following as factors that influence the provision of clothing as follows- needs and wants, cost, care, fit, quality, style features, resources available, status, physical changes in the body and the individual's figure type. Supporting this, Gannett (2003); Agbo (2013); and Krieger (2012) stated that garment quality, fit, care, cost, brand name, location, culture and care labels are factors that influence clothing provision.

However, it should be noted that the provision of adequate clothing for pregnant women depend on the activities they do which in turn is reflected on where they live. It is important to note that some of these pregnant women dwell in urban and rural areas of Imo state which has an influence on the way they dress.

Detailed observations of the pregnant women who dress in manners uncomplimentary to the functional clothing pattern show that they are either rural or urban dwellers. These pregnant women face a lot of challenges in clothing themselves. The challenges hinge on a number of factors as well as available resources which are human and non-human. Money is one of the limited resources that are ever inadequate to take care of the needs (Agbo, 2013; and Akubue 2014). Therefore acquiring clothes implies some degree of wealth which some of these women cannot comfortably afford. More so, clothing knowledge is rich resources which pregnant women need to harness in order to cloth themselves adequately. Arubayi (2003) and Osisefo (2004) noted that adequate knowledge of clothing enables one to meet personal and societal clothing needs.

In spite of these factors, there are some problems encountered by pregnant women in provision of their clothing which include poor knowledge of clothing articles, wrong choice of clothing, inability to understand figure faults, low income and high cost of clothing articles among others (Agbo (2013); Mallum and Kember (2011); Kureave and Audu, (2002).

The dressing pattern of these pregnant women is an issue of concern. These pregnant women are either urban or rural and they have access to internet website where they copy different fashions contrary to the culture and tradition that abhor such

dressing patterns. The study seeks ways of improving the dressing pattern of pregnant women through appropriate provision of clothing.

The finding of the study will be beneficial to the nurses and midwives who engage in ante-natal services for they will use the result of the study in educating the pregnant women on measures to improve their provision of clothing. It will expose the pregnant women on ways of solving the problems encountered in the provision of clothing. The study will also be useful to Home Economics Teachers in teaching pregnancy clothing.

Purpose of the study

This study focused on problems militating against provision of clothing for pregnant women in Imo State. Specifically the study determined:

1. factors that influence the provision of clothing for pregnant women.
2. problems encountered by pregnant women in provision of their clothing.
3. measures for improving provision of clothing for pregnant women.

Hypotheses (HOs):

Two HOs were tested in the study at 0.05 level of significance.

1. There is no significant difference between the mean responses of urban and rural pregnant women on the factors that influence clothing provision.
2. There is no significant difference between the mean responses of the urban and rural pregnant women

on problems encountered by the pregnant women in the provision of clothing.

Methodology

Area of the study: The study was carried out in Imo State. Imo State is made up of three senatorial zones namely Okigwe, Orlu and Owerri. There are also twenty seven Local Government Areas (LGAs) with numerous general hospitals located at various parts of the LGAs. In addition the Federal Medical Centre is located at the Owerri senatorial zone while Teaching Hospital is located in Orlu senatorial zone.

Design of the study: The study employed the survey design of descriptive research. This was considered suitable for the study because it will enable information to be gathered from the pregnant women.

Population for the study: The population for the study is 7381 comprising: 105 trained nurses and midwives who are working in government owned hospitals in Imo State and 7120 registered pregnant women who register for ante-natal care in government owned hospitals in the state ((Imo State General Hospitals Register, (2013); Federal Medical Center Register, (2013); Orlu Teaching Hospital Register, (2013). And also, 156 Home Economics Teachers that are teaching in public secondary schools and who reside within the rural and urban LGAs in the state (Imo State Secondary School Education Management Board, (2013).

Sample for the study: Proportionate sampling procedure was used in selecting the sample size. The sample size is made up of 396 pregnant women, 54 nurses/midwives and 80 Home Economics Teachers bringing the sample size to 530.

Instrument for data collection: The instrument for data collection was the questionnaire. The instrument was developed by the researcher based on the purpose of the study and extensive review of related literature. Five point Likert scale of SA =5, A =4, UD =3, D =2 and SD =1 was used for the study. The instrument was face validated by three professionals. One from the Department of Home Economics, Alvan Ikoku Federal College of Education Owerri, one from the Department of Vocational Teacher Education (VTE) of the University of Nigeria Nsukka and one from Federal Medical Centre Owerri.

Twenty copies of the instrument were administered to 10 pregnant women, 5 nurses/midwives and 5 Home Economics Teachers in the state who were not part of the population to determine the internal consistency of the instrument using Cronbach Alpha. Reliability coefficient of 0.990, 0.991, and 0.995 were obtained in the three research questions respectively.

Method of data collection and analysis: The instrument was administered by the researcher with the help of three research assistants. 530 questionnaires were administered and the recovery rate was 100%. The data collected were analyzed using mean, standard deviation and t-test.

Mean ratings 3.0 and above were accepted as agreement while below 3.0 were rejected.

Findings of the study

The following findings were made from the study:

1. Sixteen (16) factors were identified as factors influencing the provision of clothing for pregnant women. See Table 1.
2. Fourteen problems were encountered by pregnant women in provision of clothing. See Table 2.

3. Twenty five strategies were identified as measures for improving the provision of clothing for pregnant women. See Table 3.

4. There is no significant difference between the mean responses of urban and rural pregnant women on factors that influence clothing provision in all the items. See Table 1
5. There is no significant difference between the mean responses of urban and rural pregnant women on the problems they encounter in provision of clothing in all the items. See Table 2.

Table 1: Mean responses and t -test analysis of urban and rural pregnant women on factors that influence clothing provision of pregnant women.

S/ N	Factors that influence provision of clothing	\bar{X}_1	\bar{X}_2	\bar{X}_g	SD	t-cal	Rmks
1	Individual's figure type	3.98	3.69	3.86	0.65	-0.17	NS
2	Needs and wants	4.07	3.91	3.64	0.53	-0.07	NS
3	The resources available	3.66	4.13	3.62	0.52	0.18	NS
4	Fashion trend/prevailing fashion	3.69	3.84	3.86	0.65	0.09	NS
5	Durability of the clothes	3.88	3.90	3.79	0.61	0.31	NS
6	Clothing prices in different stores	3.89	3.78	3.84	0.65	-0.06	NS
7	Existing clothes in a person's wardrobe	3.65	3.78	3.83	0.63	0.08	NS
8	Physical changes in the body	3.88	3.77	4.02	0.76	-0.07	NS
9	Work and activities carried out	3.85	4.10	4.12	0.83	0.09	NS
10	Climatic condition	2.58	2.46	2.3	0.30	-0.11	NS
11	Location (urban/rural)	2.73	1.94	2.58	0.28	-0.64	NS
12	Cost	3.93	4.38	3.6	0.51	0.12	NS
13	Style features	3.71	4.05	3.87	0.66	0.15	NS
14	Conformity to contours of pregnancy	4.20	3.90	3.62	0.51	-0.12	NS
15	Clothes that focus attention on the upper parts of the body	4.0	3.97	3.78	0.60	-0.00	NS
16	Basic design elements	4.00	4.07	3.81	0.62	0.02	NS
17	Social status of pregnant woman	4.35	3.77	3.72	0.57	-0.22	NS
18	Social and psychological values of pregnant woman	4.10	3.80	3.99	0.74	-0.15	NS
19	Place of purchase	3.71	1.89	2.64	0.28	-1.29	NS

Key: t-table value=1.9; NS=not significant; SD=standard deviation; df=394 at 0.05 significant level; No. of rural pregnant women =99; No. of urban pregnant women=319;

\bar{X}_g =grand mean; \bar{X}_1 = mean responses of urban pregnant women; \bar{X}_2 = mean responses of rural pregnant women.

Table 1 reveals that factors influencing the provision of clothing for pregnant women include individual's figure type, needs, and wants, finance, fashion, cost, existing clothes in one's wardrobe, style features, social status among others. While place of purchase, location and climatic conditions were rejected as factors influencing the provision of clothing for pregnant women. Table 1 also, showed that t-calculated value is less than t-table value in all the items. This shows that there is no significant difference between the mean responses of urban and rural pregnant women on factors that influence clothing provision. Therefore, the null hypothesis was accepted for all the items.

Table 2: mean responses and t- test comparison of mean responses of urban and rural pregnant women on problems encountered in the provision of pregnant women's clothing.

S/N	problems	\bar{X}_1	\bar{X}_2	\bar{X}_g	SD	t-cal	Rmks
1	Low income	3.99	3.82	3.81	0.62	0.08	NS
2	Poor knowledge of textile fabrics	4.42	4.05	3.83	0.63	0.11	NS
3	Absence of care labels on locally manufactured fabrics	4.25	3.90	3.77	0.60	0.13	NS
4	Difficulty in reading and understanding information written on care labels	4.41	3.55	3.77	0.60	0.38	NS
5	Difficulty in decision making as regards to selection of fabrics, make-up, occasion and climate	4.05	3.51	3.84	0.64	0.34	NS
6	Difficulty in finding one's size in ready to wear garment	4.18	3.87	3.80	0.62	0.13	NS
7	Inability to know the appropriate dress for the right occasion	4.15	3.62	3.80	0.62	0.28	NS
8	Difficulty in choosing colours in dress	4.04	3.36	3.80	0.62	0.47	NS
9	Difficulty in harmonizing colours with the right accessories	4.37	3.64	3.93	0.70	0.31	NS
10	Inability to understand figure types and faults	4.41	4.27	3.76	0.59	0.03	NS
11	Impulsive buying	4.26	3.97	3.71	0.57	0.10	NS
12	High cost of clothing articles	4.35	3.99	3.90	0.68	0.12	NS
13	Limitless kinds and varieties of clothing in today's market	4.09	3.71	3.73	0.42	0.19	NS
14	Wrong choice of clothing	4.19	3.16	3.64	0.53	0.62	NS

Key: t-table value=1.9; SD= standard deviation; NS=not significant df=394 at 0.05 significant level; No. of rural pregnant women =99; No. of urban pregnant women=319;

\bar{X}_g =grand mean; \bar{X}_1 = mean responses of urban pregnant women; \bar{X}_2 = mean responses of rural pregnant women.

Table 2 shows that all the items were accepted as problems encountered by pregnant women in provision of clothing which include- low income, poor knowledge of textile fabrics, high cost of clothing articles, wrong choice of clothing, difficulty in understanding care labels, choosing and harmonizing colours among others. The mean of the items ranged from 3.74-3.93. The t-test indicated that the t- calculated values ranged from 0.03- 0.62 which is less than t-table value in all the items. The result showed that the two groups of respondents perceived the items to be problems encountered by pregnant women in the provision of clothing.

Table 3: Mean responses and standard deviation of respondents on measures for improving the provision of functional clothing for pregnant women.

S/N	Measures	\bar{X}	S.D	Remarks
1	Buying clothes that consist of mix and match outfits.	3.81	0.62	AG
2	Buying versatile clothing	3.79	0.61	AG
3	Sewing garments for self	3.73	0.57	AG
4	Buying second hand clothing	3.74	0.58	AG
5	Amending old but useful clothing in the wardrobe	3.93	0.70	AG
6	Renovating handed down clothing	3.54	0.39	AG
7	Recycling of one's personal clothing	3.68	0.45	AG
8	Buying clothes on credit or install mental payment	3.52	0.47	AG
9	Buying clothes based on needs	3.59	0.50	AG
10	Buying multi- purpose clothing items	3.64	0.53	AG
11	Evaluating clothes before buying	3.86	0.65	AG
12	Buying clothes that enhance beauty	3.95	0.71	AG
13	Buying clothes based on climatic condition	2.44	0.29	DA
14	Buying durable clothes	3.59	0.50	AG
15	Budgeting for maternity clothing	3.62	0.42	AG
16	Improving the knowledge of textiles and clothing through consumer education	3.53	0.47	AG
17	Improving clothing knowledge of pregnant women during their ante-natal visit in the hospitals	3.90	0.68	AG
18	Buying from the used clothing markets	3.63	0.52	AG
19	Buying from the discount houses and stores that sale factory samples and rejects	3.88	0.67	AG
20	Providing textile education through cooperative extension services	3.90	0.68	AG
21	Organizing workshops for pregnant women	3.64	0.53	AG

22	Buying easy to clean/ minimum care clothes	3.98	0.73	AG
23	Avoiding fabrics that are easily stained	3.40	0.42	AG
24	Avoiding fabrics that have poor cleaning qualities	3.78	0.60	AG
25	Avoiding heavy garments	3.73	0.58	AG
26	Providing clothes for every occasion	3.90	0.68	AG
27	Hiring appropriate seamstress and dress makers	3.82	0.63	AG

Key: AG=Agreed; DA= Disagreed; \bar{X} = Mean; SD= Standard deviation

Table 3 indicates that buying clothes based on climatic condition and avoiding fabrics that are easily stained by perspiration were rejected while every other item were accepted as measures for improving the provision of functional clothing for pregnant women.

Discussion of findings

The study has shown that the factors which influence the provision of clothing for pregnant women include the following: individual's figure type, needs and wants, resources available, fashion trend, cost, durability of clothes, social status, style feature among others. The finding is in line with Paulo, George, and Santos (2003); Gannett (2003); Brown (2005); and Agbo (2013), they noted that needs and wants, style features and resources available are factors influencing clothing provision. However, finance, and high cost of clothing articles are the major factors influencing clothing provision. When these pregnant women cannot afford the cost, they resort to putting whatever that is within the financial strength which may not be appropriate for the clothing needs. This is in line with the findings of Mallum and Kember, (2011), they

stated that high cost of clothing articles is one of the major factors that influence clothing provision.

The study results showed that the problems associated with provision of clothing by pregnant women include low income, poor knowledge of textile fabrics, and absence of care labels on locally produced fabrics, inability to understand figure types and faults, high cost of clothing articles among others. This is in agreement with the findings of Kureave and Audu (2002); Anyakoha and Eluwa (2008). Both authors admitted that the problems encountered by pregnant women in clothing provision include poor knowledge of clothing articles, wrong choice of clothing, and high cost of clothing articles and absence of care labels. Difficulty in choosing and harmonizing colours in dress with the right accessories and difficulty in decision making with reference to selection of fabrics/garments, make-up, occasion and climate were also some of the problems pregnant women encounter in providing clothing. The findings is in agreement with that of Agbo, (2013); and Akubue, (2014), they reported that finance and high cost of clothing articles are some of the problems

encountered in provision of adequate clothing.

The finding of the study also showed that measures for improving provision of functional clothing of pregnant women include sewing garment for self, renovating handed down clothing, buying clothes that consist of mix and match out-fit, buying clothes based on needs and wants, and clothes that enhance beauty. The findings agree with the findings of Agbo, (2013) who stated that the provision of clothing for pregnant women can be enhanced through borrowing of clothes and use of second hand clothing. The finding of the study also revealed that there were no significant differences between the mean responses of urban and rural pregnant women on factors that influence clothing provision. This means that location has no influence on factors that influence clothing provision. This finding is in disparity with the finding of Kureave and Audu (2002) who noted that location and social status were significant factors that influence clothing provision of rural families. The difference in the two studies might be as a result of differences in the target population used for the studies. However, the finding is in agreement with the finding of Keriger, (2012) who concluded that culture and fashion trend influences clothing provision. Therefore the null hypothesis was accepted. More so, no significant differences existed between the mean responses of urban and rural pregnant women on problems encountered on

provision of clothing. The t- calculated values were less than the t- table values in all the items 1-14. It can therefore be stated that the responses of urban and rural pregnant women on problem encountered on provision of functional clothing did not differ in all the items. Thus the null hypothesis is upheld.

Conclusion

The finding of the present study showed that a lot of factors influence the provision of clothing of pregnant women. They factors are needs and wants, knowledge of basic design elements, social status and physical changes in the body among others. While problems encountered in the provision of functional clothing by pregnant women include low income, poor knowledge of textile fabrics, inability to understand figure types and faults and high cost of clothing articles. The study concludes the following- sewing garment for self, buying durable and beautiful clothes that enhances beauty and buying clothes based on needs as measures to improve the provision of clothing for pregnant women.

Recommendations

- Pregnant women's knowledge of clothing and textile should be provided through consumer education or during ante-natal visit in the hospitals.
- Workshops and seminars should be organized for pregnant women by churches and village forum on

measures to improve the provision of clothing needs.

- The nurses should expose the pregnant women on ways of solving the problems they encounter on provision of clothing.

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Meal Management Practices of Homemakers in Port Harcourt

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Abstract

The paper focused on meal management practices of homemakers in Port Harcourt Municipal City. It investigated factors influencing meal management of practices of women, problems women encounter in meal management; and ways of improving meal management. The population comprised all homemakers in main town of Port Harcourt. The study sample was 200, purposively drawn from estimated literate population of 1,500 homemakers in the area. The instrument for data collection was questionnaire. Mean was used to analyze data. The findings reveal among others, that meal management practices of homemakers were influenced by inadequate food money, and lack of nutritional knowledge. The study recommended that homemakers should use enough seafood in meals, and also update their nutritional knowledge to help them make right choices of food.

Keywords: Meal, Management, Food, Money, Feeding, Practice

Introduction

Adequate diet or meal contains all the necessary food nutrients (protein, carbohydrate, fats/oils, minerals, and vitamins) in the correct proportions (Olusanya, Eyisi, Anfani-Joe, Ogunyide, and Egbuchulam, 2009; Ojelade and Olaoye, 2010; Ezedum, 2012). In the words of Maynard (2012), an adequate diet is one which meets in full all the nutritional needs of a person. Such diet maintains the body in a state of good health throughout life. Ifeanchio (2009) noted that individuals need to consume specific amounts of various nutrients to stay healthy. Ezedum (2012) stressed that

adequate nutritional practices involve eating food rich in nutrients.

Meal management practice involves the planning of meals and how it is practiced. Anyakoha and Eluwa (2010) wrote that meal planning is a process of designing adequate diets in which all essential nutrients are present in the right proportion, for specific groups of people. According to Anyakoha (2007) meal planning is choosing different foods to produce a meal. Meal management encompasses so many processes which are to plan nutritious meals, ensure to get all the nutrients that you need, serve satisfying meals but manage daily

calorie/servings, control costs, conserve time, practice safety and sanitary food handling (Donalley, 2012; Ask.com, 2014). Develop shopping list, plan menu of meals, shop for groceries, cook meals, and serve the meals as important aspects of meal management (My Crazy Organized Life, 2011).

Every day people take meals in different forms, but the decision of which meal to prepare and or how intelligent or appropriate the meal is regarding the family wellbeing is influenced by many factors. The factors affecting meal management practices are poor nutritional knowledge, management skills and inadequate food money. Anyakoha (2007) noted that money available affects the quality and quantity of meal planning and preparation. Igba (2009) stressed that most households do not have enough to meet their basic needs; lack of power to facilitate cool storage of flesh foods (meat and fish); high cost of protein foods; wholesome foods and clean/hygienic food market. According to Anozie (2009a) purchasing food ingredients and inputs from clean environment and hygienic principles are important in meal preparation and management practices. Other factors include needs of family members based on age, occupation, health condition, and likes and dislikes of members; size of the family; equipment or facilities available; time available; locality; and seasonal factors (Anyakoha, 2007; Ifeancha, 2009). Utilizing foods in season helps, because Igbemi and Lilly

(2011) noted that when foods are in season, the foods are cheaper, fresher and tastier.

Management of meals should incorporate process of management of planning, organizing, directing and evaluation. Concisely, the feeding money being used judiciously to ensure nutritional wellbeing and avoiding food wastage is as result of managerial skill application in the kitchen. From time to time the nutritional wellbeing should be appraised to ascertain whether there will be need for diet modification (Anyakoha and Eluwa, 2010; Lilly, 2004; Ifeancha, 2009). With little planning, home makers can create a menu structure that gives their family the freedom to make healthy eating choices (WebMD, 2012).

Meal management could be hampered by so many economic factors. Brownson (2009) noted that hunger and malnutrition exist amidst plenty because substantial numbers of people do not have the money to buy nutritious food. Protein is the actual limiting nutritional factor, yet local and imported source of protein is out of the reach of the ordinary Nigerian. Igbemi and Lilly (2011) commented that staple food items like rice, yam flour, beans and even garri were sold at prices that were clearly beyond the reach of most Nigerians. According to Igba (2009) many families especially, the low income households may not always afford high cost foods at the off – season period. Akpan in Okeke and Nwankwo (2009) that there are moments, where the family drink

water to stop feeling hungry, stay in bed all day because there is nothing more to eat. Also mothers eat nothing for days so that children can have something to eat. If they cook, as they learned to with basic foodstuffs – yam, cassava, cocoyam, rice among others, they are under constant threats of shortages of kerosene or gas or firewood. Therefore there is need to plan the feeding allowance to ensure buying and utilizing food necessary for sustenance. United State Programme on AID (USAID, 2002) noted that food may be physically available but inaccessibility due to financial lack, put people at risk for under nutrition even when there is adequate foods supply.

Several belief and taboos concerning feeding such as not giving children certain foods like eggs and liver to prevent children from stealing, and pregnant women not eating games (bush meat) and snails hamper healthy meal management practices (Syed and Strivasta, 2012). Interestingly, due to high cost of protein, Researchers in the field of nutrition and catering are sourcing for alternative protein in insects/bugs/maggots (Maguire, 2013). All over the world these proteinous foods are eaten, but preferences differ.

According to Anozie (2009) the traditional foods when used in diversified diets can provide daily needs for energy and protein. These traditional foods such cereals and legumes contribute considerable amounts of micronutrients to diets.

She advocated using leafy vegetables with crayfish to prepare sauces for carbohydrate staples meals. Lilly (2004) advised that homemakers should make shopping list of what is needed and buy only non-perishable foods in bulk. She also advocated that fresh food items or perishable foods should be purchased early in morning.

The effects of poor meal management practices are enormous. Birch (2013) noted that consequences of anaemia include learning disorder in children and low work output in adults and of course high level of morbidity and mortality. World Health Organization (WHO, 2014) classified Nigeria among thirty four countries in the world with the problem of xerophthalmia, a nutritional blindness disorder due to Vitamin A which is common in green, red, and yellow fruits and vegetables. UN in Anozie (2009a) agrees with the above by noting that over 50 million children are affected by Vitamin A deficiency particularly xerophthalmia with a 60% fatality rate. According to Anozie (2009b) despite strides made in reducing global hunger, there remains formidable health challenges such as obesity, nutrient deficiencies or dietary lack of essential non-nutrients called phyto-chemicals found in legumes, fruits and vegetables.

Meal management practice is an essential component of family living, yet food insecurity is common in most household, due to low wages/salaries, escalating food prices, unaffordability of flesh protein and other challenges of family life. This constitutes a problem,

hence the need to investigate meal management practices adopted by home makers in Port Harcourt.

Purpose of the Study

The study focused meal management practices of homemakers in Port Harcourt. Specifically, the study determined:

1. factors influencing meal management practices of home makers;
2. problems which the home makers encounter in meal management;
3. ways of solving the problems and improving meal management practices.

Research Questions

1. What are the factors influencing meal management of homemakers?
2. What are the problems homemakers' encounters in meal preparation?
3. What are the ways of solving the problem and to improve meal management practices?

Methodology

Design and area of the study: - Survey research design was used for the study. The area of the study is Port Harcourt of Rivers State, Nigeria.

Population of the study: - The population consisted of all literate

home makers in households in Port Harcourt. In Port Harcourt main town, there are over 1,500 residential buildings as derived from Port Harcourt City Council records, and each at least has a homemaker who plans the family meal.

Sample of the study: - Two hundred (200) homemakers were purposively sampled from estimated 1,500 households from four streets. It was purposive because only those seen physically and agreed to participate were given the instrument.

Instrument for data collection: - A 4-point structured questionnaire based on Strongly Agree, Agree, Disagree and Strongly Disagree was developed for data collection.

Data collection and analysis techniques: - Two hundred copies of the questionnaire were administered. The researchers were assisted by two assistants in the administration and retrieval of the questionnaire forms. The collection recorded hundred percent return. Data collected were analyzed by descriptive statistic of mean. Responses above 2.5 were considered relevant.

Results

Research question 1: - What are the factors influencing meal management practices of home makers?

Table 1: Responses on factors influencing meal management practices

S/N	Factors influencing meal management	\bar{X}	Decision
1.	Money/finance related factor	2.6	Agree
2.	Staple food availability/accessibility factor	2.9	Agree
3.	Poor power supply affects storage of perishable foods	2.7	Agree

4. Cost of protein foods	3.4	Agree
5. Family size	2.5	Agree
6. Family food preferences	3.0	Agree
7. Beliefs impeding children nutritious meals	2.8	Agree
8. Skills of homemaker	2.8	Agree
9. Adequate facilities	3.2	Agree
10. Health issues of family members	2.6	Agree
11. Occupation of family members	2.4	Agree
12. Nearness to market	2.7	Agree

Table 1 shows that except in occupation, all the respondents agreed to the items on factors influencing meal management practice in the table. This implies that financial, availability of staple foods, poor power supply, costliness of protein foods, large family size, food preference, wrong beliefs impeding

children meals, skills of homemakers, facilities, health of family members and nearness of market are influencing factors in meal management practice.

Research question 2: - What are the problems homemakers' encounters in meal management?

Table 2: - Problems homemakers' encounters in meal management

S/N	Problems of homemakers	X	Decision
1.	Unavailability/inaccessibility of staple food	2.7	Agree
2.	Poor cooking method/skill	2.4	Disagree
3.	Children liking only convenient foods	3.0	Agree
4.	Lack of nutritional knowledge and skill	2.6	Agree
5.	Special nutritional needs for invalids	2.6	Agree
6.	High cost of protein foods	2.9	Agree
7.	High cost of cooking fuel	2.7	Agree
8.	Inadequacy of feeding allowances	3.1	Agree
9.	Poor shopping list practice	2.8	Agree
10.	Poor preservation skill	3.0	Agree
11.	Lack of freezer/refrigerators	2.9	Agree
12.	High spoilage rate of perishable food	3.4	Agree

Table 2 shows that, except item 2, the respondents agreed to all other items on problems meal managers' encounter, as the mean calculations are above 2.5. This indicated that,

homemakers encounter problems in course of managing family meals.

Research question 3: - What are the ways to improve meal management practices by homemakers?

Table 3: - Responses on ways of improving meal management practice

S/N	Influencing factors	X	Decision
1	Knowledge and skill update	2.7	Agree
2	Food wastage/impulse buying should be minimize	3.0	Agree
3	Two normal meals and a light one should be served daily	3.1	Agree
4	The meals should have all nutrients adequately	2.9	Agree
5	Fruits & vegetables in season should be used	3.0	Agree
6	Children should be given more meat/fish/milk	2.6	Agree
7	Crayfish/prawns/lobsters should be used generously in meals	3.0	Agree
8	Buy in bulk with others and share	2.4	Disagree
9	Use proteins like cowpea, locust bean and soya	3.4	Agree
10	Encourage home gardening	2.2	Disagree
11	Government should ensure steady power supply	3.1	Agree
12	Embrace snail and fish farming if need be	1.8	Disagree

Table 4 shows that the mean responses on ways of improving meal management items have less than 2.5 in items 8, 10 and 12, but the rest items have more than 2.5. The implication is that homemakers' agreements to these factors indicate they are relevant in improving family meal management practice.

Discussion of Findings

The study set out to investigate meal management practices by homemakers. It was found that the respondents agreed the factors of finance, unavailability of staple foods, poor power supply, costliness of protein foods, large family size, food preference, wrong beliefs impeding children meals, skills of homemakers, facilities, health of family members, and nearness of market influence meal management practice. This agrees with USAID (2002) that food inaccessibility may be due to financial lack: poor power supply, large family

size affecting feeding practice; and costly nature of protein foods. According to Igba (2009) many family may not always afford high cost of food during off-season. The respondents also agreed on difficulty of managing balance meals for severely sick people; and belief of not spoiling children making adults to eat best parts of meals. This is in agreement with Syed and Strivasta (2012) who noted that children are deprived certain foods like eggs and liver. Lack of nutritional knowledge was also agreed on.

Concerning problems homemakers' encounters, the respondents agreed to unavailability/inaccessibility of staple food, which supports USAID (2002) report that food may be physically available but inaccessibility due to financial lack, put people at risk for under nutrition even when there is adequate foods supply; as well as agreement on lack of nutritional knowledge and skill,

special nutritional needs for invalids, and high cost of protein foods. This is in agreement with Igbemi and Lilly (2011) who commented that staple food items like rice, yam flour, beans and even garri were sold at prices that were clearly beyond the reach of most Nigerians. Also Igba (2009) stated that many families or households may not afford high cost foods at the off – season period. The respondents also agreed to high cost of cooking fuel. This agrees to Akpan in Okeke and Nwankwo (2009) assertion that homemakers are under constant threats of shortages of kerosene or gas or firewood. Other problems agreed by the respondents are inadequacy of feeding allowances, poor shopping list practice, poor preservation skill, lack of freezer/ refrigerators, and high spoilage rate of perishable food. Therefore there is need to plan the food money to ensure buying and utilizing food necessary for sustenance (WebMD, 2012).

The result has shown that respondents agreed on ways to improve meal management practices: such as nutritional knowledge update, minimizing wastage, adequate nutrients and meal serving, children should be given protein rich meals, crayfish enriched one-pot dishes; which is very possible if homemakers jettison out-dated beliefs about children feeding (Syed and Strivasta, 2012). Anozie (2009a) opined that there remains a formidable health challenge as result of several beliefs and taboos concerning feeding. The respondents also agreed to ensure the

use of seasonal fruits and vegetables. This finding agrees with Anyakoha (2007) who noted that when foods are in season, the foods are cheaper, fresher and tastier. The respondents also agreed to bulk buying, snail and fish farming, and the government ensuring adequate power supply.

Conclusion

Meal management practices are carried out in all families, but the extent of meeting nutritional needs of family members differ. Food may be available but poor choices and or financial challenge may frustrate the goal of nutritional wellness of family members. If homemakers' earnest available food resources by making shopping list, buy foodstuffs at the right time and place (considering storage facilities), cook and serve nutritious meals, and ensure the use of seasonal fruits and vegetables; most nutritional related problems will be minimized. This is the essence of proper meal management practice.

Recommendations

Based on the findings of the study, the following recommendations were made:

- Nutrition education should be re-visited at the family and community levels by nutritionists and Home Economists. There is need for extension service by these professionals.
- Homemakers should update their nutritional knowledge by use of nutritional

books/publication/internet to get emerging nutritional facts which will help them improve on old recipes and even develop new ones.

- Children should be given more protein rich meals, especially their lunch packs.
- Seafood like prawns, lobster and crayfish abound in Port Harcourt, so homemakers should use them abundantly in meals like bean stew, yam pottage and plantain pottage, and fresh ones in rice dishes.
- Home makers should improve on the use of protective foods like fruits and vegetables as raw as possible to help boost the immune system of HIV, Tuberculosis, and other chronic illnesses.
- Government should deliver the dividend of democracy by boosting agriculture in the country, and prevail on stakeholders of power supply to improve their services.

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Entrepreneurship Skills Required by Technical College Graduates for Entry into Upholstery and Furniture-Making Enterprise in Lagos State

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Abstract

The study identified entrepreneurship skills required by Technical College graduates for entry into Upholstery and Furniture-making enterprise in Lagos State. It was a survey. The population for the study consisted of Technical College Instructors and entrepreneurs in Upholstery and Furniture-making industries. Three research questions guided the study. Questionnaire was used for data collection. Data were analyzed using Mean. The findings of the study revealed 32 entrepreneurship skills required by Technical College graduates for entry into Upholstery and Furniture-making enterprise. It was recommended that the identified entrepreneurship skills be integrated into the Technical Colleges curriculum for Upholstery and Furniture-making graduates, Government should organize seminars and workshops for technical instructors on entrepreneurship skills required by Upholstery and Furniture-making graduates in Lagos State.

Keywords: Entrepreneurship, Skills, Technical, Colleges, Upholstery, Graduates, Enterprise.

Introduction

Technical College in Nigeria is post-primary institution that runs Vocational Education programmes and offers various vocational subjects or trades in order to equip individuals with skills knowledge and attitudes required for either paid jobs or self-employment. The trades offered in the Technical Colleges in Nigeria include: Blocklaying, Brick-laying and Concrete Work; Painting and Decorating; Plumbing and Pipe-fitting;

Carpentry and Joinery; Upholstery and Furniture-making (National Board for Technical Education, 2003).

Upholstery and Furniture-making trades are among the Woodworking Technology programmes offered in the Technical Colleges in Nigeria. Upholstery and Furniture-making in the opinion of Nigerian Educational Research and Development Council (NERDC, 2009) aimed at preparing students for jobs and employment that will reduce youth restiveness, robbery

and achieving millennium development goals. In order words, Upholstery and furniture-making training acquired in Technical Colleges are expected to expose graduates to various skills using different woodworking techniques, facilities and consumable materials in order to enable them make different types of Upholstery and Furniture-making products.

Upholstery in the view of Kayne (2003) is the work of providing furniture, especially seats with webbing, springs, padding, foams, and fabric or leather covers. Furniture is a movable household item made from wood such as: tables, chairs, shelves, cabinets in a room or patio (Nnenji, 2005). Furniture-making is the practice of using various woodworking skills to design, prepare, construct and sell or market varieties of tables, chairs, cabinets, or bed. Furniture-making in the opinion of NERDC (2009) aimed at preparing graduates for self-employment that will reduce youth restiveness, robbery and achieving millennium development goals. Undertaking business venture in Upholstery and furniture-making involves taken commercial risks in order to make a profit as self-employed.

The major problem facing youths in Lagos-Nigeria today is unemployment. In today's world of work, paid employment opportunities are difficult to come by. Ewhrudjakpor (2008) contended that the rate of poverty in Nigeria is accentuated by the increasing rate of unemployment.

Unemployment in Lagos-Nigeria, as in other developing countries, cannot be solved by simply providing training in vocational skills. It requires relevant entrepreneurship skills to trades. Osinem (2008) described a skill as expertness, practiced ability or proficiency displayed in the performance of a task. Etonyeaku (2011) argued that the rate of unemployment increasing in the society might be lack of entrepreneurship skills which might also make it difficult for youths to run their own enterprise. Interestingly, Upholstery and Furniture-making graduates from the Technical Colleges are not conscious about appropriate entrepreneurship skills required for entry into their own business enterprise.

An enterprise in the opinion of Anyakoha (2009) is a business project undertaken by an individual or a group of individuals which requires readiness and dedication on the part of the individual(s) engaged in the venture. These readiness and dedication on the part of the individual business enterprise lies on entrepreneurship development. Entrepreneurship in the view of Salami (2011) is the ability to seek investment opportunities and persisting to exploit that opportunities. A viable investment opportunities demand acquisition of required entrepreneurship skills.

Entrepreneurship skills are those activities that will enable the individuals to manage their own enterprise (Abubakar, 2010).

Entrepreneurship skills therefore, are those activities that will enable the Technical College graduates start-up and manage their own Upholstery and Furniture-making enterprise successfully as self-employed. Entrepreneurship skills needed for a successful business enterprise according to Ademiluyi (2007) include: financial management skills, marketing skills, human resources skills, communication skills, and management skills. However, entrepreneurship skills required by Technical College graduates for entry into Upholstery and Furniture-making enterprise in this study include: financial management skills, management skills, and marketing skills.

Financial management skills enable entrepreneurs to get fund needed on favourable terms and use them effectively (Richard, Gary & Larry, 2001). Financial management skills needed by entrepreneur for successful enterprise according to Igbo (1995) include ability to: interpret financial statement; have knowledge of accounts; have knowledge of costing; ability to understand payroll and various deductions; ability to know gross and net profit; ability to know sources of funds; know how to obtain loans; a knowledge of federal, state and local government levies, taxes and regulations; acknowledge factors involved in decision to grant loan by financial houses and many others. In other words, financial management skills will enable Upholstery and Furniture-making

graduates have knowledge of costing, interpret financial statement, get fund needed on favourable terms, and use them effectively. Potential self-employed graduates should be able to manage an enterprise.

Management skills are activities of coordinating the efforts of people to accomplish desired goals and objectives using available resources efficiently (Joshua, 2012). Management skills required of youths for managing business enterprise according to Etoneyaku (2011) include ability to: source for fund; identifying reliable source of supplies; make short/long terms planning; set goals for organizational objectives; determine the scale of production; manage time and meet job schedules. Management skills therefore, will enable Technical College graduates establish and manage Upholstery and Furniture-making enterprise successfully. For successful distribution of Upholstery and Furniture-making products to customers, marketing is required for the enterprise.

Marketing skills are the abilities that keep the entrepreneur informed, knowledgeable and confident as to determine the most efficient method of physical distribution of goods and services in order to satisfy customers (Stanton, 2002). Effective marketing skills required in order to satisfy customers according to Ademiluyi (2007) include: salesmanship; negotiation; sales record keeping; sales promotion; stock record keeping; pricing; advertising channels; advertising media; consumer behavior

appreciation; and transportation. Marketing skills therefore, will enable Upholstery and Furniture-making graduates determined the most efficient method of physical distribution of goods and services to consumers.

It has been observed that the major problem facing youths in Lagos-Nigeria today is unemployment. Ewruhjakpor (2008) acknowledged that the incidence of unemployment and poverty in Nigeria is on the high side, where 70% of the total population has been classified as poor. The author emphasized that this rate of poverty is accentuated by the increasing rate of unemployment. In the same vein, Etoneyaku (2011) argued that the rate of unemployment increasing in the society might be lack of appropriate entrepreneurship skills which might also make it difficult for youths to establish and run their own enterprise of their trades for self-employment to meet their daily needs. Consequently, a good number of them opted to constitute nuisance to the society through unskilled activities such as stealing, robbery, among others. This From the forgoing, therefore, there seems to be a gap on what entrepreneurship skills which the Upholstery and Furniture-making graduates from Technical College required to operate an enterprise for self-employment. The question now is, 'how adequate is the curriculum and module specifications content of the Technical colleges of Upholstery and Furniture-making trades in preparing the graduates to face the challenges of

unemployment and poverty. This brings to the fore, the need to identify entrepreneurship skills required by Technical College graduates for entry into Upholstery and Furniture-making enterprise in Lagos State.

Purpose of the Study

The major purpose of this study was to determine entrepreneurship skills required by Technical College graduates for entry into Upholstery and Furniture-making enterprise in Lagos State. Specifically, the study sought to determined:

1. financial management skills required for entry into Upholstery and Furniture-making enterprise.
2. managerial skills required for entry into Upholstery and Furniture-making enterprise.
3. marketing skills required for entry into Upholstery and Furniture-making enterprise.

Research Questions

The following research questions guided the study:

1. What are the financial management skills required by Technical College graduates for entry into Upholstery and Furniture -making enterprise?
2. What are the management skills required by Technical College graduates for entry into Upholstery and Furniture-making enterprise?
3. What are the marketing skills required by Technical College graduates for entry into

Upholstery and Furniture-making enterprise?

Methodology

Design of the Study: The study adopted survey research design. Survey research design according to Anyakoha (2009) uses questionnaire and interview, observation, in order to determine the opinions, attitudes, preferences and perceptions of persons of interest to the investigator. The design was considered adequate since the study obtained data from Technical College instructors and entrepreneurs in registered Upholstery and Furniture-making industries through the questionnaire.

Area of the Study: The study was carried out in Lagos metropolitan area of the South-Western zone of Nigeria, made up of 20 Local Government Areas. Lagos is a leading business empire with over 80 per cent of the total Wood-based industries in Nigeria (GeoHive, 2007). The choice of the zone was that Lagos State has a wide spread distribution of multinational, national and private industries such as Upholstery and Furniture-making industries; and many NBTE accredited Technical Colleges offering Upholstery and Furniture-making, whose entrepreneurs and instructors were used as respondents for this study.

Population for the Study: The Population for the study consisted of 252 respondents, made up of 12 technical instructors in the six Government Technical Colleges and

240 entrepreneurs in 80 registered Upholstery and Furniture-making industries in Lagos State. There was no sampling because the population is of manageable size. The choice of the respondents was because instructors were believed to be knowledgeable in Woodworking technology and entrepreneurs are trained individuals that construct or produce various types of Upholstery and Furniture-making products.

Methods of Data Collection: Two hundred and fifty-two copies of the 32-items Structured Entrepreneurship Skills Questionnaire (SESQ) were administered to the respondents in Lagos State with the help of five research assistants. All the 252 copies of the 32-items SESQ administered were retrieved and analyzed.

Method of Data Analysis: The data collected from the study were analyzed using *Mean* for answering the research questions, Any item with the *Mean* of 3.50 or above were regarded as Required; while any item with *Mean* below 3.50 was considered as Not Required by Technical College graduates for entry into Upholstery and Furniture-making enterprise in Lagos State.

Findings of the Study

The following findings were made:

Financial Management Skills Required by Technical College Graduates for Entry into Upholstery and Furniture-making Enterprise. Relevant data are presented in Table 1.

Table 1: Mean Responses of the Respondents on the Financial management Skills Required by Technical College graduates for entry into Upholstery and Furniture-making enterprise N=32

S/N	Financial Management Skills	\bar{X}	SD	Remarks
	Ability to:			
1	Prepare financial statements for Upholstery and Furniture-making.	3.91	0.80	Required
2	Determine source of funds for Upholstery and Furniture-making.	3.78	0.82	Required
3	Obtain loans for Upholstery and Furniture-making.	4.02	0.78	Required
4	Pay government levies, taxes and regulations for Upholstery and Furniture-making.	4.08	0.82	Required
5	Determine what to purchase to fit into the budget for Upholstery and Furniture-making construction works.	3.96	0.81	Required
6	Prepare cost analysis in Upholstery and Furniture-making	3.83	0.81	Required
7	Prepare a simple budget for Upholstery and Furniture-making.	4.10	0.70	Required
8	Procure appropriate facilities for Upholstery and Furniture-making.	4.01	0.84	Required
9	Procure appropriate consumable-materials for Upholstery and Furniture-making.	4.07	0.78	Required
10	Make purchasing needs record/compare services for Upholstery and Furniture-making.	4.02	0.82	Required
11	Keep purchase records for Upholstery and Furniture-making.	4.00	0.79	Required

Table 1 reveals that all the 11 financial management skills items had their *Mean* value ranged from 3.78 to 4.10 on items numbers 2 and 7 respectively; and were, therefore, found required by Technical College graduates for

entry into Upholstery and Furniture-making enterprise in Lagos State.

Management Skills Required by Technical College Graduates for Entry into Upholstery and Furniture-making Enterprise. Relevant data are presented in Table 2.

Table 2: Mean Responses of the Respondents on the Managerial Skills Required by Technical College graduates for entry into Upholstery and Furniture-making Enterprise N = 32

S/N	Managerial Skills	\bar{X}	SD	Remarks
1	Ability to: Plan for enterprise goals and objectives in Upholstery and Furniture-making.	4.00	0.79	Required
2	Implement business plan for goal attainment in Upholstery and Furniture-making.	3.98	0.84	Required
3	Provide good leadership networking in Upholstery and Furniture-making.	3.80	0.83	Required
4	Organize resources for goal attainment in Upholstery and Furniture-making.	3.86	0.81	Required
5	Direct functions of construction operations in Upholstery and Furniture-making.	4.03	0.78	Required
6	Delegate tasks in Upholstery and Furniture-making.	4.07	0.84	Required
7	Coordinates activities of construction operations in Upholstery and Furniture-making.	3.96	0.83	Required
8	Supervise construction operations in Upholstery and Furniture-making.	3.95	0.83	Required
9	Work under pressure in Upholstery and Furniture-making.	4.29	0.77	Required
10	Evaluate all operations for goals attainment in Upholstery and Furniture-making.	4.01	0.79	Required

Table 2 shows that all the 10 management skills items had their *Mean* value above 3.80. The study therefore, found that 10 management skills were required by Technical College graduates for entry into

Upholstery and Furniture-making enterprise in Lagos State.

Marketing Skills Required by Technical College Graduates for Entry into Upholstery and Furniture-making Enterprise. Relevant data are presented in Table 3.

Table 3: Mean Responses of the Respondents on the Marketing Skills required by Technical College graduates for entry into Upholstery and Furniture-making enterprise N = 32

S/N	Marketing Skills	\bar{X}	SD	Remarks
1	Ability to: Analyze marketing opportunities in Upholstery and Furniture-making.	4.01	0.80	Required
2	Identify marketing channels in Upholstery and Furniture-making.	3.91	0.86	Required
3	Conduct market studies/survey to determine customers for Upholstery and Furniture-making.	4.06	0.78	Required
4	Keep appropriate records and inventories for Upholstery and Furniture-making.	3.87	0.88	Required
5	Stimulate customers to buy finished Upholstery products and Furniture-items.	3.96	0.83	Required
6	Advertise through social media and Search Engine effectively for Upholstery and Furniture-making.	4.03	0.80	Required
7	Decide on marketing mix (the 4Ps) for Upholstery and Furniture-making.	4.01	0.84	Required
8	Promote products/items to targeted clients for Upholstery and Furniture-making.	3.68	0.80	Required
9	Organize regular market exhibitions for finished Upholstery and Furniture-making products.	3.79	0.84	Required
10	Develop effective distribution network for Upholstery and furniture-making.	4.02	0.85	Required
11	Transport finished products to targeted buyers/customers in Upholstery and Furniture-making.	3.91	0.88	Required

Table 3 shows that all the 11 marketing skill items had their *Mean* value ranged from 3.68 to 4.06 based on items numbers 8 and 3 respectively. This implies that 11 marketing skills were required by Technical College graduates for entry into Upholstery and Furniture-making enterprise in Lagos State.

Discussions of the Findings

The findings of this study revealed that 11 financial management skills were required by Technical College graduates for entry into Upholstery and Furniture-making enterprise in Lagos State. These financial management skills include ability to: prepare financial statements for Upholstery and Furniture-making; determine source of funds for Upholstery and Furniture-making;

obtain loans for Upholstery and Furniture-making; pay government levies, taxes and regulations for Upholstery and Furniture-making; determine what to purchase to fit into the budget for Upholstery and Furniture-making construction works; prepare cost analysis in Upholstery and Furniture-making; prepare a simple budget for Upholstery and Furniture-making; procure appropriate facilities for Upholstery and Furniture-making; procure appropriate consumable-materials for Upholstery and Furniture-making; make purchasing needs record/compare services for Upholstery and Furniture-making; and keep purchase records for Upholstery and Furniture-making.

The findings supported the opinion of Olagunju (2004) who observed that financial management skills needed by entrepreneurs to get fund needed on favourable terms and use them effectively include ability to: provide information useful to investors and evaluating potential cash flows to them in terms of amount, timing and related uncertainty; provide users with information for predicting, comparing and evaluating enterprise earning power; permit prompt filling of report and tax collecting agencies; and reveal all possible employee frauds, wastes, thefts and record keeping errors. The findings were in consonance with the view of Igbo (1995) who observed that entrepreneurs should be able to: interpret financial statement; prepare financial statements; understand

payroll and various deductions; know gross and net profit; know sources of funds; pay government levies, taxes and regulations; acknowledge factors involved in decision to grant loan by financial houses. These findings also agreed with the view of Richard, et. al., (2001) who stated that financial management skills needed by entrepreneur to understand the financial matters include ability to: process accounts payable and accounts receivable; process inventories; prepare ledgers and extract the trial balance; prepare daily cash reports; prepare bank reconciliation statements; keep sales and purchases records; keep debtors ledgers; prepare final accounts, profit and loss accounts and the balance sheet; calculate depreciation; avoid unplanned expenditures and to prepare simple budget. The findings of the authors on financial management skills gave credence to the findings of this study on financial management skills required for entry into Upholstery and Furniture-making enterprise in Lagos State.

The findings of this study revealed that 10 management skills were required by Technical College graduates for entry into Upholstery and Furniture-making enterprise in Lagos state. These management skills include ability to: plan for enterprise goals and objectives in Upholstery and Furniture-making; Implement business plan for goal attainment in Upholstery and Furniture-making; provide good leadership networking in Upholstery and Furniture-making;

organize resources for goal attainment in Upholstery and Furniture-making; direct functions of construction operations in Upholstery and Furniture-making; delegate tasks in Upholstery and Furniture-making; coordinates activities of construction operations in Upholstery and Furniture-making; supervise construction operations in Upholstery and Furniture-making; work under pressure in Upholstery and Furniture-making; and evaluate all operations for goals attainment in Upholstery and Furniture-making.

The findings were in line with the opinion of Etonyeaku (2011) who noted that management skills required of youths for managing business enterprise include ability to: identifying reliable source of supplies; make short/long terms planning; setting goals for organizational objectives; determine the scale of production; manage time and meet job schedules. The findings supported the opinion of Zuzana, (2007) who stated that the basic management skills required by business related entrepreneur in starting, developing and managing an enterprise include: problem solving and decision making, planning, meeting management, delegation, communications, and managing oneself. This finding also agreed with the opinion of Joshua (2012) who reported that management skills are activities of coordinating the efforts of people to accomplish desired goals and objectives using available resources efficiently and effectively. The findings and the opinions of

authors above helped to justify the findings of this study on management skill-items required for entry into Upholstery and Furniture-making enterprise in Lagos State.

The findings of this study revealed that 11 marketing skills were required by Technical College graduates for entry into Upholstery and Furniture-making enterprise in Lagos State. These marketing skills include ability to: analyze marketing opportunities in Upholstery and Furniture-making; identify marketing channels in Upholstery and Furniture-making; conduct market studies/survey to determine customers for Upholstery and Furniture-making; keep appropriate records and inventories for Upholstery and Furniture-making; stimulate customers to buy finished Upholstery products and Furniture-items; advertise through social media and Search Engine effectively for Upholstery and Furniture-making; decide on marketing mix (the 4Ps) for Upholstery and Furniture-making; promote products/items to targeted clients for Upholstery and Furniture-making; organize regular market exhibitions for finished Upholstery and Furniture-making products ; develop effective distribution network for Upholstery and furniture-making; and transport finished products to targeted buyers/customers for Upholstery and Furniture-making were in agreement with the work of Obiyai and Ekubo (2011) who argued that skills in marketing include: advertise products; identify customers to patronize; maintain good

customer relationship; keep record of sales and revenue; transport products to buyers; provide good leadership and networking; fix moderate and competitive prices; review prices; periodically suit current market situation; recognize business opportunities; and identify market channels.

The findings were in consonance with the work of Ademiluyi (2007) who opined that entrepreneur should have knowledge of salesmanship; negotiation; sales record keeping; sales promotion; stock record keeping; pricing; advertising channels; advertising media; consumer behaviour appreciation; and transportation. This finding also agreed with work of Stanton (2002) who argued that marketing skills that positioned entrepreneur in contact with the people who want to buy ones' products and services include ability to: identify marketing areas; advertise; fix prices based on cost of production & market situation; sell products; and keep accurate record of products. The findings and the opinions of authors on marketing skills above helped to add value to the findings of this study on marketing skill-items required for entry into Upholstery and Furniture-making enterprise.

Conclusions

Based on the findings of this study, it was concluded that three entrepreneurship skills such as: financial management skills, management skills and marketing

with their 32 corresponding skill-items were required by Technical College graduates for entry into Upholstery and Furniture-making enterprise in Lagos State. These skills if packaged into curriculum and module specifications for Technical College graduates training, they will be able to set-up and run their own Upholstery and Furniture-making enterprise as self-employed. Consequently, the problems of unemployment and poverty among Upholstery and Furniture-making graduates will be reduced or eliminated in Lagos State.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Identified entrepreneurship skills should be integrated into Technical College curriculum and module specifications for Upholstery and Furniture-making graduates.
2. Relevant, quality and functional facilities and consumable material should be supply to various Technical Colleges for teaching entrepreneurship skills to Upholstery and Furniture-making graduates,
3. Government and administrators of Technical Colleges should organize seminar and workshop for Upholstery and Furniture-making instructors on entrepreneurship skills required by Upholstery and Furniture-making graduates in Lagos State.

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Use of Social Media for Dissemination of Drug Abuse Prevention Information in Federal University Libraries in South-East Nigeria

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Abstract

The study investigated use of social media in disseminating information on drug abuse prevention by academic librarians in South East Nigeria. A survey research design was used for the study. The population of the study comprised 71 academic librarians working in the four South-East Federal Universities. Questionnaire was used for data collection. Mean and percentages were used for data analysis. The major findings include that 82.76 percent of respondents used Facebook, LinkedIn, Twitter, Chat and SMS to disseminate early intervention as prevention information on drug abuse. It was also found that Face- book was the most frequently used social medium for dissemination of drug abuse prevention information and fluctuation of Internet access posed the greatest challenge for dissemination of drug abuse prevention information in university libraries. The study recommended among others, that there is need for in-service training of academic librarians on use of social media for information dissemination.

Key words: Drug abuse, Drug abuse prevention, Federal University Libraries, Information dissemination, Nigeria and Social media.

Introduction

Drug abuse is a phenomenon that is characterized by a destructive pattern of using a drug or substance that leads to significant problems or distress. Youths are increasingly engaging in drug abuse. Drug abuse is seen as a very serious risk-taking behaviour among adolescents and young adults (Szasz, 2013). In Nigeria, the ever-increasing population and a surge in number of street youths, mostly from secondary school drop-outs have

exacerbated drug abuse. Famuyiwa, Aina and Bankole-Oti (2011) conducted a study on the use of psychoactive substances by adolescents in metropolitan Lagos, Nigeria. Their findings indicate that the rate of substance abuse among adolescents ranged between 4.0 and 4.8 percent. Mamman, Othman, & Lian (2014) investigated prevalence of drug abuse among adolescents in Nigeria. Their study indicated that 65 percent of high school students used drugs to

have good time, 54 percent wanted to experiment to see what it is like and 20–40 percent used it to alter their moods. Oliha (2014) and Staff (2012) state that some Nigerian youths are becoming drug dependent and that they practise the use of substances such as heroin, cocaine and Indian hemp. Findings from their study indicated that methamphetamine and substances containing codeine capable of intoxicating are mostly found in schools. To combat the social disease caused by drug abuse, many preventive measures have been established and one of them is the use of information.

Researchers such as Udofia (2014), Scanfield, Scanfield and Larson (2010), Lord, Brevard & Budman (2011), and Wakefield, Loken & Hornik (2010) have responded to this anomaly by exploring various ways of disseminating prevention information on drug abuse to youths. Udofia (2014) investigated administration of drug abuse among secondary school students in five public schools of five state capitals in Nigeria, namely Benin, Enugu, Ibadan, Jos and Lagos and his findings indicate that with appropriate education, drug abuse can be reduced drastically through the radio, television, commercials and other channels of sending out information. Other researchers, such as Wakefield, Spittal, Young, Durkin & Borland (2011) and Brinn, Carson, Esterman, Chang & Smith (2012) have investigated the effect of mass media intervention for preventing smoking

in young people. Their findings indicate short-term increases in the likelihood of smokers making a quit attempt and that mass media could prevent uptake of smoking in young people. Among the identified successful channel of disseminating information on drug abuse is social media

There are also six types of social media. They include social networks such as *Facebook*, *MySpace* and *LinkedIn*; Bookmarking sites such as *StumbleUpon*; Social News, such as *Reddit*; Media sharing such as *YouTube* and *Flickr*; Microblogging such as *Twitter*, and Blog comments/Forums/Blogging sites such as *Blogger* (SEOPressor5, 2015). Researchers such as Scanfield, Scanfield, & Larson, (2010); Brevard & Budman (2011) and Winzel (2012) explored Facebook's and Twitter's potential to serve as powerful vehicles to connect with college-aged populations about their drug use. Winzel (2012) and Steiner (2009) carried out similar research and noted that the messages were very effective and that social media such as *Facebook*, *My Space*, *Blogs*, *Twitter* and *Wikis* can be used effectively in library reference work

Han-Zhu, Joseph, Huey, & Yu-Hua (2006) noted that in China social media was engaged to increase anti-drug education and curb drug abuse challenges in primary, secondary schools as well as the general population. To help curb drug abuse challenges, Osadebe & Dim (2009) posit that it is the responsibility of

academic librarians to disseminate information on topical issues such as drug abuse to students, since most of their clients are students who need this life-saving information most.

Prevention information on drug abuse can be done through the family by parents drawing attention of their children to radio and network discussions on drug abuse. Schools can encourage their students to have accounts with social networks where they will initiate discussions on drug abuse. These measures are aptly captured by the National Drug Control (2012)

However, Jaeger & Bertot (2010) observed that there are many challenges hindering use of social media to disseminate prevention information on drug abuse in Nigeria. Among them are lack of access to internet connectivity in some areas, unstable internet connectivity which is prevalent in developing countries and the fact that many of the target audience may not be registered members of the social media platform being used. Physical band width in developing countries is low because it is prohibitively expensive. (Haber & Jackson, 2012). Ezeani (2009) identifies lack of constant power supply, phobia for technology, orchestrated by lack of skill and lack of enabling environment as some of the factors that hinder use of social networks information dissemination among librarians. In a similar study, Ajayi and Nwachukwu (2012) identified lack of ICT infrastructure, management problems, inadequate security and financial

problems. In this connection, use of social media could be most appropriately engaged in Federal University libraries that benefit from Federal Government's financial support.

Though efforts have been made by researchers such as, Lord, Brevard, & Budman (2011), Udofia, (2014), Brinn, Carson, Esterman, Chang & Smith (2012) and Wakefield, Spittal, Young, Durkin & Borland (2011) to disseminate information on drug abuse prevention, none of these works centered on the role of the library in disseminating information on drug abuse prevention through social media. It is this gap that this work sets out to bridge.

Objectives of the Study

The general objective of the study was to examine the use of social media in disseminating information on drug abuse to young adults. Specifically, the work determined:

- 1) types of social media through which information on drug abuse prevention. were disseminated
- 2) frequency of use of social media in disseminating information on drug abuse prevention
- 3) challenges associated with disseminating information on prevention of drug abuse through social media.

Methodology

Design and Area of Study: The study design was a survey. The area of study is South-East geo-political zone of Nigeria. This consists of Abia,

Anambra, Ebonyi, Enugu and Imo States. There are four Federal University Libraries in the area.

Population for the Study: The population for the study comprised all the academic librarians working in the federal university libraries. They comprised 40 academic librarians working in University of Nigeria, Nsukka (UNN), five in Michael Okpara, University, Umudike, (MOU), six in Nnamdi Azikiwe University, Awka, (NAU), and 20 in Federal University of Technology Owerri, (FUTO). The population size was 71. There was no sampling because of the small size of the population.

Instrument for Data Collection: A 4-point scale questionnaire was used for data collection. It was validated by two experts in the Department of Library and Information Science. The reliability of the instrument which was estimated using Cronbach Alpha formula and found to be 0.76 was used.

Method of Data Collection and Analysis: Seventy-one copies of the instrument were administered to librarians by hand. A total of 63 copies (88.73%) were returned. Only fifty-

nine copies (93.65%) were however properly filled and used for data analysis. Out of the fifty-nine, twenty-nine copies of the questionnaire completely answered the question which required indicating social media used for disseminating information on each preventive measure of drug abuse. Percentage of the number of respondents that stated types of social media (column 2) for a particular preventive measure (column 1) was calculated. In Table 2, Fifty-nine copies of the questionnaire indicated use of named social media for dissemination on drug abuse prevention information only, (without relating any social medium to particular preventive measure). Frequency of each social medium in the fifty-nine copies of the questionnaire was used to calculate its mean. In Table 3, frequency of each item (challenge) in the fifty-nine copies of the questionnaire was used to calculate each item's mean. Fifty percent (50%) as well as mean scores of 2.5 and above were termed to be agreed with by respondents.

Results: Findings of the study

Table 1: Types of Social Media Used to Disseminate Each Preventive Measure of Drug Abuse N=29

S/N	Preventive Measures	Social Media Used	No. of Respondents	%
1.	Early Intervention	Face book, LinkedIn Twitter, Chat, SMS	24	82.76
2	Increased publicity of adverse effects of drug abuse	Face book, e-mail, My Space, Chat, Linked in Twitter, SMS, You Tube and e-mail	22	75.86
3	Creative use of	Face book, You		

	Social media sources	Tube, Twitter, Chat Linked in, Blog & Wiki	21	72.41
4	Instruction on strong and positive family bonds.	Face book, Chat, Library Thing, SMS, You Tube, My Space, Wiki and Twitter	20	68.97
5	Instruction on clear rule of conduct that are consistently reinforced within the family.	You Tube, Face book, Chat Newsgroup, Library Thing, Twitter and SMS.	18	62.02
6	Instruction on involvement of parents in the lives of their Twitter. Children	Chat, Wiki, Library Thing Face book, You Tube and	17	58.62
7	Providing guidelines to success in school performance	Face book, Library Thing, Teleconferencing, Twitter SMS and Chat	16	55.17
8	Laying emphasis on high self-esteem	Face book, Chat, My Space, Library Thing Twitter and You Tube	18	62.06
9	Encouraging strong Bonds with institutions such as schools and religious organizations.	Face book, Linked in, Twitter, Chat, You Tube Library Thing and SMS	18	62.06
10	Discussion of assertiveness skills that can motivate people to resist engaging in drug abuse	Library Thing, Wiki, You Tube, SMS, News-group, Face book, Chat, Linked in and Teleconferencing.	19	65.52
11	Discussion of virtues of abstaining from drug abuse	Chat, Face book, Linked in, Library Thing, Wiki, Twitter, You Tube, News-group.	20	68.97
12	Discussions on Improved social skills.	Chat, SMS, Flickr, Linked in, Library Thing, Face book, Twitter and Newsgroup.	19	65.52

Table 1 shows that twelve items were disseminated through social media. Percentage of respondents that disseminated each preventive measure through social media ranged from 55.17 - 82.76. Early intervention with a

percentage of 82.76 was the most used preventive measure, while providing guidelines to success in school performance with percentage of 55.17 was the preventive measure used by fewer people.

Table 2: Frequency of Use of Social Media to Disseminate Information about Prevention of Drug Abuse N= 59

S/N	Social Media	Mean	Decision
1	Wiki	2.54	F U
2	Linked in	2.34	Less F U
3	Teleconferencing	2.29	Less F U
4	Newsgroup	2.29	Less F U
5	Flicker	2.12	Less F U
6	Facebook	3.15	Mst F U
7	Twitter	2.66	F U
8	You Tube	2.66	F U
9	Library Thing	2.54	F U
10	SMS	2.92	Mre F U
11	Chat	2.76	F U
12	My Space	2.44	Less F U

Key: Mst F U= Most Frequently Used; Mre F U = More Frequently Used;
F U= Frequently Used ; Less F U = Less Frequently Used

Table 2 shows that five media were frequently used. Their mean scores ranged from 2.54-2.76. One medium was more frequently used, while five media were less frequently used. Facebook was the most frequently used social medium

Table 3: Mean Responses on Challenges Associated with Disseminating Prevention Information on Drug Abuse through Social Media in University Libraries. N=59

S/N	Challenges	Mean	Decision
1	Internet access in university libraries fluctuates	3.51	A
2	Some members of the internet group are not connected to the Internet	3.37	A
3	Some members of the target group are not registered members of the social media platform being used for disseminating the information.	3.20	A
4	Some librarians lack skills in use of social media	3.17	A
5	The use of social media requires a large bandwidth which could need substantial institutional resources	3.19	A
6	Numerous applications available through social media are potential sources of viruses. They can pose a serious threat to the safety of IT systems in these libraries	2.93	A
7	Constant power supply to sustain the programme is lacking.	3.34	A
8	There is inadequate Information and Communications Technology (ICT) infrastructure to bolster up the Programme.	3.14	A

Key: A=Accepted

Table 3 shows that eight items were accepted as challenges confronting academic librarians in disseminating prevention information on drug abuse through social media. These means ranged from 2.93-3.51

Discussion of Findings

Early Intervention by parents drawing attention of their children to radio and network discussions on drug abuse attracted 82.76 % of respondents. This agrees with Obot's (2014) belief as well as Wakefield, Loken & Hornik (2010) and Udofia (2014) who state that drug abuse can be reduced drastically through the radio and television. They also observe that mass media campaigns can directly or indirectly produce positive changes or prevent negative changes in health-related behaviours across large populations. The advent of mobile phones which can also receive radio signal has also helped in this direction. It was also supported and aptly captured by the National Drug Control (2012) Findings from the study reveals that Face book, SMS and Chat are the most, more and frequently used social media to disseminate information about prevention of drug abuse respectively. The rating of Face book as most frequently used social medium is consistent with Lord, Brevard & Budman (2011), Winzel (2012) and Steiner (2009) studies which results supported the potential of Face book. They proffered that Facebook can be used effectively in library reference work. Twitter social medium served

as powerful vehicle in studies of drug use and abuse of college-aged populations. It was explored by Scanfield, Scanfield, & Larson, (2010) who used twitter to investigate evidence of misuse of antibiotics among adolescents. SMS and Chat were rated higher than YouTube and Twitter social media but their impact in disseminating information about prevention of drug abuse has not been largely felt by respondents. YouTube participation involves photographic and possibly video expertise, a skill which is yet to be acquired by many librarians.

The study also shows that first and second greatest challenges confronting dissemination of information on prevention of drug abuse through social media are fluctuation of Internet access in university libraries and the fact that some members of the target group are not connected to the Internet. In developing countries the first challenge is not unexpected due to limited bandwidth. The second one agrees with observation of Jaeger and Bertot (2010) on ensuring equal and sustained public access to government information. Ezeani (2009) opines that some librarians lack internet skills and Ajai & Nwachukwu (2012) observe that there is a lack of ICT infrastructure. The finding that some librarians lack Internet skills does not augur well for library services in the prevalent digital age.

Conclusion

Based on the findings of the study, it can be concluded that Face book, was the most frequently used social medium to disseminate information about prevention of drug abuse.. All the identified challenges to dissemination of information on prevention of drug abuse through social media were perceived as serious by librarians. The major challenges confronting dissemination of information on prevention of drug abuse through social media were Internet access fluctuation, the fact that some members of the target group were not connected to the Internet and constant power outage (failure).

Recommendations

1. There is need for in-service training of academic librarians on use of social media for information dissemination.
2. The government should increase the bandwidth allocated to universities at minimum cost so that online information could be accessed seamlessly and fast.
3. The government should improve power supply within the country.
4. University authorities should augment government power supplies to their universities with powerful generators.

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Internet Services Utilization Practices of Undergraduates Students in University of Nigeria, Nsukka and Enugu State University of Science Technology

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Abstract

This article reports a survey on the level of usage of internet by the undergraduates of faculty of Engineering of university of Nigeria Nsukka and Enugu state University of science and Technology, Enugu. The study surveyed 246 students of these institutions.. Data were collected by using a structured questionnaire and follow- up interviews with the participants Data were analyzed using frequencies and percentage. The response rate was 71.9 percent. Result indicated that the vast majority of respondents access internet from the library. Most indicated that they used internet for checking their mails, class assignments and social networking. The majority of the participants used internet resources to keep in touch with old friends and for technical reports. A good number indicated that e-mail is the most preferred internet services. Majority are fully satisfied with internet services. The barriers identified among others include insufficient bandwidth, slow speed, information overload etc. It is recommended that internet services should be extended to residential areas and hostels by increasing the bandwidth among others.

Keywords : Students, Engineering, Services, Utilization, Internet.

Introduction

Internet has grown popular among University students. According to internet world stats (2011), there is an estimated 2,267,233,742 internet users in the world. Most of these numbers are students. The internet is acknowledged globally as a technology dominated by young people, and particularly students who are more inclined to exploit internet

resources for education, social interaction and entertainment. (Ramali, 2011; Salako and Tiamiyu cited by Fassae, Aladeniyi, 2012). Not only can they communicate with international students, many students prepare course assignments, make study notes, tutor themselves with specialized multimedia, and process data for research project. Most exchange e-mails with faculty, peers

and remote experts. They keep up to date in their fields on the internet, accessing newsgroups, bulletin boards, listservs, and web sites posted by professional organizations. (Bashir, Mahmood, Shafique, 2013). Internet is a powerful tool for assisting students and their lecturers conduct research. Going to a library and searching through a card catalogue by hand can be laborious and inefficient compared to searching for the same information on a computer (Deore, 2012). Other benefits of internet to students are that "students also use the internet for social communication with increasing frequency: with the advent of social networking sites like Friendster, MySpace, and Facebook, and chat technologies like instant messaging (IM), many college students "build and form social relationships online (Mcmilliam and Marrison cited in Jones, Johnson - Yak, miller Maler, Perez, 2009).

Most Higher institutions in the world and Nigeria in particular have establish internet facilities in their campuses thus making it possible for their faculty members ,students and other researchers to access current and past information through the internet. The University of Nigeria in 2009 established internet facilities on both Nsukka and Enugu campuses of the university with access points in various places on the campuses. These include the main library, student's hostels, offices, residential areas within the university. The students are encouraged to use internet for their academic activities. The library has

computer laboratories where students can access information through the internet. In addition, e-library facilities are available within the library premises; this is made possible with the collaboration of the Mobile Telecommunication Network (MTN). The University of Nigeria Library is currently working to make most of their collections available electronically. This project is expected to make library materials available online via the internet. Similarly, the temporary campus of Enugu State University of Science and Technology (ESUT) has information and communication centre since 2009 where students could access information through the internet. However, internet is only available at the temporary campus university blocks. At the permanent site of the University at Agbani, internet is only available at the staff offices.

Increased use of the internet by students like most other technology has its own positive and negative aspects. With the availability of internet, millions of people are now linked. Information is available in every corner of the world including remote areas. Internet offers many other things that are noticeably unique. For example the currency of the information distinguishes it from the print material. Other services offered include variety of media such as rare books, video, audio, graphics and collection of arts in digital forms, as well as numerous manuscripts. The result of frequent internet use, particularly among university

students, has become a highly controversial issue (Ramli, 2011, Rotsztein, 2003, Thompson, 2003, Kandell, 1998.). Writing on the perception of internet by students, Reyes (2005) argues that “the internet and its search engines have created expectations that digital content is seamless and accessible. Students anticipated all searches to directly connect them to relevant content. The historic library organization of bound indexes and card catalogs that necessitated a two step process is no longer recognized by many library customers, when it is recognized, it is often not preferred”. No doubt internet is affecting the students’ academic activities negatively. Most students depends more on the information they got from the web for their class assignments without first evaluating the content. Writing on the need for the teaching of information literacy, Zhang cited by Gradstein (2007) argues “that despite the ready availability of information in electronic format, people experience difficulty accessing it and navigating in a networked environment and in light of the information explosion there is a clear need of some kind of training on information literacy”. Another striking example is Rambli (2011) description of how students’ plagiarized .He noted that the abundance of information in the internet has led to an increased number of web cheaters among students. They simple use “cut and paste’ and excel’ methods for their class assignment. In their own view,

McBride and Dickstein cited in Thompson (2003) argues that “what has really changed with the advent of the web is that students no longer get most of their information for class assignments from reputable print sources in the library. On the web, scholarly resources, unfounded claims, and advertising are all mixed up together, and librarians have not assessed the information’s reliability before student use it for assignment.”

Knur and Manhas (2008) presented the results of a survey on use of internet services and resources in the engineering colleges of Punjab and Haryana (India) .They found that more than 60 percent of the respondents used the internet services and resources daily, the majority of the respondents (75%) of the respondents used the internet mainly for educational purposes and over 80% of the surveyors browsed information from the internet., over 70% faced problems of slow internet access speed, which uses a lot of their slot time in order to retrieve relevant information among others. Hong, Ridzuan, Kuek (2003) conducted a case study of students attitudes toward the use of internet for learning at a university in Malaysia. Analysis of the data indicated that students had positive attitudes toward using the internet as a tool, adequate basic knowledge of internet and they viewed the learning environment as supportive of using the internet for learning. Salaam and Adegboire (2010) conducted a survey regarding the internet access and use by students of

private Universities in Ogun State, Nigeria. The study showed that internet facilities are available in all the private Universities studied and that students paid for the internet services, there is no restrictions in the use of internet by students, irregular power supply is a problem and that search engines are the most used internet tools among other findings. Fasae and Aladeniyi (2012) surveyed 210 students of faculty of sciences in two Nigerian Universities. The survey revealed that 89% of the science students use the internet for educational, while only 58% uses it for entertainment purposes. On internet resources journal has the highest responses of 83%, while projects recorded the lowest response rates of 35%, e-mail with 100% was the internet services mostly used Safdar, Mahmood, Qutab (2010). Conducted a study at the leadership colleges Network, which indicated that students with access to the internet at home did not have any significant difference with those without internet at home, and that students believed that internet is a tool for teaching and training. Lumbano, Nawe (2004) did a case study of internet use by students of the University of Dares Salaam. The results of the study showed that the level of students' access to the internet is low. This could be attributed to the fact that computers with internet facilities were inadequate. The survey also revealed that the students who had access to the internet were not using it effectively. The result of the study also indicated that the students

use it mainly for communication with friends and relatives more than for academic purposes. Jones, Johnson-Yale, Millermaier and Perez (2009) surveyed US college students use of the internet. The survey showed that although 93% reported having used computers (not just for internet use) for at least six years. It is for the respondents a technology that is as commonplace and unexceptional as the microwave or television. Three quarters (76%) own a computer, while mere three percent do not own a computer the survey also reported that half (50%) of the college students used e-mail the most while online, college students also reported much interested in blogging than the general US population of internet users .One-third(33 percent)of students reported keeping a blog compared to eight percent of US internet user, all the respondents were using the internet frequently because all facilities provided were connection to the internet. It was revealed that the researchers of the university were getting quality information through the internet. Fifty-five percent of the respondents searched for scientific information. In view of the above, the study sought to examine the use of internet by undergraduate students of faculty of engineering, UNN and ESUT both Universities are located at Enugu state Nigeria. The study includes only the undergraduate students of faculties of Engineering in UNN and Enugu state university of science and technology (ESUT) engaged in degree programmes.

Objectives of the Study

The main objective of the study is to investigate the level of usage of internet services by the undergraduates of faculties of Engineering, UNN and, ESU

The specific objectives are to:

- (1) determine the frequency of students' utilization of various internet locations on the campuses;
- (2) identify sources of internet skill acquisition for students;
- (3) determine various internet services utilized by the students;
- (4) determine reasons for use of internet by students;
- (5) determine benefits derived from internet by students;
- (6) determine the extent of satisfaction students obtain from their internet utilization;
- (7) determine students' view on possibility of replacement of library services with internet;
- (8) identify search engines use by students;
- (9) determine problems students' encounter with internet utilization.

Methodology

Area of Study: The study was carried out at the faculties of Engineering, University of Nigeria, Nsukka (UNN), and Enugu State University of Science and Technology (ESUT).

Design of the Study: The survey design was used to obtain appropriate data for the study.

Population of the Study: The population of the study consisted of all the Engineering students of the two

universities under study. The population consists of 1628 students of UNN and 5220 students from ESUT.

Distribution of Population: In the department of Agric and Bio-resources Engineering, 137 students were from UNN while 600 students were from ESUT respectively. In the department of Civil Engineering, 257 students were from UNN while 460 students were from ESUT. From the Department of Electrical Engineering 258 students were from UNN, while 750 were from ESUT. Similarly, from the Department of Electronic Engineering 475 students were from UNN, while none was from ESUT. In the department of Mechanical Engineering 377 students were from UNN, 620 students were from ESUT. From the department of Metrological and material Engineering there were 1144 students, out of these 124 were from UNN while 1020 were from ESUT. From Chemical Engineering Department, all the 470 students were from the ESUT. Finally, from Computer Engineering, 1628 students were from ESUT, while UNN has none. (Sources: University of Nigeria (UNN) 2011/2012 annual statistics Academic planning, Faculty of engineering, Enugu State University of Science and Technology Enugu (ESUT). Note: ESUT has a combined department of electrical and electronics).

Sample for the Study: All the Engineering departments under study were personally visited by the researchers to collect data from the respondents. In selecting the subjects for the study, 5 percent of the students were taken from each of the departments. The decision was in

agreement with Nwana's (2005) postulation that "if the population for a study is a few hundred, a 40 percent or more samples will do; if many hundred, a 20 percent sample will do and if several thousands, a 5 percent of fewer samples will do". A total sample of 342 was taken for the study. The sample of students was randomly selected from each department. 37 surveyors were selected from 7 Engineering departments in ESUT making it a total of 261, and for UNN, 14 respondents were sampled per department and this came to a total of 81, and the grand total for the two institutions was 342. Thus, 342 questionnaires were randomly distributed among engineering students of the two institutions. A total of 246 were usable, resulting in response rate of 71.9 percent.

Instrument for Data Collection: Questionnaires was used to collect data for the study. The respondents were in addition interviewed to fill in any possible gaps in their response. The preliminary list of the instrument was face validated by two experts in library and information science. These experts were requested to critically examine the instruments. All the items in the list were selected with some modification.

Data Collection and Analysis Techniques: A total of 326 copies of the instrument were distributed to the

respondents by hand. A total of 246 copies were returned. Data were analyzed using frequencies and percentage.

Results

The following findings were made

1. Utilization of internet locations by students: Many of the respondents (students) 85 (.34.5%) access the internet from the library, while 83 (34%) access it from their departments. Some of the respondents, 32 (13%) stated that they used the internet from their homes. It was also found that 46(19%) access the internet from other places such as cyber cafes.

2.Sources of internet skills: The majority of the respondents 48 (42%) reported that they learned how to use the internet from guidance, or friends, and colleagues, while 34 (29.5%) of the respondents acquired internet skills via correspondence courses. some of the respondent 106 (16.15%) of the respondents got internet skills by trials and error method. Only 28 (12.4%) of the respondents acquired the skill through programme and courses organized and taught by the university.

3.Various internet services utilized by students

Table 1: Percentage responses on the various internet services used by students

Services	Frequency (%)
E-mail	246 (100%)
World Wide Web	236 (95.9 %)
Search engine (Yahoo, Google etc	201 (81.7%)
Charting	163 (65.4%)
Bulletin Board Services (BBS)	54 (21.9%)
Indexes/ Abstracts	96 (39.2%)
Bibliographies	89 (36%)
Archive	60 (24.8%)
File Transfer Protocol (FTP)	34 (13.8%)

Data presented in Table 1 shows that one of the most important findings of this study has been the discovery of the most popular internet services with 246 (100%) chooses e-mail as the most popular services, it was followed by World wide web with 236 (95.9%), and also followed by search engine

with 201 (81.7%), next was charting, with 163 (65.4%). Others were indexes/abstracts 96 (39.2%), and bibliographies, 89 (36 %), Archive 60 (24.8%) and file transfer protocol, 34 (13.8%).

4. *Reasons for use of internet by students*

Table 2: Percentage Responses on reasons for use of internet services by students

Purpose	Frequency (%)
Research	156 (63.4%)
Checking of e-mail	196 (79%)
Online courses	23 (9.3%)
Entertainment	136 (55.2%)
Educational	193 (78.4%)
Class assignment	225 (91.4%)
Social networking	202(82.1%)

Table 2 shows that the majority of the respondents, 225 (i.e. 91.4%) used internet for class assignment. While 202 (82.1%) percent of them admitted that they used internet mainly for social networking, e- mails. Similarly the study indicated that a good number of the respondents, 193 (78.4%) also used it for educational

purposes and 156 (63.4%) used it for research, while136 (55.2%) agreed that they used it for entertainment. The least number of the respondents, 23 (9.3%) used the internet for online courses.

5. *Benefits of internet to students*

Table3:Percentage Responses on benefits of internet

Benefits	Frequency (%)
Collaborating with other students	206 (83.7%)
Assist in research and learning	226 (91.8%)
Collection of resources	196 (79.6%)
Entertainment	216 (87.8%)
Learning about new things	236 (95.9%)
Keep up to date on current issues	239 (97.1%)
Research update	241 (97.9%)
Socialization	233 (95.7%)

Table 3 shows, that 246 (100%) of the respondents indicated that internet are mostly beneficial for currency of information, equally, 246 (100%) indicated that internet is mostly beneficial because it can be accessed from different locations, similarly, 246 (100%) indicated that it is time saving, 241 (97.9) agree that it helps for research update, 239 (97.1%) keep up to date on current issues, on the other hand, 236, (95.9%) indicated that it is mostly used for learning new things, while 233 (94.7%) agree that it is used for socialization, while 226 (91.8%) showed that it is used to assist in research and learning, 206 (87.8%) indicated that it is mostly used for collaborating with other students. However 212 (86.2%) indicated that it is mostly beneficial for keeping in touch with friends However, only 196 (79.6%) indicated that it is mostly beneficial for collection of resources.

6. Extent of students Satisfaction with Internet Services:

The respondents provided variety of information on their level of satisfaction to internet services. 186 (75.6) of them are fully satisfied with internet services, while 39 (16.0%) are partially satisfied, 12 (5%) are not satisfied and only 12 (3.6%) indicated no comment.

7. Replacement of Library Services with Internet:

Finding shows that the majority of the respondents 231 (94%) were of the opinion that the internet will not replace library services, while only 15 (6%) agreed otherwise.

8. Search Engines Used by the Respondents:

Report indicates that Google.com and Yahoo.com are the most favorite search engines used by the respondents. This is confirmed by 246 (100%) and 215 (87.3%) of the respondents respectively.

Table 4: Problems of Internet Use by the Respondents Percentage response on problem encounter by internet use by students

Problems	Frequency (%)
Bandwidth problem	214 (86%)
irrelevant information	201 (82%)
Slow speed	246 (100%)
Intrusive advertising	176 (71.5%)

Copyright issues	196 (80%)
Privacy problem	161 (65.4%)
Information overload	199 (80.8%)

Despite its advantages and promises, internet services are being budged by numerous constraints. Table 4 exhibits that the respondent identified problems related to internet use as follows slow speed 246 (100%), availability of information 201 (82%). Bandwidth problem, 198 (86%), copyright issues, 198 (80%) information overload, 199 (80.8%) while the least numbers of respondents indicated privacy 161 (65.4%).

Discussion of Findings

The findings pertaining to the internet services utilization practices of undergraduate students in UNN and ESUT reveals clearly that internet services are embedded in the vast majority of students' lives. They use internet so frequently for their academic and communication activities. The study in table1 found the various internet services used by the respondents. They include among others e-mails, World Wide Web, search engines, Bulletin Board Services. To support this kaur and, Manhas (2008) found that among internet services, e-mail, Browsing the www, search engines are the major uses of the internet by students.

It is clear from the results in Table 2 that the majority of the respondents use internet on daily bases for various academics activities. This is also in line with the findings by Kaur and Manhas

(2008) when it noted that the internet provides a wealth of information on any subject field. Teachers and students are using the internet increasingly and it occupies an important place among various information sources.

Table 3 indicated that the information available on the internet is of much beneficial to students. The students have been able to keep themselves abreast with current information on every subject. No doubt the instant access and availability of the latest information online had led to increased dependency on internet. The internet revolution has given use more options and choices. The combination of internet with the traditional library services will benefit users in getting the right information at the right time.

Finally in Table 4, the study identified various barriers that affects internet use by the respondents. They include: slowness to access, alleviant information, and insufficient bandwidth. This is confirmed by Nigeria internet usage and telecommunication Report (2012) when it noted that Nigeria's internet sector has been hindered by the country's underdeveloped and unreliable fixed-line infrastructure among other.

Conclusion

The findings of the study indicated that students have become increasingly dependent on information resources from internet. Traditionally, the university via the library has provided an infrastructure and a range of tool to expose data and enable access to variety of recourse, the lack of an all-round appreciation of pedagogy by the university in supporting information access via the internet is seen as a critical limiting factor. Recent research indicated that university students in developing countries do not get fully explore or exploit the potentials that internet could bring to developing of one-self and new ways of learning. Internet provides a channel through which knowledge is shared and appropriate resources made at low cost. Ultimately, the investigators concluded that the lack of internet facilities particularly low bandwidth and epileptic power supply are the major obstacle to internet use in these institutions .Given these real challenges, it is important that a best practice method of providing internet facilities is made if the ultimate aim is to have students who could compete with others in developed world.

Recommendations

Based on the findings of this study it is recommended that.

1. Internet facilities provided in the universities should be extended to the residential areas and hostels

2. Bandwidth should be increased so as to cover more areas.
3. Internet use should be part of fresh student's orientation.
4. Computers for accessing internet should be made available at the library for students who could not afford one.

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Conditions that Influence Juvenile Delinquency among Secondary Schools in Ore and Akure, Ondo State

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Abstract

This study examined conditions that influence juvenile delinquency among secondary school pupils in Ore town and Juvenile Remand Home Akure, in Ondo state. It was a survey. Questionnaire was used for data collection. Data were analyzed using mean. The population consisted of the entire secondary schools in Ore and all the warders in the Juvenile Remand Home Akure. A sample 341 students and wardens drawn from population using purposive and random techniques. Findings reveal, among others, that the conditions in the Juvenile Remand Home are not conducive for the remanded children. Recommendations were made for the improvement of the Juvenile Remand Home.

Keywords: Juvenile; Delinquency; Home; Children; School.

Introduction

Delinquency is an act of putting up deviant behaviours. It includes behaviour that would be considered criminal if committed by adults, such as rubbery, street fighting, among others. It also includes acts that are not necessarily common in adults, such as truancy and running away from home. Tracia (2010) define delinquency as the act of committing those things

considered crimes by the state which covers anything from small crime, for instance a student who cut school repeatedly, to serious crime like felony, theft and murder. Delinquency could also be seen as neglect on the part of juveniles to conform to the accepted standards of behaviour in a given society (Lawn Order 2011).

The most common criterion employed in defining juvenile is chronological age. In Nigeria law, however, it refers to a person under the age of 18. Such a person may be dealt with under the special provisions of Children and Young Person's Law (CYPL) (Isabella, 2014). The age limit however, varies from country to country, and from state to state within a country. In Ondo State, the juvenile age limit is 18 years.

Juvenile delinquency is a broad term given to a juvenile who commits crime. Hagan and Foster (2002), explain juvenile delinquency as that behaviour on the part of any child which involves the inability to respect constituted authority and observe conventional or established laws of the society. Juvenile delinquency is thus the criminal act performed by juveniles or the youths. It is the legal term for criminal behaviour carried out by minors recognized for having problematic behaviours (Kahoy, 2009). Roberts (2013), noted that crime and delinquency are complex phenomena.

Several factors often combine to give rise to delinquent behavior in children. Such factors could be biological, psychological or social (Maas, Herrenkohl, & Sousa, 2008). Mike (2010) identified four primary risk factors that can identify young person's inclined to delinquent activities: the individual, family, mental health and substance abuse. Tracia (2010) added two others namely: society and peer pressure. Kahoy (2009), also observed that the community in which the children live

influence them in various ways. According to Hay, Fortson, Hollist, Altheimer and Schaible (2006), there exist multiple risks in children's backgrounds including deficits in family, school, peers, and neighbourhoods, all of which result in delinquency. Christopher (2010) reported statistically significant associations among the youth, family characteristics and child welfare agency measurements with later youth delinquency adjudication. American Psychiatric Association [APA](2004) also noted that several mental factors are also seen as contributing to juvenile delinquency, a common one is conduct disorder which is lack of empathy and disregard for societal norms.

A number of children engaging in delinquency, anti-social and aggressive behaviours may begin as early as pre-school or in the first few grades of elementary school. Childhood misconduct tends to be resistant to change, for example, the parent disciplining more harshly, often predicts continuing problems during adolescence, as well as adult criminality (Prochnow & Defronzo, 1997). The family is the foundation of any human society; children who are rejected by their parents who grow up in an inadequately supervised environment are at great risk of becoming delinquent (Flouri, Eirin & Anna, 2002). As recorded in "Law n Order" (2011), social and economic conditions outside the family may also contribute to juvenile delinquency. The difficulty of living in poverty in

slums or blighted areas may breed contempt for oneself and for others, peer also plays a significant role in the attitude put up by children. According to O'Donnell (2014), when children are older, friends play a more important role than they might have in the past children want to be accepted and want to belong to a group. That means the opinions and pressures of friends are important to them. Barkley, Salvy, Sanders, Dey, Von Carlowitz and Williamson (2014) observed that children exhibited 54% greater average accelerometer counts during the peer or friend play condition than during the solo play condition. According to Kerr, Zalk and Stattin (2011), peer influence on adolescent delinquency is well established.

Delinquency in a child affects the child, the family and the society at large. According to Loeber and Farrington (2001), between 1980 and 1996 the number of arrests has increased considerably for offenders ages 12 and under. This increase is a cost to society in two ways: the cost of the crime and the cost of multiple agencies involved with the children.

In curbing juvenile delinquency in the society, Immarigeon (1996), opined that justice can be better served and people steered up on the right path by involving families in juvenile crime cases and that communication plays big role in how the family functions. According to Roberts (2013), in earlier times, children were thrown into jails with adults, long prison terms and corporal punishment were common, and some children were even

sentenced to death for crimes. Reformers concerned about the harsh treatment of children urged the establishment of a separate court system for juveniles. The idea behind juvenile court was that children in trouble with the law should be helped rather than punished. According to Farrington (1989), harsh discipline at age eight and authoritarian parenting at age ten have been found to predict later violent crime convictions. In some case there are Juvenile Remand Homes for the children.

Juvenile remand home is an institution of rehabilitation for a delinquent child. Such facility takes in juvenile offenders, children in need of care and protection or children beyond parental control. Such a home exists in Akure the capital of Ondo State. The conditions in the Remand Home and the influences on the behaviour of the children remain questionable. A study conducted by the Nigeria office of the UN Children's Fund (UNICEF) found that remand homes, approved schools, borstals or prisons "are not equipped to serve their statutory functions". The result is that the stated objectives of rehabilitation and reform are defeated ("IRIN" 2014). The remand home in Akure has not been properly funded; majority of the facilities are not in good condition.

Purpose of the study

The major purpose of this study was to examine the causes of juvenile delinquency in Ore and Akure of Ondo State. Specifically, the study determined:

1. ways school conditions cause juvenile delinquency.
2. ways peers groups aid juvenile delinquency in a child.
3. ways conditions in the home aid juvenile delinquency.
4. ways Juvenile Remand Home influences delinquent children.

Research question

The following research questions were formulated to aid the study;

1. what are the ways school conditions cause juvenile delinquency?
2. what are the ways peers groups aid juvenile delinquency in a child?
3. what are the ways conditions in the home can aid juvenile delinquency?
4. what is the influence of juvenile remand home on delinquent children?

Methodology

Design and area of the study:

Descriptive survey research was used. The area of the study was Ore town and Akure. Ore town were chosen because the rate of crime is so high compared to every other town within the state at the time of the study. Juvenile Remand Home is a place where justice is done to delinquent children in Akure town.

Population of the study: The population was made up of all the secondary school students in Ore town. There are seven secondary schools. Two of the schools are government secondary schools and

the remaining five are private secondary schools. The total population of the students in both junior and secondary section of the schools, as at the time of this research, was 3,148. Ten wardens in the Remand Home also formed part of the population.

Sample and Sampling Technique:

Purposive and simple random technique were used to select three hundred and thirty one (331) students across all the schools, from both junior and senior sections. The ten wardens from Juvenile Remand Home Akure were selected. The sample size was 340 respondents, 331 students and 10 wardens from the Remand Home.

Instrument for data collection:

Questionnaire was used for data collection. The instrument consists of 23 items. It comprised of four-point scale. Three lecturers from Home Economics Department, Adeyemi College of Education ascertained the validation of the instrument. Test-retest method was used to administer fifteen (15) instruments on fifteen respondents; the reliability was calculated using Pearson product moment correlation. The coefficient of the analyzed data was 0.81.

Data collection and analysis technique:

A total number of 341 copies of the questionnaire were distributed with the help of two research assistants in which all were completed and retrieved, representing 100% recovery rate. The entire copies were properly filled. The data were analyzed using mean score to determine the respondents' agreement

with the items. The cut-off point was 2.50.

Findings of the study

Table 1: Mean responses on the ways school conditions influence juvenile delinquency in children.

S/N	School condition causes of Juvenile delinquency	Mean	Remark
1.	Insufficient classroom facilities.	3.00	Agreed
2.	Students' hanging around the school building while teaching and learning are going on.	2.73	Agreed
3.	Non proper discipline,	2.61	Agreed
4.	Improper management of classroom by teachers	2.34	Disagreed
5.	Not taking subjects that teaches moral (e.g. religious studies) seriously.	3.16	Agreed
6.	Teachers lack of concern about students' attendance in the classroom.	3.20	Agreed

Table 1 reveals that five of the items have a mean range of 2.16 - 3.20 and the remaining one has the mean of 2.34. This indicated that the respondents agreed with five items because their means were above the cut-off point of 2.50 and disagreed with one.

Table 2: Mean Responses on ways peer group aid juvenile delinquency in children.

S/N	Peer group influence causes of juvenile delinquency	Mean	Remark
1.	Hanging out in the night.	3.06	Agreed
2.	Tasting of hard drugs.	3.16	Disagreed
3.	Forming famous groups (cult groups)	3.12	Agreed
4.	Desire to put on latest clothing.	3.23	Agreed
5.	Desire to mingle with the opposite sex.	2.86	Agreed

Table 2 reveals that all the items have mean range of 2.86 - 3.23. This indicated that the respondents agreed with all the items because their means were above the cut-off point of 2.50.

Table 3: Mean Responses on ways home conditions cause juvenile delinquency.

S/N	Home condition causes of juvenile delinquency	Mean	Remark
1.	Unhealthy parent-children relationship.	3.50	Agreed
2.	Parents not financing the children's education.	3.17	Agreed
3.	Leaving children to fend for themselves	3.40	Disagreed
4.	Not giving children food at the appropriate time.	2.92	Agreed
5.	Inadequate monitoring of children's moral, academic and social life.	2.92	Agreed
6.	Lack of parent-children communication.	3.13	Agreed

Table 3 reveals that all the items have mean range of 2.92 – 3.50. This indicated that the respondents agreed with all the items because their means were above the cut-off point of 2.50.

Table 4: Mean Responses on Ways Juvenile Remand Home Influence Delinquent Children.

S/N	Warders' respond on the impact of juvenile remand home on children.	Mean	Remark
1.	Most likely to curbs delinquency in them.	3.00	Agreed
2.	Likelihood of being initiated by bad groups the older inmates	2.00	Agreed
3.	Good rehabilitation with good facilities.	2.00	Disagreed
4.	Too much punishment given.	2.00	Disagreed
5.	Feel abandoned	3.00	Agreed
6.	Conducive environment.	2.00	Disagreed

Table 4 reveals that three of the items have the means of 3.00 and the remaining three has the means of 2.00. This indicated that the respondents agreed with the three items having their means above the cut-off point of 2.50 and disagreed with the remaining three items.

Discussion of the findings

The findings of this study show that the respondents agreed with the following as part of the factors that causes juvenile delinquency in schools. Insufficient classroom facilities; Students' hanging around the school building while teaching and learning are going on; Teachers lack of concern about students' attendance in the classroom. These are in accordance with the report given in "Law n Order" (2011) that one of the ways to curb delinquency in a child is that the states make school attendance compulsory up to the age of 18 and that lack of discipline may also lead to

delinquent behaviour. The study was also able to add the improper management of classroom by teacher. Not taking subjects that teaches moral (e.g. religious studies) seriously. All these are in alliance with the idea of Robert (2013) that children should be taught both at home and in schools informed decision-making processes so as to guide against delinquency:

The identified factors that can aid juvenile delinquency among peer group are: Hanging out in the night; tasting of hard drugs; forming famous groups. According to Kahoy (2009), most of the time, felonious activities are usually done in a group setting, acquiring help from their own gangs or tribes. In the country, gangs would do illicit acts that would make their group famous. O'Donnell (2014) supported that, when children are older, friends play a more important role than they might have in the past, children wants to be accepted and wants to belong to a group. Desire to

put on clothing in vogue; to mingle with the opposite sex. As recorded in "Law n Order" (2011), social and economic conditions outside the family may also contribute to juvenile delinquency. Barkley *et al* (2014) observed that, Children exhibited 54% greater average accelerometer counts during the friend condition than during the solo play condition. According to Kerr *et al* (2011), peer influence on adolescent delinquency is well established. O'Donnell (2014) also supported that, the opinions and pressures of friends are important to children.

In homes, the various identified factor that can aid delinquency in children are: Unhealthy parent-children relationship."Law n Order" (2011) recorded that many delinquents come from broken homes or from homes where the adults do not show sufficient love for each other or for their children; Kahn(1957), It is only through the love and approval of the significant adults in a child's life that he is able to give up his primitive behaviour for that which meets the demands of social living. Other identified factors are: Parents not financing the children's education; Inadequate monitoring of children's moral, academic and social life; and leaving children to fend for themselves. According to Flouri et al (2002), children who are rejected by their parents who grow up in an inadequately supervised environment are at great risk of becoming delinquent: Robert(2013) noted that lack of parental supervision is thought

to be an influence on juvenile crime rates. The study also identified that, not giving children food at the appropriate time can aid delinquency in a child. Kahoy(2009) observed that, records dating back to 1990 collected by the Quezon City government reveal expose that poverty is the common origin of a great majority of children in jail. Lastly, inadequate parent-children communication is also an identified factor. Immarigeon (1996), is of the view that justice can be better served and people steered up on the right path by involving families in juvenile crime cases that communication plays big role in how the family functions

The study observed the following as the influence of the juvenile remand homes on delinquent children: Most likely to curbs delinquency in them. According to Robert (2013) the idea behind the establishment of juvenile court and juvenile remand home was for the child to be helped rather than punished. The study disagreed with the likelihood of the younger children being initiated by the older children. The study also disagreed that the juvenile remand home has good rehabilitation with good facilities; disagreed that the environment is conducive for the children; and agreed that the children feel abandoned even though there was no much punishment given to them. "IRIN" (2014), noted that in a study conducted by the Nigeria office of the United Nation Children's Fund (UNICEF) that remand homes, approved schools, borstals or prisons "are not equipped to serve their statutory functions".

Isabella (2014), concluded in a research that welfare and best interests of young offenders are not adequately preserved and protected.

Conclusion

The future of the society depends on what the children of today have in stock and this in turn depends on what the adults are able to build in the children. It is evidence in this research that most home have not being standing up to their responsibility in showing love and adequate care for the children. The juvenile remand home as an alternative to help the abandoned children has also failed in its objective.

Delinquency in juvenile is almost becoming a global issue; it is therefore the duty of every parent to stand up to their responsibilities in giving adequate care, love good communication and provision of needs to their children, since the family is the foundation of any human society. Schools should also inculcate the appropriate discipline to wayward children "A built child, they say, is better than a repaired adult".

To think that delinquency in a child is not bigger than political, economical and health issues presently ravaging the country, and that they mere disorientated youth, is actually unfair. A youth, for the sake of living a kind of life style that will make him feel belong among his peer group will join a gang and do some costly things in the society, whose effect will not be reversible. It is therefore important to keep in mind, and constantly check on

a child who is most likely to exhibit in childhood, precursors of the conditions that are likely to be displayed through conduct disorder such as unnecessary rude to elders, disregard for society norm and family value, among other things, before it eventually get out of hand.

Recommendations

The research work therefore made the following recommendations for effective curbing of delinquency in a child:

- 1) Parents should do everything possible to bridge whatever communication gap that must have being existing between them and their children, so as to be able to make early detection of any rebellion in their children.
- 2) Every adult should see the training of all children as the duty of everyone, because the society will sure reap from the outcome of a child's attitudes, either good or otherwise.
- 3) The government should also help to put the Juvenile remind homes in the appropriate conditions so that the abandoned children will have second chance for any of their misdeed such as providing appropriate materials and facilities.
- 4) The government should provide facilities that will enhance good teaching and learning for schools and appropriate discipline should not be replaced with another thing by school authorities.

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Workshop Based Process Skills Test in Metal Grinding for Students in Technical Colleges

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Abstract

The study focused on the development and validation of Workshop-Based Process Skills Tests (WBPST) for students in metal grinding trade in technical colleges. It adopted instrumentation design and was carried out in Nasarawa State. The population of the study was 25 National Technical Certificate (NTC) III students. Eighty-nine workshop-based process skill items were generated, validated and utilized to develop workshop-based process skill tests. The test was used in assessing the students in Government Technical College, Assakio. The data collected were analyzed using Cronbach Alpha, Kendall coefficient of concordance and Scheffe test. The reliability of the WBPST revealed coefficient of 0.76. It was found out that there were significant differences in the mean scores of three ability groups (high, average and low) of the students at 0.05 level of significance. The inter-rater reliability coefficient of the WBPST was 0.57. It was recommended that examination bodies, National Business and Technical Examination Board (NABTEB) and West African Examination Council (WAEC) should integrate the workshop -based process skill test items in their examination process for certification of NTC students.

Key words: Development, Validation, Process, Assessment, Skill, Metal, Grinding

Introduction

Metal grinding is one of the job areas in mechanical engineering craft programme in technical colleges in Nigeria. Students undergoing the programme are examined by the National Business and Technical Examination Board (NABTEB) for the award of National Technical Certificate(NTC). The main objective of metal grinding module is to

produce competent craftsmen who will be able to produce spare parts to specifications and carry out daily maintenance of tools and equipment. The National Board for Technical Education(NBTE) (2003) curriculum specified the objectives of metal module for NTC students and emphasized that when the module is successfully completed it can be used for employment purposes. Okoro

(2012) defined grinding as a machining process which remove metal from work piece either with a revolving abrasive (grinding wheel), a moving abrasive belt, a disc or some other form. To grind means to abrade to wear away by friction or to sharpen. Metal grinding is then a module of study involving operations such as reshaping cutting tools, snagging the rough spots from castings, polishing, wheel mounting, and grinding to produce and repair valuable metal articles.

The objectives of metal grinding in NBTE (2003) is meant to achieve adequate development in skills which can make the recipient employable. To achieve this goal at the NTC level, learners need to be well assessed. Hersbatch (2010) observed that the product evaluation used by NABTEB only helps to determine students' achievement of metal grinding objectives in cognitive domain. Ogbu (2011) noted that there are negligible observable results in achievement of psychomotor objectives. Williams (2012) stated that metal grinding practical examination conducted by NABTEB and teachers are mere product rating and not process rating of students. Similarly, Bukar (2010) explained that the assessment of manipulative activities as acquired by the students in the production processes need to be ascertained through workshop-based process skill test. In Zhang and Lam (2013), workshop-based process skill test connote the presentation of step-by-step practical activities to be

responded to by the learners in a typical workshop setting. In this study, workshop-based process skill test is an instrument for determining the extent to which students can demonstrate the practical competencies in metal grinding using process rating scale while the examiner observes the student perform the step by step operations involved. For effective assessment, the workshop-based process skill test should be valid and reliable.

Validity of a measuring instrument in Garba (2010) is the property that ensures that the instrument measures what it is supposed to measure. The validity of workshop based process skill test is then the extent to which the student intended practical competencies outlined in the NTC curriculum are covered by the test items. A valid test should also be reliable.

Reliability in Kaide (2013) is the ability of an instrument to measure consistently the phenomenon it is designed to measure. It is the consistency with which an instrument measure whatever it measures. The use of valid and reliable WBPST for assessing NTC Students in metal grinding will ensure that students are taught the proper way of performing tasks according to their ability level

In technical colleges in Nasarawa State, NABTEB is accorded the responsibility of assessing the performance of students in metal grinding trade. The examining body has been using product evaluation technique in the form of marking

scheme checklist. This is done at the expense of judging the production process of students through WBPST. Experience in technical colleges show that NABTEB sends her practical examination question papers to schools two weeks ahead of examination date. Students are left on their own to produce products in the workshop without their teachers' intervention. On the examination day, one examiner is sent to each college to rate finished products and marks are awarded based on mere looking and checking the end results of students' activities. Students can get assistance from outside to produce products presented for final assessment. This assessment practice is considered subjective and prone to abuse by both students and the raters. The practice of the examining body, has given room to product evaluation without students process skill development. Most metal grinding graduates lack skills and yet have good grades in their results. Ombugus (2013) observed that the objectives of metal grinding cannot be achieved with product evaluation. Evidence in the field revealed that graduates of metal grinding trade cannot practice on their own or get sustainable employment. The students' skills cannot be guarantee with the present NABTEB mode of assessment, hence the need to try out an alternative method.

Purpose of the study

The major purpose of the study was to develop and validate workshop-based process skill test items in metal

grinding for assessing students in technical colleges in Nasarawa State. Specifically the study:

1. Identified Workshop Based Process Skill Test items in metal grinding at NTC III level.
2. Validated Workshop Based Process Skill Test items in metal grinding at the NTC III level.
3. Established the reliability of the developed Workshop Based Process Skill Test in metal grinding at NTC III level.

Hypothesis H₀: There is no significant difference in the mean ratings of students on the workshop-based process skill test in metal grinding based on their ability levels (High, Average and Low).

Methodology

Design of the study: The study utilized instrumentation research design, which deals with the process of developing an instrument for assessing the performance of students or obtaining data for making decisions.

Area of the study: This study was carried out in Nasarawa state and covered the four technical colleges in the state.

Population for the study: The population for the study was 25 NTC III students in government technical college Assakio, comprised of three ability groups (High, Average, and Low). The population consisted of 21 males and 4 females within the age range of 11 and 18years. There was no sampling because the population was manageable.

Instrument for the study: The workshop based process skill test that consisted of 12 tasks and 89 process skill items was developed as the instrument for the study. The following steps were involved in the development of the instrument: Identification of the tasks in the metal grinding curriculum, Identification of parameters that were used to develop the workshop based process skill test, Preparation of table of specification and Construction of workshop based process skill test items. The tasks and skill items developed are shown in Tables 1 – 3.

Validation of Instrument: To determine important process skills for inclusion into the final test instrument, the following validations were carried out – Factor analysis using 0.40 as factor loading at 10% over lapping variance Ashley, Boyale and Haile, (2010). In the results, 89 skill items with factor loading of 0.40 and above were selected for the study. A table of specification was developed based on the curriculum content given due consideration to the six levels of Simpson's (1972) level of psychomotor domain. This helped in ensuring that the 89 process skill items were adequately distributed across the levels of the domain.

The table of specification, the draft workshop-based process skill test and the curriculum of mechanical engineering craft at NTC level were validated by three experts in the department of Vocational Teacher Education (VTE) and two in Measurement and Evaluation unit,

department of Science Education, all in University of Nigeria, Nsukka. The experts reviewed the appropriateness of the face validity of items in measuring students' process skills. Their corrections and suggestions were utilized in improving the test.

Reliability of Instrument: The internal consistency of the metal grinding process skills items were determined using Cronbach alpha method to analyze test scores of the 25 NTC III students who were used for the field testing of the test. The result revealed reliability coefficient of 0.71. Based on the suggestion of Balogun and Mustapha (2012), every fifth out of the 25 students were systematically selected and rated by five teachers. Their rating scores were analyzed using Kendall coefficient of Concordance (Tau). The results revealed that the Kendall correlation coefficient between raters one and two is 0.71; two and three is 0.81; three and four is 0.60 and four and five is 0.80. Each of these scores represents the degree of relationship or association between the ratings of the 4- paired raters on level of performance among the 25 students of metal grinding trade. Sensiter (1996) in Okeme (2011) stated that tests with reliability coefficient of 0.70 and above are considered sufficiently reliable to be of practical use. This means that the WBPST in metal grinding is reliable.

Data Collection and Analysis: The workshop-based process skill test was trial-tested in government technical college, Assakio. Data were collected during students practical activities.

Cronbach alpha method was utilized to establish the internal consistency of the questionnaire items. The result revealed reliability coefficient of 0.71.

Development of WBPST: The findings revealed that teachers and technicians of metal grinding trade were used to develop WBPST for the study. The developed WBPST was built on a five-point scale namely: Very Low (VL); Low (L); Moderately High (MH); High (H) and Very High (VH). These levels of responses were weighted as 1, 2, 3, 4, and 5 respectively.

Assessment of students: The workshop-based process skill test was administered on the students of metal grinding using raters to determine the extent of skills they possessed. Factorial analysis was used to determine WBPST items. Simpson

(1972) psychomotor domain levels and experts' comments were utilized to establish validity of WBPST. Reliability of WBPST was established using Cronbach alpha coefficient, while ANOVA was employed to test the hypothesis at 0.05 level of probability.

Results of the study: The results of the study are presented according to headings that correspond to the purposes of the study and the hypothesis tested:

1. Workshop-based process skill test items for assessing students' skills in metal grinding at NTC level

Twelve tasks with their 89 corresponding process skill items were found suitable for inclusion in the workshop-based process skill test. See tables 1 – 3.

Table 1:Factor analysis result on process skill items in Mounting grinding wheel on machine spindle, Grinding metal object with surface grinder, Sharpening a cutting tool with a grinding wheel and Dressing and truing grinding wheel.

S/N	WBPST Items	Factor loading	Remark
1	Testing wheel for damage/crack	.687	Important
2	Selecting washers or blotters	.806	"
3	Checking lead bush for burrs and fit	.643	"
4	Pushing wheel on spindle	.472	"
5	Tightening flange nut	.806	"
6	Test-running wheel without load	.744	"
7	Test-running with load *	.341	Not Important
8	Cleaning work-piece	.512	Important
9	Wiping magnetic chuck with clean cloth	.759	"
10	Greasing magnetic chuck *	.285	Not Important
11	Centering work piece on the chuck	.560	Important
12	Adjusting the table reverse dogs	.633	"
13	Turning on the coolant valve	.486	"
14	Adjusting the rate of table feed	.686	"

15	Turning on the power	.449	"
16	Hand feeding the table in until work piece is under grinding wheel	.693	"
17	Adjusting grinding wheel down until it is near the work piece	.679	"
18	Turning on the power table feed	.433	"
19	Turning the cross-feed out one fourth the width of the grinding	.542	"
20	Wheel Grinding the entire work piece surface	.696	"
21	Checking the condition of the tool	.605	"
22	Hand-running the grinding wheel	.529	Important
23	Removing burrs or dirt from work piece	.434	"
24	Turning on power	.773	"
25	Holding the tool and pressing against wheel at correct angle	.722	"
26	Dipping the tool in water regularly	.582	"
27	Grinding to required angle	.605	"
28	Checking the condition of the wheel	.743	"
29	Rising with oil *	.285	Not Important
30	Selecting wheel dresser	.636	Important
31	Wearing safety goggles	.892	"
32	Turning on power	.647	"
33	Holding dresser on tool rest	.734	"
34	Feeding the dresser across the wheel until it is true	.778	"

The data in Table 1 revealed that three skill items could not load and were not important.

Table 2: Factor analysis result on process skill items in maintaining grinding machine, hand polishing a metal article, sharpening centre punch on bench grinder and sharpening in screw driver in bench grinder.

S/N	WBPST Items	Factor loading	Remark
1	Checking the condition of the machine	.427	"
2	Taking measurement *	.331	Not Important
3	Cleaning oil, chips and other dirts	.598	Important
4	Topping oil level	.631	"
5	Greasing mating parts	.648	"
6	Adjusting slides	.835	"
7	Cutting a strip of abrasive cloth from a roll or sheet	.696	"
8	Wrapping it round a stick or file	.670	"
9	Applying a few drops of oil to the metal surface	.717	"
10	Rubbing the cloth back and as if you were sanding. Do not rock the tool, keep it flat.	.458	"
11	Removing all scratches to make abrasive grains	.757	"

	float in oil on the surface		
12	Reversing the cloth, exposing the back. Rubbing back and forth to get a high polish.	.572	"
13	Checking the condition of the punch	.614	"
14	Test running the grinding wheel with hand	.688	"
15	Turning on power	.555	"
16	Holding punch to the wheel at the correct angle	.863	"
17	Pressing the punch against the grinding wheel	.654	"
18	Swinging the punch from side to side by pivoting it over the tool rest	.421	"
19	Ensuring correct angle of the punch	.849	"
20	Dipping the punch in water regularly	.769	"
21	Checking the correct point angle of the punch	.633	"
22	Checking the condition of the screw driver	.611	Important
23	Test running the grinding wheel with hand	.471	"
24	Filing either side of the point to remove dirt	.486	"
25	Turning power of the grinding machine	.509	"
26	Grinding each side of the point a little at a time	.691	"
27	Grinding the tip square	.516	"
28	Dipping the tool in water often to keep it cool	.797	"

In Table 2, the result shows that one skill item has less than 0.40 factor loading and as such was not important.

Table 3: Factor analysis result on process skill items in sharpening cold chisel on pedestal grinder, sharpening a twist drill on pedestal grinder, polishing metal article with compound wheel and polishing a metal article with coated abrasive.

S/N	WBPST Items	Factor loading	Remark
1	Selecting the chisel *	.293	Not Important
2	Checking the condition of the chisel	.491	Important
3	Hand running the grinding wheel	.663	"
4	Removing burrs from cutting edge with file	.508	"
5	Switching on the grinding machine	.422	"
6	Controlling chisel movement	.821	"
7	Holding one side of cutting edge against the face of the wheel and moving it back and forth in an arc	.697	"
8	Grinding the second side to form a sharp edge	.694	"
9	Cooling the chisel at interval of grinding	.426	"
10	Checking the condition of the twist drill	.496	"
11	Switching on the grinding machine	.599	"
12	Grasping the drill near the point in your right hand, with your left hand holding the shank	.824	"

13	Holding the lip of the drill at an angle of 59 degree to the grinding wheel	.864	"
14	Turning the drill in a clockwise direction, at the same swinging the shank down in an arc of 12-15 degrees	.699	"
15	Grinding a little off each cutting edge	.773	"
16	Dipping the drill coolant at intervals	.604	"
17	Checking with a drill-grinding gauge for current cutting edges length and angles	.457	"
18	Listing out materials for polishing	.497	"
19	Selecting the type of article to be polished	.411	Important
20	Attaching a clean, soft cloth wheel to the head of the polishing machine	.518	"
21	Selecting a stick of greaseless polishing compound	.623	"
22	Turning on the machine	.639	"
23	Holding the abrasive stick against the turning wheel until the face is coated	.890	"
24	Holding the work piece firmly in your hands,	.642	"
25	Moving it back and forth across the wheel until the scratches have been removed	.792	"
26	Selecting the type of article	.788	"
27	Stating the conditions of the metal article	.747	"
28	Fixing the abrasive belt around two or three pulleys	.511	"
29	Turning on power	.643	"
30	Holding the work against the belt in the areas between the pulleys	.483	"
31	Moving the work piece back and forth	.570	"
32	Applying even pressure for a good polish	.441	"

The data in Table 3 reveals that one skill item could not load and was not important.

From the results above, it was found out that the twelve tasks with their 89 corresponding skill items were important in assessing students' skills in metal grinding operation in technical colleges.

II. Validity of the developed workshop-based process skill tests for assessing students' skills in metal grinding at NTC level

The validity of an instrument in Odu (2012) is the degree to which a test measures what it is designed to measure. An instrument with high validity will measure accurately the particular qualities it is supposed to measure. The validity of WBPST is then, the extent to which the students

intended practical competencies outlined in the curriculum are covered by test. In this study, the table of specification constructed based on Simpson (1972) levels of psychomotor domain showed that 6 levels were adequately covered and satisfactory comments were made by experts on the test. On the whole as shown in Tables 1-3 above, there were 12 tasks with their 89 corresponding process

skill items in metal grinding in the study.

III. Reliability of the developed workshop-based process skill tests for assessing students' skills in metal grinding at NTC level

The result of the internal consistency of the workshop-based process skill test items are given in Table 4 below.

Table 4: Reliability estimate (Cronbach alpha) for items in metal grinding operation of WBPST

S/N	Task	Cronbach alpha	No. of items	Remark
1	Mounting wheel in machine spindle	0.66	6	Very high
2	Grinding metal object with surface grinder	0.74	12	"
3	Sharpening a cutting tool with a grinding wheel	0.76	7	"
4	Dressing and truing grinding wheel	0.65	6	"
5	Maintaining grinding machine	0.76	6	"
6	Hand polishing of a metal article	0.82	6	"
7	Sharpening centre punch on the bench grinder	0.81	8	"
8	Sharpening a screw driver on bench grinder	0.74	7	"
9	Sharpening cold chisel on pedestal grinder	0.63	7	"
10	Sharpening a twist drill on pedestal grinder	0.71	8	"
11	Polishing metal article with compound wheel	0.74	6	"
12	Polishing a metal article with coated abrasive	0.74	6	"

Table 4 reveals that each of the 12 grinding tasks had a high reliability coefficient ranging from 0.63 to 0.82. Also the reliability coefficient of the entire test was computed to be 0.71 which indicated that the assessment instrument was a refined test in consonance with the recommendation of Uzoagulu (2011) who stated that acceptable reliability of test use in education is generally in the range of

0.50 – 0.95. Therefore given the reliability coefficients of the various grinding tasks would be in the affirmative. Thus, the items in WBPST were reliable and considered for assessing metal grinding students' skills in technical colleges.

H₀: The summary result of analyzed data for the hypothesis is presented in Table 5.

Table 5: Summary of Analysis of variance on the mean ratings of students on workshop-based process skill test on grinding operation based on their ability levels.

	Sum of Squares	DF	Mean of Squares	F	Sig. (P-Value)
Between groups	1.4502	2	0.70744	1.05098	0.4982
Within groups	15.43938	22	0.70176		
Total	16.8544	24			

P - Critical = 0.05.

Table 5 reveals the mean ratings of teachers on students' performance on skill items in metal grinding. The analysis indicated that there was significant difference in the mean scores of the three groups of students at 0.05 level of significance, df 2 and 22. In all the 89 skill items (except items 051 and 052), the P - value calculated were significant at 0.20 which is greater than 0.05 probability level. This means that the null hypothesis of no significant difference was accepted in all the WBPST items but rejected for items 051 and 052.

Discussion of the Findings

The findings that 43 items with high factor loading were found suitable for inclusion in the workshop-based process skill test was supported by the conclusions of Jimoh(2010), Williams (2011) and Ugbalu(2012). In their various studies, the authors concluded that test items that have high factor loading and satisfy other psychometric properties are important for selection. In this study, item 31 in task 4 had the highest factor loading of 0.892 probably because of the

importance of safety in metal working. Miller (2011) and Ombugus(2013) observed that safety is a vital skill in metal industries. The authors added that metal grinders skillful in safety precautions produce accurate and better articles. Three out of 46 process skill items had factor loading below 0.40 and so needed exclusion. Eighty nine process skill items had factor loading ranging from 0.411 to 0.892 portraying them with their corresponding 12 tasks as suitable and were used to develop the WBPST.

The content validity of the workshop-based process skill test was ascertained by critical analysis of each item by specialists in industrial technical section of vocational and teacher education, and measurement and evaluation unit, University of Nigeria, Nsukka. As pointed out by Okeme(2011) and Zhang & Lam(2013) that the content validity of psychomotor learning activities could be pursued by submitting the list of skill items drawn up for use to experts for review so as to yield compromise or consensual agreement on the importance of the items and such was

the case in this study. The draft test was further content validated for representativeness by building a detailed and comprehensive table of specification based on six levels of Simpson's(1972) model of psychomotor domain. This result was in agreement with the assertion by Odu(2010), Ogbu(2011) and Okoro(2012) that the fairer the degree of distribution of test items ,the better representation of the behavioral domain and the higher the content validity of the test.

Eighty nine skill items in metal grinding had reliability coefficient of 0.71. This indicated that all the items were reliable in the six levels of Simpson's taxonomy tested. These results are in agreement with the findings of Cohen, Manion and Morrison (2011) in a study on development and validation of metalwork process evaluation scheme, where it was found out that the instrument had good reliability with Cronbach alpha coefficient of 0.83. The findings also agree with the findings of Ashley, Boyale & Haile (2010) in a study on development and validation of Racquet Ball Skills Test for Adult Beginners in Cleveland where the test had a high reliability of Cronbach coefficient of 0.68. The findings of this study on reliability is in consonance with the findings of Jimoh(2010) in a study on development and validation of objective test items in physics for class nine in Rawalpindi city, Pakistan, where it was found out that the test had a reliability coefficient of 0.75.

The study further found out that there were significant differences in the mean performances of the three groups of students (high, average and low) on the workshop-based process skill test in metal grinding. Hence, the null hypothesis of no significant difference was rejected. This finding of the study is in agreement with the findings of Bukar (2012) in his study on development of an Instrument for evaluating practical projects in electronics in Kaduna polytechnics, Nigeria. The study found out that there were significant differences in the mean scores of high and low abilities but no significant difference in the mean scores of high and average abilities. The findings of the above authors gave credence to the findings of this study.

Conclusion

The developed workshop-based process skill test has provided a readily available process assessment instrument of high quality for the realization of skill development in students of metal grinding in technical colleges. Test developers, NABTEB, teachers and students would benefit from the study in terms of test preparations, certification processes, teaching and learning of metal grinding at the NTC level. The implementation of the developed test would no doubt remove the inconsistencies associated with assessment of skills in metal grinding. If the WBPST is implemented, there will be assurance of skill acquisition

which would enhance the possibility of employment after graduation.

Recommendations

In view of the findings and discussions, the following recommendations were made:

- The external examination bodies (NABTEB and WAEC) should integrate WBPST items in their examination for certification of the students.
- Seminars and workshops should be organized for teachers on process skill assessment.
- Evaluators in technical education should use WBPST to study their curricular, structure their contents into relevant tasks and develop similar tests in their respective subject areas.

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Factors Influencing the Clothing Selection and Wearing Practices of Youths in Tertiary Institutions of Abia State

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Abstract

The study determined the factors that influence the clothing selection and wearing practices of youths in tertiary institutions of Abia State. The study adopted a survey research design. Mean and t-test were used to analyze the data collected. Taro Yamen formular was used to select 396 respondents for the study. Questionnaire and the focus group discussion were used for data collection. It was revealed the various factors affected the clothing selection and wearing practices of youths in higher institutions. It was recommended that Universities should have dressing code for students. National Orientation Agency should organize seminars and workshops for the youths.

Key Words: Factors, Clothing, Selection, Wearing, Practices, Indecent, Dressing.

Introduction

Clothing, according to Anyakoha (2011), is any article placed on the body to protect, beautify or adorn it. Clothing includes dresses, shoes, jewelries, hair-do and make-up. It is used for satisfaction of human needs and desires. It is worn among all people for six common reasons; protection, appearance, modesty, role identity, attraction, social status and traditional identity. According to Ozogwu and Anyakoha (2005), the clothing worn by an individual gives various forms of impression, about the individual's personality traits, lifestyles, values, interests, emotional

stability, social, economical, mental and educational status.

Clothing, is also an important factor in the interpretation of body image which in turn affects the responses of the beholder. Onoyima (2005) stated that what is worn may give an impression of inner self, identity and thereby constitutes a form of identity. Esiowu and Igbo (2008), stated that clothing power should not be underestimated and that it is something people use to realize and validate themselves as they communicates their thoughts, values, attitudes or feelings to others and receive responses from others both

verbally and non-verbally. The clothing one chooses to wear also tells others whether the wearer is conservative or not, out-going or reserved, casual or organized, confident or unsure. The most important consideration of dressing mode should be what makes one comfortable and gives the wearer confidence. A good fit allows the joyous senses of motion and freedom, giving both comfort and grace (Salami and Uko-Aviomoh, 2004). Thus a well fitted garment can give a feeling of self-confidence.

Clothing is also a means of communicating with others about oneself because each time a person puts on an article of clothing, the person does more than simply get dressed. The wearer is telling something about; who he/she is, where he/she belongs, values, family background, cultural heritage, moral standard, personality among others. Consequently clothing also makes some impressions on people around; that is, the beholders. It can even cause them to react to the wearer in certain ways that could be offensive. Clothing that exposes such parts of the body as breasts, give poor impression of the wearer. Also wearing certain styles and colours of clothes that are associated with a cult group, could lead to wrong impression or identity of a wearer (Anyakoha, 2011). Furthermore, the controlling principle of the mode of dressing is pride and vanity with major determinant factors being the spirit of the age, the urge to satisfy personal ego, the pride of life

and the lust of the eyes and lust of the flesh (Isibor, 2001).

Four major theories have been used to explain the reason behind individuals clothing choices and decisions. According to Marshall, Jackson, Stanley Kefgan and Tochie-Specht (2000), such theories include modesty, immodesty, protection and adornment theories. Modesty theory is opposed to wearing of too gorgeous clothes. Immodesty theory states that clothing is not used to cover nakedness but to attract attention, while protection theory views physical protection and psychological protection as major reasons for wearing clothes. Adornment theory stresses that clothing is worn for beauty. These theories recognize the importance of clothing as a symbol that communicates information in human interaction. It also helps in the establishment of self identity and in the identification of others. The clothes worn by youths often send the wrong messages or impressions about them.

Presently, clothing selection and wearing among students in tertiary institutions in Abia State are determined largely by peer and mass media, including home videos.

The youths are predisposed to various forms of clothing norms and practices. Some youths according to Ozougwu and Anyakoha (2005) ignorantly copy and wear such indecent, reckless, seductive, scandalous and sexually provocative clothing meant for commercial sex workers. Andrew (2003) stated that

the pattern of clothing of youths is different, it makes them to look so dirty and very unattractive with unkempt backs and dirty jeans that have patches of holes deliberately created around the knees and the lower part of the trousers allowed to flow on the ground because they go through their heels into their legs as socks. Eziechi (2006) observed that trousers are lowered and fastened tightly at the middle of the two bottom lobes. These are not only revealing, they cause youths to walk awkwardly. Clothing practices of youths give rise to various social problems, including rape, prostitution, male lecturers being enticed, use of females for ritual purposes, and other ancillary social and moral problems like cultism, among others (Olaoye, 2005). It is therefore necessary that some research attention be given to clothing practices of the youths.

Purpose of the Study

The main purpose of the study was to determine the factors that influence the clothing selection and wearing practices of youths in tertiary institutions in Abia State. Specifically, the study determined ways:

- 1) home video and internet influence the clothing selection and wearing practices of youths in federal tertiary institution in Abia state
- 2) peer group influence the clothing selection and wearing practices of youth in federal tertiary institution
- 3) school environment influence the clothing selection and wearing

practices of youths in federal tertiary institution in Abia State

- 4) families influence the clothing selection and wearing practices of youths in federal tertiary institution in Abia state institutions in Abia State.

Research Question

- 1) What are the ways home videos and internet influence the clothing selection and wearing practices of youths in Tertiary Institutions of Abia State?
- 2) What ways do peer group influence the youths clothing selection and wearing practices in Tertiary Institution of Abia State?
- 3) What ways do school environment influence the clothing selection and wearing practices of youths in tertiary Institutions of Abia State?
- 4) What ways do families influence the clothing selection and wearing practices of youths in tertiary institutions of Abia State?

Hypothesis (HQ₁): There is no significant difference between the mean opinions of female and male youths on the factors that affect the clothing selection and wearing practices of youths in tertiary institutions of Abia State.

Methodology

The study adopted a survey researched design. The area of the study was Abia State. The study focused on the tertiary institutions of Abia State. There are four tertiary institutions in the area comprising of

one Federal University and three state institutions.

Population of the Study: The population of the study was made up of all the youths in the Tertiary Institutions of Abia State. The population of the youths in these institutions were Michael Okpara University of Agriculture, Umudike. 15700, Abia State University Uturu, 25000, Abia State Polytechnic 3300 and College of Education Technical Arochukwu 2000. According to Academic Records available from these Institutions students affairs unit, (2014).

Sample for the Study: Systematic sampling technique was used to select Michael Okpara university of Agriculture because it is a federal university Tare, Yamen formular for finite population was used to selected 396 final year students of college of applied food science and tourism for the student.

Instrument for Data Collection: The instrument for data collection was a focus group discussion (FGD) and questionnaire developed from an extensive literature review. The instrument was face validated by three experts in the Department of Home Economics/Hotel Management and Tourism, Michael Okpara University of agriculture, Umudike, Internal consistency of the instrument was established using Cronbach Alpha, which yielded the reliability co-efficient of 0.87. Mean and T-test were used to analyze the research questions, normally values were assigned to

different scaling items of the questionnaire and corresponding mean scores were interpreted using real limits of number based on the grand mean. Any item that had a mean score 3.00 and above were interpreted as agreed while any score below 3.00 was regarded as disagreed.

Techniques for Data Collection and Analysis: Data were collected in two phases, focused group discussion session (FGD) was conducted with 30 youths to get the preliminary information on the factors that affect clothing selection and wearing practices. Secondly, 366 copies of the instruments were administered by hand to the youths with the help of trained research assistants. All the copies of the questionnaire were properly completed and returned, giving a 100 percent return. Mean and t-test were used for data analysis while hypothesis was tested at 0.05 level of significance.

Findings

The following findings were made.

- Nine ways home videos and internet influence youths clothing selection and wearing
- 10 ways peer group influence youths clothing selection and wearing practices.
- 11 ways school environment influence youths clothing selection and wearing practices.
- Nine ways families influence youths clothing selection and wearing practices.

Table 1: What are the ways home videos and internet influence clothing selection and wearing practices of youths?

S/No	Item	\bar{x}_1	\bar{x}_2	t-test	Remarks
1	Youth mostly depend on home video and internet for information and entertainment.	4.06	3.90	0.84	Agreed
2	Youths get their fashion from home video and internet.	4.15	4.00	1.21	Agreed
3	Youths emulate celebrities seen in home videos for their dressing	4.45	4.42	0.6	Agreed
4	Youths use the celebrities as models for their clothing selection and wearing.	4.00	3.99	0.56	Agreed
5	Youths get styles in vogue from home video and internet.	3.80	3.85	1.28	Agreed
6	Youths buy cloths seen in home video and internet without considering meaning of inscription	4.20	3.50	0.72	Agreed
7	Youths wear provocative appearance clothe because of what they see in home video and internet.	4.15	3.53	1.18	Agreed
8	Youths look scandalous while wearing celebrities fashion.	4.00	3.44	1.46	Agreed
9	Youths priorities are shaped by what they see in home video and internet	4.45	3.57	1.15	Agreed

\bar{x}_1 = female youths, \bar{x}_2 male youths, t-test, Remarks = Agreed

Table 1 shows that all the items had mean scores above the cut off mean of 3.00 which indicates that they were all accepted as ways home videos and internet influence clothing selection and wearing practices of youths. The items that had highest mean ranking are the items youths emulate celebrities seen in home video and internet for their dressing and youths priorities are shaped by what they see in home videos and internet.

Table 2: What ways do peer group influence youth clothing selection and wearing practice?

S/No	Item	\bar{x}_1	\bar{x}_2	t-test	Remarks
1	Peers group influence the type of cloths youths buy	4.20	3.85	0.81	Agreed
2	Peer group affects their wearing practices	4.00	4.30	1.15	Agreed
3	Peer group exert authority over their members	3.50	3.40	1.46	Agreed
4	They dress like their members	3.40	4.05	1.18	Agreed

5	The often have no sense of their dressing mode	3.40	3.65	0.72	Agreed
6	They dress to impress their group members	3.44	3.85	1.28	Agreed
7	Youths dress to attract the opposite sex	3.55	4.00	1.46	Agreed
8	Youths spend a lot of money in clothing selection	4.25	4.00	0.85	Agreed
9	Youths dressing does not suit occasion and activities because of what they see in home video	3.50	4.50	1.15	Agreed
10	Youths dressing makes them to look irresponsible	4.05	4.50	1.15	Agreed

\bar{x}_1 = female youths, \bar{x}_2 male youths, t-test, Remarks = Agreed

Table 2 shows that all the items had mean scores above the cut off mean point of 3.00 which means that the respondents accepted the items as ways that peer group influence clothing selection and wearing practices of youths in tertiary institutions of Abia State.

Table 3: What ways do School environment influence the clothing selection and wearing practices of youths, influence of school environment on the clothing selection and wearing practices of youths

S/No	Item	\bar{x}_1	\bar{x}_2	t-test	Remarks
1	Youths selection what they see in school among their schoolmates	4.64	4.42	1.18	Agreed
2	They wear things they cannot wear at home	4.07	3.76	1.35	Agreed
3	They keep the clothes at school and wear good ones at home	3.67	3.33	4.10	Agreed
4	They imitate their lecturers	3.10	3.00	2.00	Agreed
5	They imitate their actors and actresses	4.54	4.31	0.59	Agreed
6	Youths feel that they will be rejected if they don't dress like their schoolmate	4.53	4.15	2.11	Agreed
7	They wear the clothes to attract lectures attention	4.04	4.00	1.30	Agreed
8	They wear clothes to impress their cliques	3.55	3.74	1.40	Agreed
9	School make youths to select provocative clothes	3.66	3.83	1.36	Agreed
10	They select clothes that expose their bodies	4.21	4.16	1.24	Agreed
11	Their mates admire and hail them when they wear those clothes that expose their bodies	4.63	4.16	1.20	Agreed

\bar{x}_1 = female youths, \bar{x}_2 male youths, t-test, Remarks = Agreed

Table 3 shows the mean rating of respondents on how school environment influence youths clothing selection and wearing practices in Tertiary Institution of Abia State. It had mean scores above the cut-off

point of 3.00 which means the respondents accepted that school environment has an influence over the youths clothing selection and wearing practices.

Table 4: What ways do families influence the clothing selection and wearing practices of youths.

The ways of families influence the clothing selection and wearing practices of youths

S/No	Item	\bar{x}_1	\bar{x}_2	t-test	Remarks
1	They give youths too much money for buying of clothes	3.61	3.76	1.21	Agreed
2	They buy some of the provocative clothes for the youths	4.14	3.77	0.81	Agreed
3	Families do not care about what youths wear	3.85	3.45	1.15	Agreed
4	Youths see family members wearing such clothes	4.00	4.50	0.84	Agreed
5	Parents do not have time to check what youths wear	4.50	3.42	0.72	Agreed
6	Family values are low	3.50	3.60	0.56	Agreed
7	Parents encourage it as a way of exhibiting affluence	3.57	4.01	1.40	Agreed
8	Parents buy home video films that portray these type of dressing	3.89	3.48	0.81	Agreed
9	Parents allow youths to watch any film they like without minding	3.57	4.00	1.46	Agreed

\bar{x}_1 = female youths, \bar{x}_2 male youths, T-test, Remarks = Agreed

Table 4 shows the mean rating of respondents on the ways families influence the clothing selection and wearing practice of youths of Abia State. It had mean scores above the cutoff point of 3.00 which indicates that the respondent accepted the points as ways families influence the clothing selection and wearing practices of youths in Abia State.

Discussion of Findings

This study revealed from the focus group discussion that youths select and wear clothes that are indecent to lectures and some student has been branded because their clothes. The item in table 1 which is ways home videos and internet influence clothing selection and wearing practices of youths is in line with the findings of Shwartz (2004), who stated that the

media can provide information on fashion, beauty and body satisfaction and has the potential to provide positive images for youths in the process of their social development and emerging sense of identity, of which fashion decision are a part. It is also in agreement with Larson (2002), who stated that what people watch on home videos and internet form images in their head and they shape their attitudes, perception and behaviours. It also supports the findings of La Ferla (2006), who stated that people are seeing a high-school-age person looking for specific expensive fashion items, interested in replicating the looks they see of celebrities. The item, youths mostly depend on home video and internet for information and entertainment is also in agreement with Orakwe (2002), that too many students are preoccupied with indecent outlook rather than their studies. Also item 3 youths emulate celebrities seen in home video and internet is in line with Orakwe (2002), who stated that while dressing up that one should not as a matter of importance follow fashion blindly or wear expensive clothes always. She explained that it is not a crime to follow fashion but one should endeavour to create one's own style. The item, youths wear provocative appearance clothes also is in agreement with the findings of Ohanebo (2006) who lamented that the unfortunate thing in this provocative dress sense of youths of higher learning is that some of the parents of these youths are ignorant of what their

wards are wearing in schools because they hide it from them. He also observed that they buy these clothes and wear them while in school and as they go home on holidays to stay with their parents, they pack them in the school. The matter is really serious because the parents of these youths do not even know so as to start checking against such ill dressing of the youths. The study also corroborates with the findings of Adelenia (2002) that an average university student who does not go half-naked is considered uncivilized, unfortunately users of such styles are branded wayward. This is in line with Anyakoha (2011) who stated that the pressures of a peer group can act as an unwritten dress code. She stated further that wearing a style that is popular with the peers can help meet a need for belongingness.

The findings in table 2 revealed that all the items had a mean score above the cutoff point of 3.00 indicating that peer group has a lot of influence on the clothing selection and wearing practices of youths. This is in line with the findings of Eziechi (2006) who observed that trousers are lowered and fastened tightly at the middle of the two bottom lobes to reveal their boxers, also the item, youths dressing makes them to look irresponsible is in agreement with Olaoye (2005), who stated that some female youths has been lured into prostitution, used for ritual purposes and also engaged in other ancillary social and moral problems like cultism among others, it also corroborates with Iheanacho (2005), that it is no

longer uncommon thing to observe majority of our female students in tertiary institutions in dresses that exposes their tummies, parts of their breast, part of their back and greater part of their thighs, the exact size and shape of their buttocks, it is also in line with Wright (2001) who conducted a research on electronic media use by youths discovered that most youths spend more time watching sports programmes which their peer group watch and play.

The findings in table 3 shows that all the items had mean scores above the cutoff point of 3.00 which means school environment has an influence on their clothing selection and wearing practices. This is in an agreement with Bolarin and Oluwatobi (2008) who pointed out that some students clothing styles are seriously influenced by other students dressing style. She stated further that some of them dress to look more attractive than other female students in the campus and to conform to the groups, others dress to be admired and hailed by their mates. This is in line with Afamara (2012) who observed that youths in higher institutions wear clothing which distract both students and lecturers during lecture. It also agrees with Olori (2013), who maintained that female youths in high institutions wear transparent fishnet clothing which, exposes their thighs and other vital parts of the body for lecturers and students view. The findings also agrees with Gbadegbe and Quashie (2013) , who said that students wear

skimpy skirts only about one inch longer than their pants to lectures. Furthermore, it agrees with Omede (2011), who opined that students wear short knickers, and Rastafarian hairstyles to lectures, Also Ononyima (2013) stated that most student who dress indecently often battle with carryover courses. He also stated that the students tend to have little or no serious time for their studies which makes them to stay longer in the university more than expected and also going out with a poor grade. The finding also agrees with Ohanebo (2006) who observed that they buy these clothes while in school and as they go home on holidays to stay with their parents, they pack them in the school. The findings generally reveal that school environment has an influence on the clothing selection of youths. So inappropriate clothing selection, style and wearing practices present an unhealthy situation in the school environment, Idowu (2001) revealed that good or criminal behavior is learnt from a good or criminal environment He said that youths can be expected to learn from whoever they observe; parents, peers and mass media characters among others.

Findings on the ways families influence the clothing selection and wearing practices of youths in tertiary institutions had means above the cut off mean of 3,000 which indicate that the respondents accepted that families influence clothing selection and wearing practices of youths. This is in line with the findings of Omede (2011)

that students lie to their parents to keep a float and be up to date with clothing styles in vogue, it is also in line with the findings of Laurd, Pettit, Bates and Dodge (2003) who observed that family structure and family processes are believed to impact on youths need to attach to delinquent companions. They said that it is possible that youths who perceive their parents as providing very little warmth and nurturing, might seek that warmth and nurturing as well as a sense of self and identify with delinquent companions. This is also in line with Belch and Willis (2005) who stated that internet is changing the nature of the family decision making process, with its ability to provide easily accessible information and purchase options, the internet has potentially altered the decision-making roles of family members based on their interest in and expertise with the internet.

Conclusion

The findings of the study revealed that there are many factors that influence the clothing selection and wearing practice of youths in institutions, it can be concluded that the clothing selection and wearing practices of youths may be based on varying factors, objectives and conditions based on their life experience, environment and trend. The consequences of the clothing selection and wearing practices are that youths wear what they want and like either good or bad and these has caused a lot of social vices in the institutions

because the clothes speak volumes of the persons personality and inner mind. It is obvious from the study that youthful exuberance played a major role in determining clothes youths select and wear. The respondents agreed that they do not dress according to parental advice and values of the society. Rather, according to focus group discussion result (qualitative) and quantitative data collected, all accepted that in appropriate clothing selection and wearing present an unhealthy situation in the institutions and larger society. Peer pressure, school environment, what is seen in internet and home videos were among the factors found to influence clothing selection and wearing. The youths should be encouraged to dress properly as improper dressing has lured some into dangers, they cannot easily explain.

Recommendations

- 1) The State and Federal Universities should have a dressing code for their campus
- 2) National Orientation Agency should organize seminars and workshop for youths in various institutions of learning.
- 3) Faculties should have monitoring teams that will monitor the dressing code/pattern of the students in their faculty
- 4) Parents should not be tired in teaching the youths the values of the society and checking what youths select and wear.

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Uses of Computer Application as Sales Control System in Food and Beverage Section of Hotels in Ebonyi State

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Abstract

This study determined the possible ways computer system applications (Apps) would be useful in food and beverage (F&B) sections of hotels in Ebonyi State. The area of the study is Afikpo North L.A.G of Ebonyi State. The population of the study was 305 hotel managers and staff. Descriptive survey research design was used. Questionnaire was used to collect data which were analyzed using frequency and mean. Findings include that Apps could be used to monitor the average of F&B turn-over per day, in recording the number of customers made in each day, to measure the quantity of food cooked in each section of the hotel, to determine what items should be reordered or restocked, among others. Based on the findings four recommendations were made for use of Apps in F&B operations.

Key words: Computer, Control, System, Food, Beverages, Hotel

Introduction

Food and beverage control system is a means of computerizing best practices within a restaurant or catering operation. It gives managers a better idea of the flow of activities through the restaurant, enabling them to plan cash flow and stock control more effectively. At the sharp end, it provides chefs with a more structured way of planning menus, taking into account nutritional and financial considerations (Koys, 2008). Every Hotel needs proper and effective control system in order to run its operations smoothly and effectively, without any fraudulent activities. This

control is required at each and every stage of the food and beverage cycle including:

- ❖ Taking the customer's food or beverage order
- ❖ Announcing these orders to kitchen or bar as the case may be
- ❖ Getting the order correct and ready on time
- ❖ Serving the correct order, on time with correct serving temperature to the guest
- ❖ Making the correct bill
- ❖ Setting the bill
- ❖ Closing of the restaurant (puneethanta.blogspot.com..., 2013).

The dramatic increase in internet and the detonation of its usage have facilitated the development of electronic commerce, which is described as the movement of buying and selling of food and beverage in the hotel environment, or the trading of products, service and information between and among the organizations and individuals all the way through computer networks including the internet (Laudon and Traver, Lam, Zhang, and Baum, 2005).

Food sales is a business if allowed unchecked can make an establishment bankrupt overnight. Therefore, it is not the workers or masters that should work to control but system should work efficiently to prevent a disaster. The importance of a control system for food and beverage is to ensure proper safety, storage, and security of the restaurant industry's most pilfered, perishable, and accessible assets.

Other functions of a Control System include: monitoring of the area where food and beverage sales take place, reducing pilferage, fraud, and wastage to minimum, providing required information to the management for costing purposes, so that they forecast the statistics accurately for the next financial period, and ensuring that cashiers make bills correctly so that the customer is neither overcharged nor under charged. (puneethanta.blogspot.com..., 2013)

Ingram (2009), also noted that Control System is a process by which a manager attempts to direct, regulate and restrain the action of people in

order to achieve the desired goal. A control system is therefore a device, or set of devices that manage, command, direct or regulate the behavior of other device(s) or system(s) in an establishment like hotel. A hotel is an establishment that provides lodging paid on a short-term basis. The provision of basic accommodation, consisting only of a room with a bed, a cupboard, a small table and a washstand has largely been replaced by rooms with modern facilities, including en-suite bathrooms and air conditioning or climate control. Additional common features found in hotel rooms are a telephone, an alarm clock, a television, a safe, a mini-bar with snack foods and drinks, and facilities for making tea and coffee. Luxury features include bathrobes and slippers, a pillow menu, twin-sink vanities, and Jacuzzi bathtubs. Larger hotels may provide additional guest facilities such as a swimming pool, fitness center, business center, childcare, conference facilities and social function services (Sam *et al*, 2007).

In the hotel, the reception section where reservations are made is usually concentrated with guests seeking for accommodation. Under such contingency, the receptionist is handicapped by his/her human abilities to attending to each guest's request. Going through booking procedure, one experiences delay. The same delay occurs in terms of service of foods and drinks. Koys (2008) pointed out that potential conflict may arise from a misunderstanding of roles

between two colleagues resulting in confusion and the task not being done due to the large number of staff with only a few performing their duties. With the aid of computer application, the system can easily monitor portioning of food and drinks to each guest and will eventually keep an update record of number of portions of food and drinks served to guests in the hotels.

Hotel rooms are usually numbered to allow guests to identify their room. Some hotels offer meals as part of a room and board arrangement. In the United Kingdom, a hotel is required by law to serve food and drinks to all guests within certain stated hours (Sam *et al*, 2007).

For over the years computer has been known as a machine used in checkmating the turnover of any activities in the office and environment it is being mounted. It is also known that recently that computers are been used in monitoring the activities of hotel, turnover rate of food and beverage in various ways such as knowing the percentage of food sold in a day at the hotel, how many customers that attended buying beverage in at hotel such as snacks, beef, sausage, showman among others (Okereke, 2009).

The use of computer has added much value, by helping the manager and the accountant at hotel establishment to be able to record report of the activities at the hotel per annum, to enable the proper account of the establishment (Oma, 2010).

The dramatic increase in internet and the detonation of its usage have facilitated the development of electronic commerce, which is described as the movement of buying and selling of food and beverage in the hotel environment, or the trading of products, service and information between and among the organizations and individuals all the way through computer networks including the internet (Laudon and Traver, Lam, Zhang, and Baum, 2005).

During this era where computers began replacing tedious food and beverage sales tasks, there was some changes in productivity, primarily in keeping up with hotel expenses. In some cases, consumers did not have to wait quite as long to check out because of increasingly powerful cash registers and calculators. Some jobs were replaced because the hotel business now did not need as many people to support their customers anymore (Adams, 2008). Computing systems are used in keeping track of what goods (food and beverages) the store had as well as what items should be reordered and restocked. Computer control system also came into wide use in the 1980s, making hotels checkouts much faster (Ferguson, 2007). It was around this time that anti-theft systems became popular in business. Many hotel establishments used computer software to take care of accounting and employee payrolls (Harris, 2007).

Today the world is at the point where new functionality is enhancing the way goods are being sold to

people. For the most part, it was the dot-com boom that paved the way for this new level of computerization. With the World Wide Web emerging as a new method of food and beverage marketing, local businesses could sell products to anyone with access to the Internet. The Web also provides a place where hotels can advertise their products and provide information all over the world (Lewis, 2009).

This study is significant because it acts as a check to both the managers of hotels and customers since it will help to reduce the risk of the thefts and damages.

Purpose of the study

The main purpose of the study was to ascertain possible usefulness of computer applications as a control system in food and beverage section of hotels. Specifically, the study determined the possible ways computer system applications (Apps) could be useful in food and beverage sections of hotels in Ebonyi State.

Methodology

Design and area of the study: Descriptive survey research design was adopted in carrying out the study. The design is therefore appropriate for this study as it intends to obtain data from the Hotel managers, and workers, through the use of structured questionnaire. The area of the study is Afikpo North Local Government Area of Ebonyi State. Afikpo is made up of five development centers, Ubeyi Development Center, Amoha Development Center, Amasiri

Development Center, Afikpo North East and Afikpo North Development Center.

Population for the Study: The population of the study comprised 305 workers, including store keepers, cooks, laundry workers, housekeepers, receptionists, waiters and five managers from five hotels in the area of study. The hotels include Ndibe Beach Resort, Egesco Hotel, Ebonyi Hotel, Friendship Hotel and Macdoris Hotel. (Source: Afikpo North Hotel Union of Ebonyi Managers' Office, 2014). The entire population was used for the study, hence there was no sampling techniques.

Instrument for Data Collection: Questionnaire was developed based on related literature and specific purpose of the study. Responses to the items were based on a 5-point Likert Scale ranging from Strongly Agree (5), Agree (4), Undecided (3), Disagree (2) and strongly disagree (1). The instrument was validated by two lecturers in Home Economics lecturers and one Marketing lecturer. The content and adequacy of the items and the criticism of the lecturers were used to modify the instrument.

Method of Data Collection and Data Analysis: Three hundred and five copies of the questionnaire were administered by hand with the help of five research assistants and all the copies were retrieved. Mean and standard deviation were used for data analysis. A mean of 3.50 was used as the cut-off point for decision making for each item. Thus, any item with a mean of 3.50 and above was

considered as possible use of computer APP in Food and Beverage section, while any item with a mean below 3.50 was considered 'not a possible use'.

Findings of the study

Twenty two uses of computer APPS were identified with regards to the Food and Beverage section of the hotels in Ebonyi State. These are shown in Table below

Table 1: Mean Responses of uses of the application of computer system on the sales turn-over of Food and Beverage Company (FBC)

S/N	Possible Uses of Computer System Apps in FBC		Remarks
<i>Computer systems can be used to:</i>			
1.	monitor the average of food and beverages turn-over per day	3.57	Agreed
2.	record the number of customers made in each day.	3.53	Agreed
3.	measure the quantity of food cooked in each section of the hotel	3.95	Agreed
4.	determine what items should be reordered or restocked	3.57	Agreed
5.	order food and beverages from food supplies	3.55	Agreed
6.	to order or reserve order using computerized system	3.52	Agreed
7.	increase efficiency and production output.	3.54	Agreed
8.	monitor daily sales thereby increases profit	3.50	Agreed
9.	control the movement of buying and selling operations of food and beverages in the hotel environment	2.26	Disagreed
10.	maintain the pricing mechanism	3.53	Agreed
11.	make for easy location and identification of products	3.56	Agreed
12.	ensure account reconciliation	3.55	Agreed
13.	maintain product security	3.54	Agreed
14.	examine the excess of sales operatives	3.57	Agreed
15.	invest online/internet marketing	3.83	Agreed
16.	ensure expired product are not sold to customers	3.51	Agreed
17.	monitor the safety of products	3.57	Agreed
18.	enhance packaging	3.62	Agreed
19.	ensure product durability	3.70	Agreed
20.	increase sales	3.72	Agreed
21.	maintain product quality	3.60	Agreed
22.	give information in food beverages	3.50	Agreed
23.	catalogue the products	3.69	Agreed

Table 1 shows that the respondents agreed that 22 of the items are possible uses of computer application (App) as sales control system in the food and beverage section of the hotel. It also shows item 9 with the mean score of 2.26 is not a possible use of App.

Discussion of the Findings

The results of the study show that application of computer system could influence the sales turn-over of a food and beverage company. This is in line with observations of Laudon and Traver, (2005) that dramatic increase in internet and the detonation of its

usage have facilitated the development of electronic commerce, which is described as the movement of buying and selling of food and beverage in the hotel environment, or the trading of products. The findings are also consistent with those of David (2009). Okereke, (2009) also noted that the use of computer application has added much value in the hotel businesses by helping the manager and the accountant at hotel establishment to be able to record report of the activities at the hotel per annum. The importance of a control system for food and beverage is to ensure proper safety, storage, and security of the restaurant industry's most pilfered, perishable, and accessible assets.

Computer in enhancing the quality of services in hotel services is most beneficial, and had future benefits for the hotels owners (Reid and Sandler, 2008). The use of computer in food and beverage section of the hotel also eliminates revenue leakages by ensuring that all the orders are billed. It reduces clerical errors to minimum, it avoids duplication of work, it saves time, generates bills quickly without any mistake. (puneethanta.blogspot.com..., 2013). These are also consistent with the findings of the present study.

The owners of most F&B enterprises are generally concerned with the level of profit of the operation. In order to maximize profit, it is necessary to make sure that costs are kept in line with what they should have been (expenses) and that

appropriate marketing is done to get customers in the door (revenues). It is important to recognize that in addition to profit centered enterprises, many F&B operations do not have profit as their major objective. Many institutional operations are focused on breaking even or maintaining a particular budget level. Whichever approach is followed, the primary job of the chef, as kitchen manager, is to make sure that the quality of the product is as good as it can be and that the costs are kept under control (www.professionalchef.com, 2014)

Conclusion

In today's food service operations, computer has become an integral part and is used in every sphere of operations. Computerized pre-check systems are extensively used in food and beverage as sales control measures. The use of computer application as sales control system in food and beverage ensures good control over the operations, it increase productivity and reduces labour costs. It therefore ensures that the quality of the product is as good as it can be and that the costs are kept under control.

Recommendations

The following recommendations were made based on the findings of this study:

1. The entire hotel in Ebonyi State should go into modernization by upgrading the hotels to computer working hotel in other to bring comfort to the customers and to

- increase efficiency and production output.
2. The use of computer application should be encouraged to reduce pilferage, fraud and wastage to minimum
 3. The use of computer application help cashiers to make bills correctly so that the customer is neither overcharged nor undercharged. This has become necessary as food and beverages has reached the point where the use of information systems is a necessity, and that computer systems must be integrated to provide management with the tools necessary to compete effectively in a drastically constricted economy.
 4. Computer services that will enhance quality of services included: a wake up system, electronic door locks, in-room pay-per-view, video cassette players, multiple phone lines, video library, personal computers, voice mail, computer modern connections, and video check out, electronic in-room, safes, and a software library should be installed in all the hotels in Ebonyi State for more effective services

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Weight Management Practices among Female Undergraduates: a case study of Nnamdi Azikiwe University, Awka.

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Abstract

This paper is a case report of the weight management practices of female undergraduates in Nnamdi Azikiwe University, Awka. Four objectives with corresponding four research questions guided the study. Population consisted of 10,500 female undergraduates registered for 2012/2013 academic session. Multi-stage sampling procedure was used to select a sample of 330 female undergraduates for the study. A 22-item questionnaire served as instrument for data collection. Percentages were used to analyze data. The results of the study showed that a good number of the students (76%) engage in healthy weight management practices while a few of them (32%) engaged in unhealthy weight management practices. The reasons for their weight management practices included among others to be attractive, to have a slim physique. Following from the findings of the study, it was recommended among others that parents should inculcate good eating habits in their children, especially the females.

Key Words: Weight, Management, Healthy, Females, Practices, Undergraduates

Introduction

Weight management is a wide spread global practice among adolescents and young adults, particularly females. It is not only restricted to overweight people. It extends to include normal and underweight people who may wish to gain weight for cultural, social or psychological reasons. According to Olaoye and Oyetunde (2011), weight management is not about weight loss only, it covers all aspects of attaining and maintaining optimum weight

(ideal body weight) for a healthy lifestyle. In this 21st century, weight management has become an issue of concern as the desire to achieve a slim physique is in vogue. This has led to a number of weight management practices among females, especially young females. Consequently, dissatisfaction with body weight and the use of healthy and unhealthy weight reduction practices have been reported among adolescent females (Grigg and Bowman, 2011).

Weight is defined by Kent (2006) as the force of attraction exerted on an object by the gravitational pull on the earth. This force of attraction exerted by an entity depends on its heaviness. In this study, weight refers to how heavy somebody is. This determines the plans and methods (management) to be used to achieve a desired weight. Management in relation to weight is termed weight management and is achieved through regular practice of weight control measures as a lifestyle. Practice according to Twichell (2013) refers to anything you do regularly that nurtures you. Therefore, in this study, weight management practices refers to measures individuals undertake regularly in relation to how heavy they are, which helps to nurture them to their desired body weight.

Weight is usually a product of energy intake and expenditure. Weight management as opined by Samuel (2006) involves the establishment of equilibrium between energy intake and expenditure. Imbalance of energy budgets, results in either overweight or underweight. Over-weight may result when energy intake continuously exceeds its expenditure, depending on the individuals' basal metabolic rate (BMR). Under weight is used to describe a human who is considered to be under or below a healthy weight. A healthy weight is the weight your body naturally settles into when you consistently eat a nutritious diet, are physically active and balance the calories you eat with the physical activity you do. A BMI of less than

18.5 is usually referred to as underweight (National Heart, Lung and Blood Institute, NHLBI, 2007) and can increase the risk of clinical conditions such as anemia and low body mass; it can also lead to distortion of body image amongst teenagers and young adults (Ministry of Health, 2010).

Dianne, Joan, Alison, Jennifer, and Joseph (2002) in their study recorded that 37.9 per cent of females are reported to engage in unhealthy weight management practices. Wharton, Adams and Hampl (2008) observed that 50 per cent of female students are trying to lose weight while 12 percent of them had inaccurate body weight perception. Hakim, Muniandy and Danish (2012) stated that prevalence of underweight is higher than overweight or obesity among university students. Huda and Ruzita (2011) in their study found out that 27% of university students are underweight and that 12 per cent of them are overweight or obsess. According to these researchers, 20.9 per cent of female students are underweight while 16.7 per cent of male students are underweight. Similarly, Ansari, Clausen, Mabhala and Stock (2010) observed that females have more desire to be thin or have a leaner body and therefore tends to have more negative attitudes towards their body and that this desire to have lean body might also contribute to the prevalence of high underweight among university students. Adedayo and Ojofeitimi (2013) observed that 57.1 percent of females are obese.

Literature and observation show that weight management is a gross problem among female university students unlike their male counterparts. Thus, these young women seek measures to control their weight. Nichter, Riten, Vicjovic and Aickin (1995) stated that weight management measures are classified as either healthy and or accepted such as diet prescribed by specialists and certain types of fitness exercises or unhealthy and risky such as the use of diet pills, laxatives and vomiting. Most girls panic when they realize that they have put on an extra weight and either go on starvation or reduce their food intake, diet or practice exercises, use laxatives or vomiting or use diet pills. The reasons behind such healthy and unhealthy weight management practices according to Felts, Parrillo, Chenier, Dunn (1996) are issues of appearance. According to Patton, Johnson-sabine, Wood, Mann and Wakeling (1990), because society equates thinness to beauty and attractiveness in women, it is not surprising that women tend to be preoccupied with losing weight and achieving a slim physique at young ages. More so, misconception of body weight is common to female college students (Marchi, & Cohen, 1990). These may be the case with female undergraduates in Nnamdi Azikiwe Univeristy Awka as the location of their school in an urban area may influence the female students' consciousness of their appearance. Thus, some may be happy with their weight and appearance as they

assumed to be okay while others may not. In these cases, they sought means to control their weight either by dieting, use of exercise, starvation, cutting down caloric intake, avoiding eating at nights or use of diet pills, appetite suppressants, and laxatives. Some of these measures are healthy while some are unhealthy and have serious implications for health and healthy living.

Objectives of the Study

The purpose of the study was to find out the weight management practices among female undergraduates in Nnamdi Azikiwe University, Awka. Specifically, the study sought to find out the:

1. healthy weight management practices of the female undergraduates.
2. unhealthy weight management practices of female.
3. reasons behind the undergraduates' weight management practice.
4. whether the undergraduates' weight management practices are based on age.

Research Questions

The following questions were posed to guide the study.

1. What are the healthy weight management practices of the female undergraduates?
2. What are the unhealthy weight management practices of the female undergraduates?
3. What are the reasons behind the undergraduates' weight management practices?

4. What are the undergraduates' weight management practices according to age?

Methodology

Research Design: The descriptive research design, utilizing the cross-sectional survey was used in this study.

Area of Study: The study was conducted in Nnamdi Azikiwe University, Awka. The campus is situated in an urban area of the State's capital along the express road.

Population for the Study: The population for the study consisted of 10,500 female undergraduates in eleven faculties of Nnamdi Azikiwe University, Awka for 2012/2013 academic session. Records from the Students' Affairs Department, Nnamdi Azikiwe University, Awka, 2012, shows that the number of female undergraduates according to faculties are as follows: faculty of Arts, 1268, Education, 1347, Engineering, 327, Environmental Sciences, 872, Law, 795, Social Sciences, 1421, Basic Medical Sciences, 784, Health Sciences and Technology, 918, Medicine, 729, Natural Sciences, 1004 and Management Sciences, 1035. These female undergraduates are on a programme of study ranging from one year to six years of study and are mainly under 30 years of age.

Sample and Sampling Techniques: The sample size for the study consisted of 330 female undergraduates selected from fifteen departments from the selected five faculties out of ten faculties in Nnamdi Azikiwe

University, Awka using multi-stage sampling procedure. In the first stage, five faculties-Natural Sciences, Social Sciences, Arts, Education, Management Sciences were selected out of eleven faculties in Nnamdi Azikiwe University Awka using purposive sampling technique. The reason for the choice of these faculties is that they have more of female students unlike faculties like engineering. In the second stage, three departments were selected from each of the selected faculties using simple random technique. This gave a total of fifteen (15) departments selected for the study. The third stage involved purposive selection of eleven (11) female students each from second and third years. This gave a total of twenty-two (22) female undergraduates selected for the study. Therefore, from the selected fifteen (15) departments, a total of three hundred and thirty (330) female undergraduates were selected and used for the study. The reason for purposive selection of second and third year's female undergraduates is that the first year female undergraduates were assumed to be relatively naive about weight management while the final year female undergraduates were assumed to be busy with their project work and degree examinations.

Instrument for Data Collection: A two-sectioned questionnaire with rating scale of yes or no, served as the instrument for data collection. Section A contained two items on the socio-demographic data of the respondents

while section B consisted of twenty-two items on weight management practices against which respondents ticked the options that best applied to them. Face validity of the instrument was established by the judgment of three experts in research. The reliability of the instrument was determined by test-retest on twenty (20) female undergraduates in Nsukka campus of the University of Nigeria, to test the stability of the instrument. Pearson product moment correlation coefficient using the raw score method was used to compute their scores and test the reliability of the instrument. A correlation coefficient of 0.828 were

obtained. This was considered high enough to be used for the study.

Data Collection and analysis Technique: Data for this study were collected by the researchers with the help of two assistants. Three hundred and thirty (330) copies of the instrument were administered on the respondents and collected on the same day. A 100 per cent return rate was achieved. However, only 310 copies were found usable for analysis. Data were analyzed using percentages.

Results: The following findings were made:

Healthy Weight Management Practices of Female Undergraduates

Table 1: Responses on healthy weight management of the female undergraduates (n=310)

S/N	Healthy weight management practices	Responses			
		Yes		No	
		f	%	f	%
1.	Exercise	300	96.8	10	3.2
2.	Cutting-down energy giving food e.g fufu, yam,	280	90.3	30	9.7
3.	Not eating at nights	200	64.5	110	35.5
4.	Avoiding snacks in-between meals	250	80.6	60	19.4
5.	Avoiding fatty foods eg fried foods	150	48.4	160	52
6.	Eating a lot of fruits and vegetables	162	52.3	148	48
7.	Drinking at least 8-10 glasses of water daily	147	47.4	163	53

Table 1 shows that majority (96.8% and 90.3%) of the respondents use regular exercise and cutting down on in-take of energy giving foods as weight management practice. In the Table also, 64.5% do not eat at nights, 80.6% avoided snacks in-between meals, 48.4 avoided fatty foods, 52.3 ate a lot of fruits and vegetables and 47.4 drank at least 8-10 glasses of water daily in order to manage their weight.

Unhealthy weight management practices

Table 2: Responses on unhealthy weight management practices of the female undergraduates (n=310)

Unhealthy weight management practices	Responses			
	Yes		No	
	f	%	f	%
Use of laxatives	34	11	276	89.0
Starvation	200	64.5	110	35.5
Use of diet pills	150	48.8	160	51.6
Dieting (following a specified meal plan)	218	70.3	92	30
Vomiting to empty stomach after over eating	3	1.0	307	90
Use of appetite suppressants	11	3.5	299	96.5
Use of tummy belt	35	11.3	275	89

Table 2 shows that majority (70.3%) of the respondents use starvation while and 64.5% follow a diet plan in managing their weight. The Table also shows that most of the students (96.5%, 89.0% and 89%) do not use

appetite suppressants, laxatives, and tummy belts respectively in the course of managing their weight.

Reasons for weight management

Table 3: Responses on reasons for weight management practices of the female undergraduates (n=310)

Reasons for weight management	Responses			
	Yes		No	
	f	%	f	%
To have slim physique	290	93.5	20	6.5
To have flat tummy	307	99.0	3	0.9
To gain a little weight	120	38.7	190	61.3
To lose weight	284	91.6	26	8.4
To be attractive	250	80.6	60	19.4
To look elegant	215	69.4	95	31
To be healthy	310	100	0	0
To be smart	305	98.4	5	1.6

Table 3 shows that all (100%) of the students agreed that they manage their weight in order to be healthy and also to have flat tummy (99.0%). Table 3 also shows that a good number of them 80.6% and 69.4% control their weight in order to be attractive and

look elegant respectively. It is also noteworthy that 38.7% of the respondents want to gain a little weight.

Age and weight management

Table 4: Responses on the female undergraduates' weight management practices based on age (n=310)

S/N	Weight Management Practices		Ages											
			16-20yrs (95)				21-25yrs (179)				26yrs& above (36)			
			Yes		No		Yes		No		Yes		No	
			f	%	f	%	f	%	f	%	f	%	f	%
1.	Exercises		95	100	0	0	179	100	0	0	36	100	0	0
2.	Cutting down energy foods		86	91	9	9.5	162	91	17	9.5	32	88.9	41	1.1
3.	Not eating at nights		34	35.8	51	53.7	144	80.4	51	28.5	22	61.1	14	38.9
4.	Avoid snacks in-between meals		79	83.2	16	16.8	143	79.9	36	20.1	28	77.8	8	22.
5.	Avoid fatty foods foods		18	18.9	77	81.0	104	58.1	75	41.9	28	77.8	8	22.2
6.	Eating a lot of vegetables		32	33.7	63	66.3	96	53.6	83	46.4	22	61.1	14	38.9
7.	Drink 8-10 glasses of water daily		37	39.0	58	61.1	92	51.4	87	48.6	18	50	18	5.0
8.	Use of laxatives		0	0	95	100	24	13.4	155	86.6	4	11.1	32	88.9
9.	Starvation		47	49.5	48	50.5	134	74.9	45	25.1	19	52.8	17	47.2
10.	Use of diet pills		24	25.3	71	74.7	100	55.9	79	44.1	26	72.2	10	27.8
11.	Dieting		54	56.8	41	43.2	146	81.6	33	18.4	18	50	18	50
12.	Vomiting to empty stomach		1	1.1	94	98.9	2	1.1	177	98.9	0	0	36	100
13.	Use of appetite suppressants		2	2.1	93	97.9	8	4.5	171	95.5	1	2.8	35	97.2
14.	Use of tummy belts		12	12.6	83	87.4	19	10.6	160	89.4	4	11.1	34	94.4

Table 4 shows that irrespective of the students' age, all (100%) of them engage in exercise. A good number (80.4% and 81.6%) of students aged 21-25 do not eat at nights and practiced dieting respectively, while a few number of students (12.6%) that practice use of tummy belts are within ages 16-20 years.

Discussion of findings

The discussion on healthy weight management practices of female undergraduates in Nnamdi Azikiwe University, Awka, is based on the data presentation in Table 1. Female undergraduates in Nnamdi Azikiwe University Awka had healthy weight management practices (69.0%). This result is satisfactory. They had highest score in exercise (100%). The explanation for this finding may likely be due to the location of the institution

in an urban area because students in institutions in urban areas tend to be enlightened on various exercise facilities and fitness programmes, thus, emerging fitness and exercise centers in recent times may contribute to it. The female students also practice cutting down on energy giving food eg: yam, rice, cassava, bread (90.3%) as a way to control their weight. These combination of exercise and cutting down on energy giving foods weight management practices of the students, supports Samuel (2006) view that the principle of weight management should be to strike a balance between caloric intake and expenditure. The implication of this finding to health and healthy living is that it helps the individual to have a healthy weight that is suitable for the individuals' height, age and gender. Also, it helps people to be healthy and fit enough to

carry out their academic and other social activities, live a more productive life and maintain optimal well-being.

The discussion on unhealthy weight management practices of female undergraduates in Nnamdi Azikiwe University, Awka, is based on the data presentation in Table 2. A good number of the female undergraduates (48.8%) use diet pills while very few 11.3% use tummy belts. Also the table revealed that 3.5% of them use appetite suppressants while 1.3% use laxatives and 1.0% use vomiting to empty stomach after overeating. This result agrees with Nictier, Riten, Vickovic and Aichen (1995) observation that when most young girls realize that they have put on an extra weight, they either go on starvation or diet, use laxatives or vomiting which may not be enjoyable at all. This finding has implications for the health and healthy living because these weight management practices are unhealthy. Unhealthy weight management practices such as starvation in form of anorexia nervosa, use of diet pills, use of laxatives to induce vomiting, and use of appetite suppressants have serious implications for health and healthy living as these unhealthy weight control practices can predispose their users to some respiratory and digestive problems such as ulcer, and even fertility problems especially in females

The discussion on the reasons for the students' weight management is based on the data presentation in Table 3. Most of students manage their

weight to be healthy, have flat tummy, be smart and have a slim physique. This result is anticipated and therefore not surprising because Patton, Johnson-Sabine, Wood, Mann and Wakeling (1990) and French, Perry, Leon and Fullkerson's (1995) had earlier found out in their study that societal equation of thinness to beauty and females' consciousness of their weight forms part of the reasons why females sought to control their weight. This may be why Felts, Parrillo, Chenier and Dunn (1996) opined that issues of appearance have become a matter of necessity and form part of the reasons why people try to control their weight. Therefore, this study encourages the weight watchers to make a shift from trying to achieve a slimmer physique to maintaining a healthy weight that is suitable for their age, gender and height.

Table 4 shows that irrespective of the students' age, all (100%) of them engage in exercise. A good number (80.4% and 81.6%) of students aged 21-25 do not eat at nights and practiced dieting unlike those between ages 16-20 and 26 above, while a few number of students (12.6%) that practices use of tummy belts are within ages 16-20 years. This finding agrees with Huladia's (2012) opinion that age has influence in the methods females adopt in controlling their body weight. This has implication for the students' health and healthy living because as young females seek to control their weight, they may become underweight and malnourished, and underweight people are prone to some

disease, which includes digestive disease, respiratory diseases, tuberculosis and infertility especially in females (Bray, 1992).

Conclusion

Based on the findings of the study and discussions, the following conclusions were drawn: a good (76%) number of the female undergraduates in Nnamdi Azikiwe University, Awka use healthy weight management practices; few (32%) of them adopted unhealthy weight management practices; and their reasons for weight management are based on social judgment of appearance and the students' consciousness of their appearance. These findings may be due to the location of the university in an urban area that exposes the undergraduates to eating of junk foods, and a number of programmes that tends to raise the students' consciousness toward their body image and weigh related issues.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. There is need to include weight control programmes in the secondary school curriculum to expose adolescents to weight and weight related issues at younger age.
2. Parents should ensure that they inculcate healthy eating habits in the life of their children, especially females to equip them with the right eating habits early in life.

3. Seminars should be organized for undergraduates, especially the females to educate them on the dangers inherent in adopting unhealthy weight management practices.

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Breastfeeding Practices Adopted By HIV/AIDS Infected Nursing Mothers in Anambra State

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Abstract

This study determined breastfeeding practices of nursing mothers infected with HIV/AIDS. It also determined challenges faced by the mothers and their coping strategies. The population was made up of 100 HIV/AIDS infected mothers attending postnatal clinic of the Anambra State teaching hospital, Awka. Questionnaire was used for data collection. Data analyses were by frequency count and percentage. The major findings were that the mothers were breastfeeding their babies, some add water, vitamin and mineral supplements including herbal teas. Only a small number of mothers do not add any other thing to breast milk.

Keywords: Breastfeeding, HIV/AIDS, Mothers, Antiretroviral, Prophylaxis, Exclusive.

Introduction

Breastfeeding is an important component of the well being and survival of children, particularly in resource-poor settings. Breast milk provides optimal nutrition, contains antibodies that protect infants from infection. It is unlikely to become contaminated (Kafulafula, Hutchinson, Gennaro & Guttmacher 2004). In a review of data on child mortality, (Black, Morris & Bruce 2003), found that 41% of child deaths occur in sub-Saharan Africa and 34% in South Asia. It was also found that 90% of all child deaths globally, occurred in 42 countries, which included Nigeria. Unsafe environments, ingestion of unsafe

water, inadequate availability of water for hygiene, and lack of sanitation constituted the major risk factors for childhood morbidity and mortality in these countries (Black *et al*, 2003). Local and international studies have examined the relationship between exclusive breastfeeding, childhood and maternal health. Over all, exclusive breastfeeding was associated to significantly reduced childhood incidence of gastrointestinal, respiratory, eye and malarial infections (Kafulafua, *et al* 2014).

Furthermore, exclusively breastfed children have a reduced risk of mortality (WHO, 2000 & Betran, Onis, Lauer and Villar, 2001). Exclusive breastfeeding provides a six fold

protection against gastrointestinal and almost a three-fold protection against acute respiratory infection in less developed countries (WHO, 2000). In developing countries, exclusive breastfeeding for the first six months and then continued breastfeeding up to 11 months has been associated with approximately 13% reduction in childhood deaths (Kafulafula, *et al* 2014). Similarly, in Latin America, Betran *et al* 2001 found that half of infants' deaths from gastrointestinal and acute respiratory infections are preventable by exclusive breastfeeding.

The HIV and AIDS epidemic has complicated breastfeeding practices because breast milk carries HIV in infected mothers (De Cock, Fowler, Mercier, de Vincenzi, Saba, Hoff, Alnwick, Rogers and Shaffer 2000). Immune deficiency syndrome caused by the Human Immune Deficiency Virus (HIV) is one of the greatest public health and social problems threatening the human race globally. Acquired Immune Deficiency Syndrome (AIDS) is now the fourth leading cause of mortality. Available reports indicate that 3.1 million deaths have been attributable to AIDS in 2002 alone, of which 1.2 million occurred in women (Nancy, Hessel, Monica, Gandhi, Ruth & Greenblatt, 2005 & Fekadu, 2014). An earlier report by joint United Nations Committee on HIV/AIDS (UNAIDS, 2014) had that estimated 38 million people worldwide were living with HIV in 2003 of which 5 million were newly infected. More than 95 percent of HIV-

infected people live in the developing world, mostly in sub-Saharan Africa (Nancy, Hessel, Monica, Gandhi, Ruth and Greenblatt 2005).

Globally, HIV and AIDS in children is one of the most serious health crises facing the world today. A disproportionate burden has been placed on women and children, who in many settings continue to experience high rate of new HIV infections and HIV-related illnesses and death. In 2009, 33.3 million individuals were living with HIV of which 15.7 million were women and 2.1 million were children under 15 years of age (Federal Ministry of Health, 2010). It has been estimated that in 2009, there were 370,000 new pediatric infections with sub-Saharan African accounting for about 90 percent of these figures (FMOH, 2010 and UNAIDS, 2012). In Nigeria, the prevalence rate among young persons was 5.6 percent especially among the age group of 25-29 years of which heterosexual transmission accounts for nearly 80% while mother-to-child-transmission (MTCT) and use of unsterilized sharps, infected blood and blood products accounts for 10% each (FMOH, 2010 and Demographic Health Information Survey, 2013). MTCT occurs during pregnancy, Labour and delivery or during breastfeeding. In the absence of intervention, the risk of such transmission is 30 - 45% (FMOH 2010 and National Agency for the control of AIDS, 2013). Transmission of HIV through breast milk has been well documented.

However, other reasons for variation in transmission rate, such as maternal nutritional status, state of HIV disease and possible differences in transmission of HIV subtype cannot be excluded (Palasanithiraim, Zieger, and Stewart, 1993). In the past three decades, strategies to reduce child mortality and promote family health have resulted in considerable improvements in child health. The prevention of infant mortality and other infant related childhood diseases such as diarrhea, pneumonia, neonatal sepsis, acute otitis media and malnutrition was introduced by world health organization (NACA 2013, Jaco *et al* 2010, WHO, 2004 and Oganah, 2010). In 2001 the world health organization in collaboration with UNAIDS, UNFPA and UNICEF developed a feeding guideline for infants of HIV infected mothers in a meeting in Geneva and was reviewed in another update meeting in Geneva in 2006. The general principles and recommendation gave explanation to the key points with respect to breastfeeding, infant nutrition, HIV transmission infection in infancy including prevention and control of vertical transmission, formula feeding and practice guideline (WHO, 2001; and WHO, 2006). The meeting on breastfeeding practice guideline in Geneva revealed the research evidence regarding HIV and infant feeding particularly the research evidence that antiretroviral (ARV) intervention to the HIV infected mother and HIV exposed infant can reduce significantly the risk of post natal

transmission of HIV through breastfeeding. The major principles and recommendation made was that HIV infected mothers should breastfeed their babies exclusively for the first six months using ARV prophylaxis for mother and child. In 2009, October 22-23, in Geneva, an update of this review guideline was held with major interest in infant and young child feeding. The main point reviewed was the risk-benefit of breastfeeding and replacement feeding to improve HIV-free survival of HIV exposed infants, taking into account interventions to improve maternal health and prevent postnatal transmission of HIV. The duration of breast feeding and access of ARV prophylaxis which is a drug used against HIV infections was discussed thereby justifying the 1990 innocent declaration which empowers all women to breastfeed their babies exclusively for the first six months of life followed by introduction of appropriate complementary food with continued breastfeeding to twelve months as the standard feeding practice (Global AIDS Report, 2012; FMOH 2007, Hans, 1998; and Joint Annual Review, 2011). ARV prophylaxis is triple drug combination which have remarkable effect on reducing HIV viral load of people living with HIV. The therapy was introduced in 1996. ARV option B+ is a life-long HIV triple therapy if initiated at the earliest possible time of diagnosis, prenatally or post-natally slows down progression, increase

survival and reduces mother to child transmission of HIV.

Exclusive breastfeeding is giving a baby only breast milk or expressed breast milk with the exception of any other drugs, syrups such as vitamins, mineral supplement or water. Exclusive breastfeeding provides so many benefits to both mother and child which include reduced infant and young child morbidity and mortality rate as a result of malnutrition. Kafulafula, *et al* (2014) reported that despite the HIV epidemic, mothers in their study still regarded exclusive breastfeeding as an important component for an infant's biophysical and psychological well being. Malnutrition is one of the major clinical manifestations resulting from HIV infection especially in infants. If adequate care is not taken in their feeding both in food intake and nutrient absorption, complex metabolic alternations which result in weight loss and wasting many occur and this may lead to delay in recovery from illness or cause death (WHO, 2004). Infant feeding is a critical aspect of child care and appropriate feeding practices especially exclusive breastfeeding stimulate bonding with mothers and leads to improved nutrition and physical growth, reduced susceptibility to common childhood diseases and infection. If HIV positive mothers avoid breastfeeding completely, they eliminate the risk of transmitting the HIV infection to their infants in the post-natal period. However, the percentage of infants and young

children who would die from infections other than HIV as a result of not being breastfeed is much higher than that of children who would become infected with HIV virus through breastfeeding. Infants who are not breastfed during the first 6 months of life are at much higher risk of dying of infectious diseases than infants who are breastfed (WHO, 2000).

According to Jaco, David, Alex Willi, Cellina, Bernarel. Robert, Samuel, Jordan and Jonathan (2010), when HIV positive mothers breastfeed exclusively during the first few months of life, the rate of mother-to-child transmission of HIV is lower and the level of HIV -free survival among their infants is higher than among the infants of HIV positive mothers who mix breastfeeding with substitutes (Jaco *et al*, 2010) Some of the perceived benefits as revealed by Kafulafula *et al*, (2014) on exclusive breastfeeding and HIV shows that exclusive breastfeeding promotes good nutritional habit for mothers. Exclusive breastfeeding is self-satisfying for mothers because it gives HIV-positive mothers a sense of satisfaction regarding their motherhood experiences. Exclusive breastfeeding prevents pregnancy as the mothers admitted that when they are breastfeeding they do not get pregnant. Exclusive breastfeeding prevents mother to child transmission of HIV. Exclusive breastfeeding help to protect the baby from diarrhea and prevents the virus from penetrating the gastro-intestinal tract (Kafulafula

et al, 2014). Kafulafula et al (2014) also revealed that exclusive breastfeeding is an expression of mothers maternal love for her baby as it promotes bonding. The feeding practices of nursing mothers with HIV/AIDS as recommended by UNICEF/WHO.UNAIDS (Joint United Programme, 2010) on breastfeeding were to breastfeed and receive ARV intervention for both mother and child. This principle will allow mothers known to be HIV positive whose infants are HIV uninfected or of unknown HIV status to exclusively breastfeed their infants for the first six months of life, both mother and child will be on antiretroviral drugs for this period until one week after breastfeeding cessation (WHO, 2010). The major challenges include weak health infrastructure, limited human resources, limited management capacity and lack of funding; lack of ARV prophylaxis and high cost of ARV's prophylaxis during time of scarcity; fear of side effects on babies, mothers may be too weak to breastfeed due to ill health and fear of getting the baby infected through cracked nipples (WHO, 2010). Ugboaja, Ignegbe and Obi Nwosu (2014) reported that the major challenges confronting postnatal care of the infected mother in Anambra State are issues of having their deliveries outside formal health facilities. Therefore, making it difficult to reach them with the health facilities. Agunbiade and Ogbuleye (1999) reported that only a small proportion of their respondents practice exclusive

breastfeeding (19%) and Ugboaja et al (2014) reported (35.9%). The major constraints were the perception that babies continued to be hungry (29%); pressure from mother-in-law (25%); breast pain (25%) and need to return to work (24%). Anambra State Teaching Hospital, Awka, South East Nigeria is a teaching hospital that runs a Heart to Heart Centre for HIV infected persons and it is a baby friendly centre with a post-natal clinic for HIV infected nursing mothers. It is the only teaching hospital situated in the capital territory of Anambra State. During the time of the study the Clinic started to practice exclusive breastfeeding for HIV-infected mothers. The major challenges were that the mothers were not getting the vaccines frequently due to scarcity of the drugs. They also do not get proper counseling from the health workers on correct feeding practices.

Purpose of the Study

The main purpose of the study was to investigate the breastfeeding practices of nursing mothers living with HIV/AIDS attending post natal clinic of the Anambra State Teaching Hospital. Specifically, the study determined:

- 1) breastfeeding practices of nursing mothers infected with HIV/AIDS.
- 2) perceived benefits of breastfeeding by nursing mothers infected with HIV/AIDS
- 3) challenges faced by nursing mothers infected with HIV/AIDS in breast feeding their babies.

- 4) ways the nursing mothers could be helped in their breastfeeding practices

Methodology

Area and Design of the Study: This study was carried out in Anambra State. It was a survey. Anambra State University Teaching hospital was used because it is a hospital with heart-to-heart centre for HIV infected persons. It runs a baby friendly centre with a post-natal clinic for HIV infected nursing mothers.

Population for the Study: The population comprised of 200 HIV/AIDS nursing mothers attending postnatal clinic of Anambra State University Teaching Hospital. The age range of the mothers was between 16 – 55 years. Only 22.89 percent of the respondents had secondary education while 22.9 percent had Tertiary education, 20.41 percent had primary education, while 12.59 percent had no formal education (Medical Records of Anambra State Teaching Hospital, Awka, 2013).

Sample and Sample Technique: A random sample of 100 mothers was drawn from the 200 HIV/AIDS nursing mother who were attending the postnatal clinics in Anambra State University Teaching Hospital (ASTH). These were selected through simple random sampling technique. This is because simple random sampling is the best method of sampling technique and is void of bias.

Instrument for Data Collection: The instrument for data collection in the study was the questionnaire. The

questionnaire was in four sections and was developed based on the specific purposes of the study and literature review. It was validated by three midwives in the hospital. The respondents were required to respond either “yes” or “no” to each item of the questionnaire.

Method of Data Collection and Analysis: Copies of the instrument were administered to the respondents by hand. The questionnaire also served as interview schedule for illiterate respondent. The researcher with the assistance of two research assistants were there to explain the items in the questionnaire as requested by the respondents. Out of 100 copies of the questionnaire administered, 98 were correctly filled and used for the research. Data collected were analyzed using frequency and percentage and results in tables.

Results

The following findings were made:

Demographic Characteristics of Respondents

The age bracket of the mothers ranged 16-55 years, with majority (57.14%) falling between 26-35 years, 26.53 percent between 36-45 years, while 2.04 percent were between 46-55 years. Majority (83.3%) of the mothers were married while 8 percent were divorced and 2.08 percent widowed. Majority (71.4%) of the mothers were self-employed, while 16.06 percent were civil servants. Similarly, 22.89 percent had secondary education while 22.92 percent tertiary education,

20.41percent had primary education while 12.59 percent had no formal education. The result of the diagnosis revealed that 71.4 percent were diagnosis with HIV for the period of 1-

5years ago, 18.36% had it less than one year ago; 6-10 years was 7.5 percent while 5 percent were more than 10 years ago.

Table 1: Percentage Response on Breast feeding Practices.

Breast feeding Practices	Frequency/Responses F(%)
Do you express and heat treat breast milk before feeding	18(6.57%)
Breastfeed and receive ARV intervention both mother and child	80(29.20%)
Exclusively breastfeed your baby?	98(35.77%)
Breastfeeding with water	6(2.19%)
Breastfeeding with Vitamins	10(3.64%)
Breastfeeding with Mineral supplements	2 (0.73%)
Breastfeeding with Drugs (herbal medicine)	60(21.90%)
Duration of Breastfeeding	
0-3 months	68(69.39%)
0-6 months	30(30.61%)
0-12 months	-
12 months and above	-
Duration of exclusive Breastfeeding with AVR intervention at least	
0-3 months	68(69.39%)
0-6 months	30(30.61%)
0-12 months	

Table 1 reveals that 98(35.77%) of the nursing mothers breastfed their babies exclusively on breast milk. 80(29.20%) breastfed their babies while receiving the ARV intervention for both mother and child. It was also revealed that 18(6.57%) expressed and heat treat breast milk before feeding their babies.

Table 1 also shows that though some mothers exclusively breastfed their babies, they added either drugs,

or water to the milk before feeding their babies. The result reveals that 60(21.9%) added herbal drugs to the breast milk; 10(3.64%) added vitamin; 6(2.19%) added water while 2(0.73%) added mineral supplements.

On the duration of breastfeeding the result revealed that 68(69.39%) of nursing mothers on AVR intervention breastfed their babies for up to 6 (six) months.

Table 2: Percentage Responses on Perceived Benefits of breastfeeding by mothers infected with HIV

Benefits of Breastfeeding	Frequency/Responses F(%)
No special preparations needed	35 (35.72%)
Promotes bonding between mother and child	7 (7.14%)
Reduces stigmatization of the mothers	6 (6.12%)
Protects babies from diarrhea, pneumonia and other infectious diseases	15 (15.32%)
Reduces the risk of passing HIV from mother to child	10 (10.20%)
Reduces malnutrition for children	7 (7.14%)
Less expensive than artificial milk	8 (8.16%)
Helps mother space her pregnancies	10 (10.20%)
Total	98 100%

Table 2 shows percentage response on perceived benefits of breastfeeding. The results revealed that no special preparation was needed for breastfeeding as revealed by 35.72% of the respondents. This was followed by 15.32% who believed that breastfeeding protected babies from diarrhea and other infectious diseases;

10.20% believed that it reduces the risk of passing HIV from mother to child, and helped mothers space their pregnancies. Also 5.16% said it was more economical while 7.14% said it promote bonding and reduces malnutrition for children. The last benefit was that it reduces stigmatization with 6.12%.

Table 3: Percentage Response on Challenges faced by Nursing Mothers

Challenges of use of ARV	Frequency Responses F(%)
Lack of ARV in post natal clinics	5 (5.10%)
Lack of proper counseling on the use of ARV	7 (7.14%)
Not affordable	3 (3.06%)
Not always available	5 (5.10%)
Will have some side effects on babies	1 (1.03%)
No response	77 (78.57%)
Total	98 (100%)

Table 3 shows that 7% of the respondents agreed that lack of proper counselling on the use ARV was one of the challenges they faced. Five percent of the respondents agreed that lack of and scarcity of ARV were

among their challenges. Only 1.03% of the respondents agreed that side effect of the ARV was a challenge. Unfortunately, 78.57% of the respondents did not give any response.

Table 4: Percentage Responses on ways of helping the women in their Breast feeding activities

S/ N	Ways of helping women breastfeeding	Percentage Responses	
		Yes	No
1.	Proper counseling on correct feeding practices	74 (75.51)	24(24.49)
2.	Teaching the women correct method of breastfeeding to avoid having sore or cracked nipples	72 (73.47)	24(26.53)
3.	Educating them on coping skills in areas where they are stigmatized	90 (91.84)	8(8.16)
4.	Free access to health care services	96 (97.96)	2(2.04)
5.	Making Anti-retroviral drugs free and always assessable to the women	98 (100)	- -
6.	Nurses, doctors and counselors should visit them at home to make sure they are using correct feeding practices	48(48.98)	50(51.02)
7.	Reducing the cost of antiretroviral drugs by government	96(97.96)	2(2.04)

Table 4 shows the ways of helping mothers in breast feeding activities. Only item 6 (nurses, doctor and counselors should visit them at home to make sure they are using correct feeding practices) had more negative (51.02%) responses than positive responses. All other items had more Yes than No. The rating can be done using the percentages. Item 5 which is that anti-retroviral drugs should be free and always assessable has the highest rating of 100% while 97.96% indicated that they should have free access to health care services. Similarly, 91.84% indicated that the mothers should be educated on coping skills in areas where they are stigmatized.

Discussion of Findings

The study revealed that the entire respondent practiced breastfeeding. Majority of the women indicated that

they practiced exclusive breastfeeding. This is in line with Ugboaja *et al*, (2014), report that 35.9% of their respondents practiced exclusive breastfeeding. This agrees with the 1990 innocent-declarations that all women should breastfeed their babies exclusively for the first six months of life (Hans, 1998). The mothers claimed to exclusively breastfeed their babies but they added different things such as water, mineral supplements, vitamins and even drug such as herbal medicines. This is in line with Oganah's, (2010) report that mothers gave herbal teas and water. Oganah reported that the mothers' perception was that breast milk alone cannot satisfy the infant and quench thirst. This is not in line with WHO/UNICEF guideline that mothers should exclusively breastfeed their babies for the first six months of life.

The result also revealed that 69.39% of the nursing mothers breastfed for 3 months while 30.61% breastfed exclusively for 6 months. This is not in line with the report of Ugboaja *et al* (2014) that the practice of exclusive breastfeeding was poor among the mothers in their studies as only 35.9% of the women did exclusive breastfeeding. According to Jaco *et al* (2010) when HIV positive mothers breastfeed exclusively for the first six months of life, the rate of mother-to-child-transmission of HIV is lower and the level of HIV free survival among their infants is higher.

The study revealed that no special preparation was needed (35.72%) for breastfeeding and that breastfeeding protected babies from diarrhea, pneumonia and other infectious diseases (15.32%), reduced the risk of passing HIV from mother to child and helped mothers space her pregnancies (10.20%) as some of the perceived benefits of breastfeeding. This is in line with the views of Kafulafula *et al* (2014) that exclusive breastfeeding prevented pregnancy, prevents MTCT of HIV, promoted child well-being and promotes good nutritional habits for mothers. Exclusive breastfeeding provides a six-fold protection against gastrointestinal and almost a three-fold protection against respiratory infection (WHO, 2010 and Betran *et al*, 2001).

The study revealed the major challenges of using ARV prophylaxis as lack of proper counselling on the use of ARV (7.14%), and lack of ARV in postnatal clinics (5.10%). This is in

line with the reports of Ugboaja *et al* (2014) and Kafulafula *et al* (2014) that limited human resources such as counsellors, limited management capacity, lack of ARV prophylaxis in postnatal clinic and fear of side effect on babies were the major challenges. Generally the result revealed the ways of helping the mothers to be that antiretroviral drugs should be free and always accessible (100%), educating them on coping skills in areas where they may be stigmatized (91.84%), free access to health care services (91.84%), proper counseling on correct feeding practices (75.51%) and teaching the woman correct method of breastfeeding to avoid cracked nipples (73.47%).

Conclusion

Based on the findings, the nursing mothers do breastfeed their babies. They claim to exclusively breastfeed their babies but where not doing it correctly as majority of the mothers included water, vitamins, mineral supplements and herbal teas. The result revealed that some of the challenges faced by nursing mothers to include lack of ARV prophylaxis, lack of proper counseling and fear of the side effect of ARV prophylaxis on their babies. Proper counseling on correct feeding practices, free access to health care services, making ARV prophylaxis free and accessible and educating them on coping skills in areas where they may be stigmatized.

Recommendations

Sequel to the findings and conclusion of the study, it is recommended that

1. Proper counseling on correct feeding practices should be given to the nursing mothers by the health workers during antenatal and postnatal visits.
2. Government should make sure that ARV prophylaxis is always available and accessible to the mothers for optional achievement of the WHO feeding guidelines.
3. Government should make health care services free and assessable for HIV/AIDS infected mothers.

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Operational and Maintenance Skills Required by Homemakers for Utilization of Selected Household Equipment

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Abstract

The study determined the operational and maintenance skills required by homemakers for utilization of selected household equipment in Enugu State. The study adopted survey research design. Three research questions and three hypotheses guided the study. The sample was 317, made up of 184 wage earning and 133 self employed homemakers. Data were analysed using mean and t-test. Findings include 17 operational and maintenance skills required by homemakers in the utilization of blender, 21 in deep freezer and 18 in gas cooker.

Keywords: Homemakers; Household; Equipment; Maintenance; Skill

Introduction

Households carryout different activities for the welfare of their members, such activities include among others laundry, house cleaning, child care and meal management. These activities which keep households going require the use of various forms of household equipment to accomplish them. Examples of household equipment are micro wave oven, deep freezer, blender ranges. Household equipment are made up of home appliances or tools designed to simplify and facilitate household chores (Leach, Peter and Ru-edge 2014). Dorsey (2013), noted that household equipment are valued for work they can do, as well as ways they reduce the time and effort required for many home routine tasks. Household

equipment can be classified by size, as small, medium and large pieces of equipment. Paskin (2013), also categorized household equipment on basis of operational requirement in electrical, non-electrical and mechanical equipment. Electrical ones are powered by electricity. Other types of fuel can also be used too for non-electrical while mechanical equipment are operated manually.

Operation is an act of partaking in a process or series of actions relating to a particular form of work or task to achieve a result. Operational skills in the use of household equipment involve, proper positioning of the appliance, connecting to and disconnecting from source of power, setting device and controlling the device while in use (Lani, 2013). Household chores differ in several

ways, including their operational skills and needed equipment. Some are preformed more frequently such as meal management while others such as laundry, house cleaning, financial record keeping, cutting the lawn may be done every other day, weekly or monthly (Lewis, 2010). Meal management is the most frequently chore performed by homemakers in the household. It involves such activities as storing, cutting, blending, mixing, cooking, serving, cleaning among others. Meal preparation requires many different types of equipment. Some of these kitchen equipment are expensive and play more vital role in meal management activities such as deep freezer, blender, cooker. These are major pieces of equipment which homemakers should master their operational skills in order to simplify work especially in this present day where many homemakers take paid jobs outside the home.

Mastering operational skills for the major meal management equipment, facilitates the activities of the homemakers, improves work, saves time and energy and reduce waste and accident (William, 2012). Deloitte (2012), stressed the need for manufacturers of these equipment, issue instruction guide to assist users in operating, cleaning and keeping the equipment in efficient working order. It is the responsibility of the users to follow the instructional guide strictly in handling and maintaining these kitchen equipment.

Maintenance is the process of keeping the kitchen equipment in an optimal operational condition. It is the act of keeping things (equipment, tools etc) in order through regular checking and servicing to avoid breaking down or malfunctioning (Saunder, 2012 and Adebayo, 2013), Maintenance of household equipment calls for careful application of skills in the manipulation, and treatments. Steer (2011) stated two types of maintenance, homemakers need for their kitchen equipment like, preventive and corrective maintenance. The author further explained that preventive maintenance is carried out daily, weekly and monthly while using the equipment to avoid rusting, tarnishing and breaking down which include handling washing drying, polishing, oiling and proper storage. Corrective maintenance is carried out when the equipment has broken down for the purpose of repair work such as fixing spoilt part, re-polishing or repainting. It is important that homemakers should have these skills for regular and proper maintenance of equipment to reduce the experience of frequent damage, breakdown and malfunctioning.

Many homemakers in Enugu State operate heavy work load inside and outside the home. The effective utilization of the household equipment such as deep freezer, blender and gas cooker is to simplify and facilitate kitchen activities. The extent to which the women benefit optimally from the use of their

household equipment however remains questionable. They need to acquire relevant operational skills. Obit (2013), observed that most homemakers neglect instructional manual that accompany the equipment and rush into using their equipment. This practice can destroy the equipment and make it a source of danger. Brain (2014), also stated that poor maintenance of kitchen equipment may lead to reduced operational speed or the complete failure of the piece of equipment. In addition there is a risk of loss of time, and accident may occur. Homemakers therefore require training on the operational and maintenance skills of these household equipment for efficiency in utilization. These skills need to be identified.

Purpose of the Study - The major purpose of the study was to evolve operational and maintenance skills required by homemakers (wage earner and self employed) in utilization of selected household equipment. Specifically, the study determined the operational and maintenance skills needed by homemakers for the utilization of:

- a. (Foodmixer) blender for grinding food items.
- b. Deep freezer for storing in the household.
- c. Range (gas cooker) for cooking food.

Research Questions

The study answered the following research questions:

1. What are the operational and maintenance skills in meal preparation required by homemakers in utilization of blenders for grinding food items?
2. What are the operational and maintenance skills in meal preparation required by homemakers in utilization of deep freezers for storing food?
3. What are the operational and maintenance skills in meal preparation required by homemakers in utilization of gas cooker for cooking food?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

Ho₁: There is no significant difference in the mean ratings of homemakers (wage earners and self employed) on the operational and maintenance skills in blended required by homemakers for efficiency in grinding.

Ho₂: There is significant difference in the mean ratings of wage earners and self employed homemakers in operational and maintenance skills in deep freezer required by homemakers for efficiency in storage.

Ho₃: There is no significant difference in the mean ratings of wage earning and self employed homemakers on operational and maintenance skills in gas cookers required by homemakers for efficiency in cooking food.

Methodology

Design and Area of the Study - The study adopted survey research design. It was carried out in Enugu State. Enugu urban was specifically used due to the presence of ministries, industries, banks and big business areas e.g. boutiques etc, where these wage earning and self employed homemakers are engaged for income generation.

Population for the Study - The population for the study was 1,815 homemakers comprised of 1203 wage earning homemakers and 612 self employed homemakers within prograding stage. Wage earning homemakers are those employed in government establishment (bankers etc) while self are those owning big businesses like boutiques, super markets etc, who can purchase and use these equipments; Extrated from National Directorate of Employment (NDE) Bureau of statistics (2012).

Homemakers are considered relevant to this study because they are directly involved in the use household equipment with some skills in their usage.

Sample for the Study - The sample for the study was 317 homemakers, comprising 184 employed or wage earning and 133 self employed homemakers. Purposive sampling technique was used to select ten percent (10%) from the population of wage earners and twenty (20%)

percent from the population of self employed homemakers making a total sample of 317 respondents.

Instrument for Data Collection - Questionnaire was used for data collection. It was used based on the purposes of the study. The questionnaire item had four response options of Highly Required (4), Averaged Required (3), Slightly Required (2) and Not Required (1). It was validated by three Home Economics lecturers. Cronbach Alpha formular was used to determine the internal consistency of the questionnaire items. It yielded an alpha co-efficient of 0.87.

Technique for Data Collection and Analysis - A total of 517 copies of the questionnaire were distributed by hand to the respondents. Only 295 out of 317 copies were duly completed and retrieved within three weeks. Mean and t-test were used for data analysis. Any item that scored mean of 2.50 and above was regarded as required, while items with mean score below 2.50 were not required. The t-test was used to test the hypotheses at 0.05 level of significance at 255 degree of freedom for hypotheses, any item whose t-cal was less than t-tab was accepted while any item whose t-cal was greater than t-tab was rejected.

Results

Findings: The findings are summarized in Tables 1 -3.

Table 1: The Mean Responses of the Wage Earners and Self Employed Homemakers on Operational and Maintenance Skills in Utilization of Blender Required by Homemakers for Efficiency in Grinding Food Items
N - (257); W/E - (135); S/E - (122)

ITEM STATEMENT							
S/N	Operational skills in Blender	\bar{X}	\bar{X}_w	\bar{X}_s	t-cal	t-tab	Remark
1	Read instructional manual before use.	2.87	2.86	2.88	1.07	1.96	R, NS
2	Operate the blender with good three pin plugs and well insulated wire.	2.99	3.08	2.91	1.01	1.96	R, NS
3	Place the jar holder on the motor house.	3.14	3.05	3.23	1.05	1.96	R, NS
4	Turn the jar holder clockwise until tightly fixed.	3.17	3.15	3.19	0.99	1.96	R, NS
5	Fill the jar half filled with wet food and little water for wet grinding or dry jar with dry food for dry grinding	3.16	3.12	3.21	0.83	1.96	R, NS
6	Cover the lid securely locked.	3.09	3.06	3.12	0.71	1.96	R, NS
7	Socket the plug to the wall socket and switch on.	3.22	3.21	3.23	0.85	1.96	R, NS
8	Run the grinder by pressing the lever and do not run continuously, purse after a time.	2.96	2.81	3.16	0.81	1.96	R, NS
9	Switch off and detach the plug from the socket after grinding pour out the ground food.	2.92	2.87	2.98	0.88	1.96	R, NS
10	Wash up immediately and allow the jar to drain dry before storage	2.87	2.80	2.95	0.96	1.96	N, NS
Maintenance skills							
11	Place the cord on the table while operating the appliance do not allow to hang over the edge of the table or counter.	3.14	3.17	3.11	0.91	1.96	R, NS
12	Handle the sharp blades carefully while washing.	3.22	3.19	3.26	0.89	1.96	R, NS
13	Clean the motor without immersing in water or other liquid to avoid damage.	3.27	3.24	3.31	0.87	1.96	R, NS
14	Use the appliance for intended use and not for other things.	3.13	3.06	3.21	0.83	1.96	R, NS
15	Switch on the appliance only when there is food to grind.	3.25	3.15	3.32	0.92	1.96	R, NS

16	Store clean and dry.	3.18	3.14	3.22	0.90	1.96	R, NS
17	Take to an authorized services company or technician for service and repairs	3.20	3.23	3.18	1.09	1.96	R, NS

Key - \bar{X} Mean; R - Required; NS - Not Significant; WE - Wage Earners; SE - Self Employed, t-cal - t calculated; t-tab - t-table = 1.98, Degree of Freedom = 255.

Table 1, revealed that the mean ratings of the respondents ranged from 2.87 – 3.27 which were greater than 2.50. This showed that both the wage earning and self employed homemakers in Enugu State agreed that the 17 items on operational and maintenance skills in utilization of blender were required by homemakers in utilization of blender for efficiency in grinding.

Table 2: The Mean Responses of the Wage Earning and Self Employed Homemakers on Operational and Maintenance Skills Required by Homemakers in Utilization of Deep Freezer for Efficiency in Storage

ITEM STATEMENT		\bar{X}	\bar{X}_W	\bar{X}_S	t-cal	t-tab	Remark
S/N	Operational Skills in Deep Freezer						
1	Read the instructional manual carefully and understand it before use.	2.91	2.95	2.87	0.81	1.96	R, NS
2	Keep the freezer in a ventilated room and 15cm away from the wall.	3.42	3.38	3.46	0.61	1.96	R, NS
3	Position the deep freezer a distance from direct sunlight or near an oven or cooker.	3.25	3.33	3.16	0.89	1.96	R, NS
4	Indicate the power load from the manual whether it corresponds with the fitted socket.	3.55	3.27	3.44	0.56	1.96	R, NS
5	Connect the plug to the wall socket.	3.41	3.32	3.51	0.68	1.96	R, NS
6	Turn the power to test run the freezer for 30 minute to know whether the temperature will get lower than what is indicated in the manual.	3.02	3.22	2.82	0.95	1.96	R, NS
7	Adjust temperature for storage.	3.18	3.07	3.29	0.97	1.96	R, NS
8	Wash food items for storage and wrap or package.	3.18	3.03	3.33	0.87	1.96	R, NS
9	Store food at maximum freezing capacity as indicated in the manual.	2.97	3.00	2.97	0.76	1.96	R, NS

10	Allow smooth circular of air: by not blocking the vent with food items.	2.95	3.17	2.74	0.26	1.96	R, NS
11	Store bottles in cooling apartment.	3.3	3.35	3.27	0.78	1.96	R, NS
12	Ensure that food stored is fresh.	3.19	3.14	3.24	0.82	1.96	R, NS
Maintenance skills							
13	Adhere strictly to its intended use.	3.25	3.34	3.22	1.06	1.96	R, NS
14	Replace the electric service cords or plug immediately, if faulty.	3.27	3.38	3.17	1.01	1.96	R, NS
15	Unplug or disconnect to defrost before washing don't use sharp object to remove ice.	3.38	3.25	3.45	0.36	1.96	R, NS
16	Wipe the body and tops regularly with soft duster.	3.15	3.21	3.10	1.10	1.96	R, NS
17	Wash with warm soapy water and soft sponge not with scouring pad, brush and abrasive.	3.23	3.32	3.14	1.14	1.96	R, NS
18	Add bicarbonate of soda to remove offensive odour.	3.06	2.96	3.06	0.94	1.96	R, NS
19	Avoid using the tops for storage to prevent depression of the carbonate.	3.26	3.28	3.25	1.15	1.96	R, NS
20	Dictate unusual light signals and noise.	2.27	2.23	2.31	0.89	1.96	R, NS
21	Service and repair the appliance with authorized technicians	2.51	2.45	2.56	0.19	1.96	R, NS

Table 2, reveal that the mean ratings of the two groups of respondents ranged from 2.51 – 3.42 and were above the cut-off point of 2.50. This implied that homemakers required the 21 skill items in operation and maintenance of deep freezer for efficiency in storage activities.

Ho₂, the table also revealed that the 21 skill items required by homemakers for efficiency in utilizing deep freezer for storage had their t-cal

ranged from 0.61 – 1.15 and were less than 1.96 at 0.05 level of significance and 255 degree of freedom. This showed that there was no significant difference in the mean rating of wage earning homemakers and self employed homemakers on the operational and maintenance skills required in deep freezer for efficiency in storage. Therefore, the hypotheses of no significant difference were upheld for the 21 items.

Table 3: The Mean Responses of Wage Earning and Self Employed Homemakers on Skills in Utilization of Gas Cooker Required by Homemakers for Efficiency in Cooking Activity

S/N	ITEM STATEMENT Operational Skills in Cooker	\bar{X}	\bar{X}_W	\bar{X}_S	t-cal	t-tab	Remark
1	Provide ventilation in the kitchen to prevent health hazard.	2.98	3.02	2.94	0.92	1.96	R, NS
2	Place the unit on a level ground, 15cm from the wall and 100cm from the ceiling.	3.13	3.02	3.18	1.06	1.96	R, NS
3	Use gas rubber hose of approved type not vinyl host that may not resist high temperature.	3.10	3.02	3.18	1.06	1.96	R, NS
4	Keep the cylinder away from source of heat.	3.36	3.18	3.47	1.05	1.96	R, NS
5	Open the main gas value, light the match, push in the gas control knob and turn the knob clockwise to light the burner.	3.28	3.34	3.20	0.96	1.96	R, NS
6	Test run all the knobs with care to identify which knob belong to which burner.	2.78	2.83	2.73	1.03	1.96	R, NS
7	Turn the ignition knob clockwise up to its original position and turn off the gas value to stop gas flow after use.	2.89	2.91	2.87	1.01	1.96	R, NS
8	Use the unit for the purpose is meant for, cooking, baking, grilling.	2.76	2.73	2.78	0.99	1.96	R, NS
9	Turn off the cooker immediately if there is any sign of abnormal combustion or sound and contact a qualified technician.	3.19	3.35	3.03	0.85	1.96	R, NS
	Maintenance Skills					1.96	
10	Turn off the knob, raise up the gas lever to stop gas flow after cooking.	2.94	2.96	2.91	0.97	1.96	R, NS
11	Clean the ring cap with wire brush or tooth brush to keep clean.	2.98	3.08	2.87	1.05	1.96	R, NS
12	Mount the ring cap properly	2.92	2.89	2.95	0.96	1.96	R, NS

	for even distribution of gas.						
13	Wipe the dirt on the cooker using soft damp cloth with mild soap.	3.07	2.96	3.18	0.94	1.96	R, NS
14	Replace the host if there is crack or leakage.	3.14	2.98	3.30	1.09	1.96	R, NS
15	Wipe the dirty host with soft damp cloth.	3.06	3.00	3.12	0.96	1.96	R, NS
16	Clean the unit immediately after each use.	3.19	3.25	3.13	0.93	1.96	R, NS
17	Clean the unit every weak to prevent stains coating on it.	2.96	2.82	3.10	1.06	1.96	R, NS
18	Service and repair the unit with an authorized technician.	2.61	2.15	2.57	1.14	1.96	R, NS

Table 3, revealed that the mean ratings of the two groups of respondents ranged from 2.76 – 3.36 and were above the decision rule of 2.50. This showed that the respondents required the 18 skill items in gas cooker for efficiency in cooking activity.

H_{03} , the t-cal ranged from 0.93 – 1.14 and were less than t-tab at 0.05 level of significance and 255 degree of freedom. This implies that there was no significant difference in the mean ratings of the respondents on the operational and maintenance skills required by homemakers in utilization of gas cooker for efficiency in cooking food. Therefore, the hypothesis of no significant difference was accepted for the 18 items.

Discussion

The findings in Table 1, revealed that homemakers need the seventeen (17) skill items identified by this study in operational and maintenance of a blender for efficiency in meal preparation. These skills include; reading instructional manual before

use, operate the blender with good pin plugs, wash up immediately and allow the jar to drain dry before storage, store clean and dry. These findings agreed with the instructional guide provided by Qlink User Manual (2010) and Frost Free Owner Manual (2013), as follows; operate the blender with three pin plugs, wash up immediately and allow the jar to drain dry before storage, store clean and dry, read instructional manual before use. For efficiency in the use of blender by homemakers, Steer (2011), suggested that homemakers should adopt preventive maintenance in the use of the blender like, handling, oiling washing and drying the equipment before storage to prevent rusting, tarnishing and malfunctioning. In mastering the instructional manual before using the equipment, Deloitte (2013), stated that manufacturer issue instructional guide on how to use, clean and keep any appliance in efficient working condition. It is the responsibility of the user to follow the instructions strictly.

Glusson, Meek and Mock (2012), noted that many factors may hinder users from effective use of household equipment such as having limited time to master the skills and basing their use on previous experience, consequently causing them problem from obtaining the best from using the equipment.

Conclusion

It was observed among career homemakers that they did not obtain expected satisfaction in using some selected kitchen equipment such as blender, deep freezer and gas range in meal preparation. These equipment broke down easily, sometimes fail in operation, causing them stress, frustration and waste of resources. Reason being that, these homemakers did not apply the appropriate skills required in the use of these equipment; therefore require skills in the operation and maintenance of these equipment. The study, therefore was carried out to address the problems and also make contribution to knowledge and comfort of these career homemakers. The study found out 17 operational and maintenance skills required by homemakers in using blender, 21 in deep freezer and 18 in gas range.

Recommendations

1. The identified skills by this study should be incorporated into the curriculum of home economics for training students while in school and in school acquisition centers for interested homemakers on

efficiency in the use of kitchen equipment.

2. Advertisement and the demonstration of skills on these equipment should be shown on television from time to time to help educate homemakers in their individual homes, since some of them have little or no time to master the skills on the use of these selected kitchen equipment through manual guide.
3. Workshops and seminars should be organized by home economist for training homemakers since they nearly need appropriate skills in the use of their kitchen equipment.

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Assessment of Skills Possessed and not Possessed by Youths that Engaged in Resist Fabric Dyeing Enterprise

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Abstract

The study assessed skills possessed and not possessed by youths that engaged in resist fabric dyeing enterprise. Area of study was Abeokuta, Ogun state, Nigeria. The population was made up of 2500 youths between 20-24 years. A purposive sampling technique was adopted to select 10 per cent of the population. Questionnaire was used for data collection. Data were analyzed using frequency and percentages. The major findings include: majority of the respondents 113 (58.38%) were married and 75 (36.23%) practiced Islam. Majority also possessed the following skills: dyeing preparation, motif preparation, dyeing application and post dyeing operation. It was concluded that if the youths can invest more on this enterprise, it will occupy them and enhance their sustainable living. Recommendations include, among others, that: - resist dyers should wear more of their products for societal awareness in the utilization.

Keywords: Skills, Youths, Fabric Dyeing, Enterprise.

Introduction

Youths represent the vibrant segment of the Nigerian population on whose shoulders the future of all facets of the nation's economy lies. Youths are not only legitimately regarded as the future leaders, they are potentially and actually the greatest investment for a country's development (*ThisDay* 2007).

The extent of their vitality, responsible conduct and roles in the society is positively correlated with the development of their country. They own the key to security, creativity and resourcefulness. Hence, the youths need to be empowered.

Arubayi (2010) and Spore (2004) explained that taking cognizance of

the peculiar realities of poverty, unemployment and deprivations in Nigeria and other developing countries some youths still depend on adults for survival, protection and development when it comes to white collar jobs that are not forth coming. Youths in this age bracket (20-24years) according to Adedoyin (2005) have a lot of energy that could be properly directed towards productive life through meaningful skills.

Globally, the number of jobless people is fast increasing. In Nigeria, national unemployment rate was 60% in 1997 and the situation is not getting any better (Awosope 2004). The problem of graduate unemployment is on the increase because Nigeria's economy is becoming more of service oriented (Awosika 2009 and Anyakoha 2006).

Nigeria World (2007) opined that youths are empowered when they acknowledge that they have or can create choices in life, are aware of implications of choices, free decision making, take action based on that decision and accept responsibility for the consequences of those actions.

According to Arubayi (2010) and Amubode (2008) they explained that youths need to be skillful and empowered. This means that they have to create and support the enabling conditions under which they can act on their own terms rather than at the direction of others. These dreams can only be realized by the youths through proper guidance, monitoring and evaluation of skills possessed. In addition, the willingness

and ability to continuing seeking investment opportunities and run them successfully is a way out of harsh economic condition in Nigeria and other developing countries of the world. The need for self-employment through entrepreneurship is vital to the youths in which sustainable living will be guaranteed. Some youths engaged in many skills for survival and wellbeing but the focus of this study is to investigate the skills possessed and not possessed by the youths that engaged on resist fabric dyeing in the study area.

According to Adebisi and Arubayi (2008), they explained that Abeokuta the capital of Ogun State is prominently known for resist fabric dyeing (adire) for their livelihood. Technologically, if the preparation methods involved in producing motif, dyeing application and post dyeing operation skills are adequately followed, the fabric produced will fetch more money that can be enough for happy sustainable living. They stressed further that after successful completion of dyed fabrics, one can use it to sew many products of various designs for household, decorations and clothing.

Resist fabric dyeing is a vocation that helps in wealth creation and it makes the investor to become an entrepreneur. According to Fisher (2009) and Ogunniran (2000), this skill could be learnt through formal, semi-formal and non-formal education. Batik and tie-dye are fabric decoration technologies in resist dyeing production. At global level, training in

this indigenous fabric dyeing has become part of education curriculum (Federal Republic of Nigeria 2004). According to Ojo (2010) resist fabric dyeing skill involved: de-waxing the fabric, dry the fabric and iron, application of dye-stuff solutions, removal of resist agent, rinsing, starching, ironing and packaging. All these skills need competence for the articles produced to be highly accepted by the consumers.

The production of resist fabric can affect the society values, beliefs and geographical factors and indeed environmental determination (Crystal 2006). Investment in this fabric production requires moderate capital either on small or medium scale enterprise. The enterprise can be financed through savings or loans from financial institution depending on the product target, marketability, consumer preference and fashion (Zakare 2013 and Beijing 2006). In fact, in a period of sustained economic growth, the development trend continues without becoming less because there is enough of what is needed to live or exist. For example, a healthy and prosperous society relies on a healthy environment to provide food, resources, safe drinking water, regular supply of electricity and clean air for its citizens.

The youths that engaged on resist fabric dyeing are entrepreneurs. They involved in creation of new enterprise that gives value to humanity by filling up neglected area of indigenous fabric dyeing enterprise. These youths are not contractors but the pivot on which

the economy of individual, society and nation at large rotates. According to Nwafor (2007), he explained that a nation that has entrepreneurial deficiency will find it difficult to industrialize and grow economically. It is on this basis that the study sought to assess production skills possessed by the youths who engaged on fabric resist dyeing in the study area.

Purpose of the Study

The major purpose of the study was to assess the production skills possessed and not possessed by the youths that engaged in Resist Fabric Dyeing Enterprise in Abeokuta, Ogun State. Specifically, the study determined:

1. the fabric preparation skills possessed/not possessed by the youths.
2. resist fabric motif preparation and transfer skill techniques possessed/not possessed by the youths.
3. fabric dyeing application skills possessed/not possessed by the youths.
4. post dyeing operations skills possessed/not possessed by the youths.

Research Questions

The study was guided by the following research questions:

1. What are the skills possessed and not possessed by the youths on resist fabric dyeing preparation in Abeokuta?
2. What are skills possessed and not possessed on resist fabric motif

- preparation and transfer skill techniques in the study area?
3. What are the skills possessed and not possessed on resist fabric dyeing applications in the study area?
 4. What are the skills possessed and not possessed by the youths on post dyeing operation of resist fabric dyeing in the study area?

Methodology

Area of Study: The study was carried out in Abeokuta, Ogun State. The town is respected and referenced for its cultural heritage, creativity and values. Itokun market area is predominantly known for resist fabric production, display and sales.

Design of the Study: The design of the study was descriptive survey design. This type of design was used because the findings from these data are expected to be generalized to the entire population using appropriate sampling technique to ensure that resultant sample is sufficiently representative of the population.

Population of the Study: The population was made up of youths aged between 20-24years. The youths that engaged in resist fabric dyeing enterprise in Itokun market area of Abeokuta, Ogun State were 2,500. This information was obtained through shop to shop visitation of the fabric dyeing market and also during their association meeting day.

Sample for the Study: Two hundred and fifty (250) respondents were selected from the 2,500 population.

Convenience sampling technique was used to select them. 207 respondents were able to use the instrument well without mutilation. Majority 113 (54.58%) of the respondents were within the age ranges of 22 to 24 years. Also 119 (57.48%) are male, 148 (71.49%) possessed Primary School Leaving Certificate, 132 (6.76%) are married and majority 75 (36.23%) practiced Islam.

Instrument for data collection:

Questionnaire was used for the study. It was developed through extensive literature review based on purposes of the study. It was validated by three experts in Textiles and Clothing, Home Economics Department. Cronbach Alpha Statistical tool was used to ascertain the reliability coefficient of $r=0.749$.

Data Collection and Analysis: 230 copies of the questionnaire were distributed to the respondents. The Questionnaires were collected immediately. Only 207 copies of the questionnaires were retrieved without mutilation. Three trained research assistants were employed for the administration of the instrument. Data for the analysis was drawn for the instrument collected. Data collected was analyzed using frequency counts and percentages. The total responses of each item were tabulated and the findings were analyzed.

Findings of the study:

The findings are summarized in Tables 1 -4.

Table1:- Percentage Responses on Fabric Preparation Skills possessed/not possessed by the youths.

S/N	Resist fabric Dyeing Preparation Skills	Skills Possessed		Skills Not Possessed.	
		F	%	F	%
1	Obtain require fabric	207	100	0	2.42
2	Removal of buttons, buckles and unpick hems of heavy fabrics	200	96.61	7	3.38
3	Fabrics for from dirt and grease	180	86.96	27	13.4
4	Dewax the fabric	206	99.52	1	0.88
5	Rinse	204	98.55	3	1.44
6	Dry	207	100	0	0

Table 1 indicates percentage responses on resist fabric dyeing and preparation skills of the respondents in the study area. The table reveals that majority of the respondents possessed skills on preparation of the required fabrics 201 (100%), removal of buttons, buckles and unpick hems of heavy fabric 200 (96.61%), fabric free from dirt and

grease 206 (99.55%), de-wax the fabric 201 (98.55%), rinse 204 (98.55%) and dry 207 (100%). This implies that majority of the respondents possessed all the skills needed in resist fabric preparation for dyeing. Also, Minority of the respondents do not possess skills in fabrics preparation.

Table 2: Percentage Responses on Resist Fabric Motif Preparation and Transfer Skills possessed/not possessed by the youths

S/N	Resist Fabric motif Preparation skills	Skills Possessed		Skills not Possessed	
		F	%	F	%
1	Preparation of motif	207	100	0	0
2	Spread fabric for motif transfer	207	100	0	0
3	Transfer motif to the right position	204	98.55	3	1.45
4	Arrangement of motif among the parts such as lines, forms and spaces for harmony	200	98.55	7	3.35
5	Arrangement of motif proportionally	180	66.62	27	13.04
6	Balance the motif for a sense of equilibrium	180	66.67	27	13.04
7	Progression of sizes, shapes and lines are rhythmic	200	96.62	7	3.38
8	The arrangement emphasize significant parts	202	97.58	5	2.42

Table 2 shows percentage responses on resist fabric motif preparation and transfer skills. This reveals that majority of the respondents possessed the following skills: preparation of

motif 207 (100%), spread fabrics for motif transfer 207 (100%),transfer motif at the right position 204 (98.55%),arrangement of motif among the path such as lines, forms and

spaces harmonized 200 (96.62%), arrangement is proportional 180 (66.67%), balance the motif for a sense of equilibrium 180 (66.67%), progression of sizes, shapes and lines are rhythmic 200 (96.62%) and the

arrangement emphasizes the significance parts 202 (97.58%). This implies that the majority of the respondents possessed the skills on the resist fabric motif preparation and transfer skills.

Table 3: Percentage Responses on Resist Fabric Dyeing Application Skills Possessed and not Possessed by youths

S/N	Resist dyeing application skills	Skills possessed		Skills Not possessed	
		F	%	F	%
1	Choosing appropriate dye	190	91.79	17	8.21
2	Preparing appropriate dye	207	100	0	0
3	Utilization of large container preferably earth ware vessel	206	99.52	1	0.48
4	Enough dye solution to have the garment completely immersed and easily moved about	200	96.62	7	3.38
5	Dye the fabrics	207	100	0	0

Table 3 indicates percentage responses on resist fabrics dyeing application skills possessed and not possessed. The majority of the respondents possessed the following skills: choosing appropriate dye 190 (91.79%), preparing appropriate dye 207 (100%), utilization of large

container preferably earthenware vessel 206 (99.52%), enough dye solution to have the garment completely immersed and easily moved about 200 (96.62%) and Dye the fabrics 207(100%). This implies that majority of the respondents possessed skills on resist fabrics dyeing.

Table 4: Percentage Responses on Post-Dyeing Operation Skills possessed/not possessed by the youths

S/N	Post Dyeing operation skills	Skills Possessed		Skills Not Possessed	
		F	%	F	%
1	Remove resist materials	200	96.61	7	3.38
2	Rinse fabrics	202	97.58	5	2.41
3	Starch	200	96.61	7	3.38
4	Dry in a shady place	198	95.65	9	4.34
5	Iron	200	96.61	7	3.38
6	Air the fabrics	160	77.29	47	22.70
7	Fold	206	96.51	1	4.83
8	Package	206	96.51	1	4.83

Table 4 indicates percentage responses on post dyeing operation skills possessed and not possessed by the youths in the study area. The eight production skills are possessed by the respondents while minority did not possess the most dyeing operation skills.

Discussion of Findings

Table 1 reveals percentage responses on resist fabrics dyeing preparation skills. From the six (6) items stated, the respondents possessed (86% - 100%) skills on resist fabric preparation. This is in line with Adedoyin (2005) that stressed that youths at this stage have a lot of productive life through meaningful skills. In addition, Amubode (2008) explained that the willingness and ability of the youths to continuing seeking investment opportunities and run them successfully is a way out of harsh economic condition. The strength enabled the respondents to possess the preparation skill in resist fabric dyeing.

Table 2 indicates percentage responses on resist fabric motif preparation and transfer skills. Majority of the responses possessed skills on motif preparation. Abeokuta, Ogun State is prominently known for resist fabric production and most of their youths engage on resist fabric production for their livelihood. Adebisi and Arubayi(2008) also explained that technologically, if the preparation methods involved in producing motif dyeing application and post dyeing operation skills are

adequately followed, the resist fabric produced will fetch more money that can be enough for happy sustainable living. In addition, Crystal (2006) opined that production of resist fabric can affect the society values, beliefs and geographical factors and indeed environmental determination. Also, Beijing (2001) explained that investment in this enterprise requires moderate capital either on small or medium scale enterprise. The enterprise can be financed through saving or loan from financial institution depending on the product target, marketability, consumer preferences and fashion.

Table 3 shows percentage responses on resist fabric dyeing application skills possessed and not possessed by the respondents in the study area. From the five (5) items, majority of the respondents possessed dyeing application skills. This is in line with Ojo (2010) which pointed out that resist fabrics dyeing skills involves: de-waxing the fabric, drying of the fabric and ironing, application of dye-stuff solutions, removal of resist agent, rinsing, starching, ironing and packaging. All these skills need to be highly accepted by the consumers.

Table 4 reveals percentage responses on post dyeing operations skills. Majority of the respondents possessed all the eight itemized skills in the study area. These youths engaged in enterprise that give value to humanity and also fill up the neglected area of indigenous fabric dyeing. Nwafor (2010) emphasized that these youths are not contractors

but entrepreneur. Also Amubode (2008) pointed out that this skill could be learnt through formal, semi-formal and non-formal education.

Conclusion

In conclusion, youths are characterized by activity, agility and restiveness. There is need to engage these youths on more creative and challenging activities that would keep them busy with useful skills. This will reinforce the youth and also generate income that will enable them to maintain sustainable living. Youths represents the vibrant segment of Nigeria population on whose shoulders the future of all facets of the nation's economy lies. The extent of their vitality, responsible conduct and roles in the society is positively correlated with the development of their country. They own the key to security, creativity and resourcefulness. Resist fabric dyeing enterprise is an interesting and creative vocation that is generating income, if the youths in Abeokuta land invest more on this enterprise, it can enhance sustainable living.

Recommendations

Based on the findings from this study, the following recommendations were made:

1. The resist fabric dyers should wear more of their products for society awareness of the utilization and promote aesthetic value of the land.
2. The resist fabric association members should be encouraged

through the Government giving the dyers soft loans to boost the resist fabric production.

3. Educational and curriculum planners should review the curriculum in line with the new National policy of education so that entrepreneurial based skills are emphasized.
4. Modern skill acquisition centers on resist fabrics production should be opened in Ogun State to equip the youths more on saleable and recent designs in vogue.

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Pleasure Reading among Adolescents in Enugu Public Libraries

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Abstract

The study focused on pleasure reading among adolescents in Enugu State Public Libraries. The study was guided by four objectives. The population of the study was made up of 168 adolescents between the ages of 12 and 21. Questionnaire was used for data collection. The questionnaire was developed based on the objectives of the study. Data collected were analyzed using mean scores and percentages. Findings reveal that 67.16 percent of the adolescents who read for pleasure in public libraries were secondary school students and the reading materials most preferred by them were books on true life stories. It was recommended, among others, that books on true life stories which attract the attention of adolescent readers should be made a major part of public library collection on pleasure reading.

Key words: Pleasure, Public, Libraries, Recreational, Adolescents, Reading

Introduction

Reading for pleasure has been defined in various ways by authors. British Broadcasting Cooperation (BBC) (2014) defines it as reading that is primarily for enjoyment. It encompasses a wide range of genres and publications which include both fiction and non-fiction. Clark and Rumbold (2006) defined reading for

pleasure as reading that people do out of their own free will, anticipating that satisfaction will result from it. Pullman (2004) defined it as a form of creativity and a way of connecting with text. UK Department of Education (2012) posits that active encouragement of reading for pleasure should be a core part of every student educational entitlement whatever their background or

attainment, as extensive reading and exposure to a wide range of texts make a huge contribution to students educational achievement. Gilbert and Fister (2011) observed that reading for pleasure can as well be called recreational reading, reading for fun or leisure reading.

Reading for pleasure is of immense benefit to young adults. BBC (2014) posits that reading for pleasure helps to increase sense of achievement, confidence, self esteem and self awareness in individuals: it widens horizons, helps to develop relationships, promotes inclusion and empathy through sharing of opinions and ideas; prevents boredom and promotes relaxation. Organization for Economic Cooperation and Development (OECD) (2002) suggests that leisure reading is more important for adolescent's educational success than their families' socio-economic status. Clark and Rumbold (2006) observed that people cannot be active or informed citizens unless they can read. The authors went on to say that reading, especially reading for pleasure has been identified as one of the major factors that can be used to lessen ignorance and broaden world view of individuals,' especially adolescents. In the same vein, Parlette and Howard (2010) discovered that reading for pleasure allowed adolescents to develop intellectually, and gain perspectives on different topics, improves the possibility of learning new things. Babbitt-Bray, Pascarella and Pierson (2004) discovered that the more college

students read for pleasure, the more they develop a strong vocabulary and cultural literacy. Government of South Australia (2012) observed that reading for pleasure opens doors to people's inner and outer worlds, provides access to knowledge and power and can provide a lifetime of enjoyment. The Government of South Australia went on to say that reading for pleasure is important for educational, social and personal development and can influence children and adults to achieve their life goals and raise their self esteem. Howard (2011) also observed that reading for pleasure helped collage students formulate future vocational goals, either by providing important general knowledge or by expanding their vocational horizons, making them aware of new career possibilities. Among older women, reading for pleasure helps to reduce tension and nurture people emotionally (Cuban, 2001). Reading for pleasure is not restricted to printed works alone. It includes online reading, whether on a website or via an e-reader such as a kindle (BBC, 2014).

Different types of materials are available for people who engage in pleasure reading. Some of these include fiction materials like novels, short stories, jokes, poetry, lyrics and script; and nonfiction materials like reference books, newsletters, mails, biographies, memoirs, newspapers, magazines and websites. On the type of materials adolescents particularly read, Parlette and Howard (2010) observed that among their

respondents, 50 percent read general fiction, 21 percent read non-fiction (biographies, autobiographies, and true life stories). 15 percent read science fiction/fantasy while the remaining read other types of genre fiction. Clark & Foster (2005) examined reading choices of college students outside classroom, and discovered that magazines, websites, text messages, jokes and books/magazines about television programs emerged as the most popular reading choices. More than 50 percent of the people in the study indicated reading emails, fictions, comics, while newspapers were also popular choices. In a similar study, Bossman, Houston and Kelly (2010) discovered that among their respondents who were mostly adolescents, 50 percent preferred reading materials on mystery/suspense and another 50 percent preferred other choices like politics, religion, inspirational music or travel/health magazines.

Despite the many gains of pleasure reading, it has been observed that the urge to read for pleasure among adolescents is in decline. In UK, Sainsbury & Schagen (2004) observed that the percentage of school aged children who engage in reading for pleasure has dropped from 77% in 1998 to 71% in 2003. In the United States of America (USA), Office of research and Analysis (2007) observed that reading for pleasure among adolescents dropped from 35% in 1984 to 22% in 2004. In Australia too, Dickenson (2014) noted that reading

for pleasure among adolescents dropped from 75% in 2003 to 66% in 2012. Clark & Rumbold (2006), Cron (2008) and Gilbert & Fister (2011) attributed these drops in reading for pleasure to lack of time, overcrowded curriculum, the need to pass examinations and inability of many children to select appealing reading materials. Parlette & Howard (2006) observed that many academic libraries do not have pleasure reading collections. Clark & Rumbold (2006) stressed the importance of choice in fostering pleasure reading. The authors posit that when people participate in choosing what they want to read, many will read and enjoy, even if the books are difficult to understand. The authors advised that to promote pleasure reading among adolescents, pleasure reading collections should be established in academic libraries. The authors further advised that a quiet, comfortable reading area should be developed near pleasure reading collections. The authors posit that such a comfortable reading area will encourage adolescents to use the library for recreational reading. Clark and Foster (2005) discovered that activities that would help people read more would be meeting authors/celebrities, helping younger children read, reading for prizes, establishment of reading groups with friends and reading for charity. In Africa, the story is not different. Griswold, (2000) observed that reading for pleasure which was common among Nigerian adolescents and even adults in the

past, is gradually being eroded. Though there was no recorded data on the rate of the drop in reading for pleasure among Nigerian adolescents, Igwe (2011) noted that literacy rate dropped from 62% in 1992 to 52% in 2006. Griswold (2000) attributed the drop in reading for pleasure among Nigerians to inadequate library facilities, poverty and high cost of purchasing books and other reading materials. Ihejirika (2014) and Obafemi (2006) observed that the presence of technological devices like television, video and computer generated games at home occupy the time that would have been used for pleasure reading. Ifedili (2009) noted that poor feeding, poor accommodation and the location of academic institutions in busy urban area are some of the problems affecting pleasure reading among adolescents in Nigerian institutions of higher learning. The author opined that though pleasure reading is currently in decline, there is hope that it should be revived in the future if teachers, lecturers, administrators of higher institutions and government should devise means of encouraging adolescents to read for pleasure. Akabuike & Asika (2012) advised that to encourage adolescents to read for pleasure, schools and libraries should provide access to interesting and meaningful reading materials. The authors posit that reading programmes should be designed for adolescents in institutions of higher learning. Oladunjoye (2012) recommended that back to reading campaign should be organized in

schools, colleges and community centers to encourage adolescents to read. Though different definitions and age ranges have been used to denote adolescents such as those of American Psychological Association (APA) (2002), United Nations (2011) and Sacks (2003)' Adolescents as used in this study refer to people between the ages of 10 and 24 Edberg (n.d). Brown and Jekielek (2005) posit that people of this age bracket are in transition from childhood to adulthood. Many explore the world around them through pleasure reading (Howard, 2011) and are the greatest users of public libraries (Iwhiwhu and Okorodudu, 2012).

Researchers such as Parlette and Howard (2010); Clark & Rumbold (2006) and Clark & Foster (2005) amongst others have chronicled much on reading for pleasure among adolescents in Europe and America. Though a body of research exists in adolescent and reading in Nigeria, much of this work is on poor attitude to reading for pleasure and poor reading culture among Nigerians. None of these studies is conducted on the few Nigerian adolescents who still read. It is this gap that this work intends to fill.

Purpose of the Study

The major purpose of this study was to examine pleasure reading among young adults in Enugu State Public Libraries. Specifically, the study:

1. determined the perceived benefits of pleasure reading by adolescents in Enugu State.

2. identified the types of books read by adolescents in Enugu State
3. determined problems militating against pleasure reading activities of adolescents in Enugu State.
4. determined strategies for promoting pleasure reading among adolescents in Enugu State.

Methodology

Area of Study: The Area of study was Enugu State. The study covered public libraries in Enugu State. Enugu State is in the South East geo-political zone of Nigeria. The libraries are National library of Nigeria, Enugu; Enugu State Library Board of Enugu, Awgu, Nsukka and Children's Centre Library, Nsukka.

Design of the Study: The study adopted descriptive survey design.

Population of the Study: The population of the study was 631 adolescents pleasure readers who were registered with the libraries under study. There are 371 girls and 260 boys. Adolescents as used in this study refer to people between the ages of 12 -24.

Sample for the study: The sample size is 168 adolescent pleasure readers. Convenience sampling was adopted for the study. This is a sampling method in which a researcher selects for the sample size those study units that happen to be available at the time of data collection. The nature of the population (adolescents) made it necessary that this sampling method should be used as most adolescents are students. It is likely that many will be away to school especially those

living in school dormitories and hostels. Moreover there is the possibility that many registered adolescents may be holiday makers who visited their relatives at Enugu state and must have gone back to their residences.

Instrument for data collection: A structured questionnaire based on four point scale measurement of Strongly Agree = 4; Agree = 3; Disagree = 2; and Strongly Disagree =1; was used for data collection. The questionnaire had four clusters. Each cluster reflected a research question and each research question represented an objective of the study. The questionnaire was validated by three academic staff of the department of Library and Information Science, University of Nigeria, Nsukka. Their observations, ideas and opinions were incorporated in the questionnaire. The validated questionnaire was then trial tested on 16 young adult pleasure readers of Anambra State Library Board, Awka. The trial test was computed by the Cronbach's alpha method of internal consistency and reliability. The reliability coefficient was 0.76 which showed that the instrument is highly reliable.

Method of Data Collection: A total of 168 copies of the questionnaire were administered to respondents. Only 134 copies (79.76 percent) were retrieved. The data collected were analyzed using percentages and mean scores.

Findings of the study

The following findings were made.

Respondent's characteristics:

Academic qualifications showed that 25 (18.66 %) respondents had West African School Certificate (WAEC), 19 (14.18%) had Ordinary National Diploma (OND), 90 (67.16 %) were secondary school students and 25 (18.66 percent) were undergraduate students. Also, 19 (14.18 %) of the respondents were civil servants. This implies that majority of adolescents who read in public libraries for

pleasure are secondary school students. Analysis of respondents age range show that 18 (10.7%) are within 12-15, 81(48.2%) within 16-18, 32 (19.04%) within 19-21 and 37 within 21-24 age ranges. 71 (42.2 %) were males while 97 (57.7 %) were females.

Perceived Benefits of Pleasure Reading: Findings are summarized in Table 1.

Table 1. Mean Responses of Benefits of Pleasure Reading on Adolescents.

S/n	Benefits of Reading for Pleasure Pleasure reading helps to:	Mean Scores	Decision
1	gain knowledge of different topics	3.49	A
2	expose the individual to new ideas	3.54	A
3	fight loneliness	3.07	A
4	improve the power of oration	3.24	A
5.	develop character	3.25	A
6.	choose a career	2.97	A
7.	connect with others imaginatively	3.09	A
8.	provide information on high risk behaviors	3.06	A
9.	develop somebody intellectually	3.67	A
10.	develop positive outlook on life	3.17	A

Key: A=Agreed; NA=Not Agreed

Table 1 shows that all the listed items are benefits of pleasure reading on the lives of adolescents because all fall above the criterion mean of 2.5. The table shows that the highest benefit is in the intellectual development of

readers while its lowest benefit is on choosing a career.

Types of Materials Adolescents use for Pleasure Reading. Findings are summarized in Table 2.

Table 2. Mean responses of Types of Materials Adolescents read during Pleasure Reading

S/n	Types of Materials Read by Adolescents during Pleasure Reading	Mean	Decision
1.	Biographies.	2.91	A
2.	Author biographies	2.90	A
3.	True life stories	3.67	A
4.	Science Fiction	3.09	A

5.	Magazines	3.48	A
6	Websites	3.30	A
7.	Text Messages	3.04	A
8.	Jokes.	3.31	A
9.	Comedy.	3.32	A
10.	Adventure	3.37	A
11.	Horror stories	2.76	A

Key: A=Agreed; NA=Not Agreed

Table 2 shows that all the materials listed in items 1-11 are read by adolescents. The table also shows that true life stories constitute the greatest materials read by adolescents in public

libraries while horror stories are the least materials read by them.

Challenges inhibiting Pleasure Reading among Adolescents in Nigeria. Findings are summarized in Table 3.

Table 3: Mean responses of Challenges Inhibiting Pleasure Reading among Adolescents in Nigeria.

S/n	Challenges of Pleasure Reading	Mean	Decision
1.	The need to read prescribed school textbooks in order to pass examinations	3.51	A
2.	Inability to locate interesting reading materials	2.90	A
3.	Much time spent on video games	3.37	A
4.	Much time spent on computer games	3.33	A
5.	Much time spent on watching television	3.41	A
6	Much time spent on surfing the internet	3.28	A
7.	Lack of pleasure reading collections in academic libraries	2.89	A
8.	Lack of comfortable reading spaces in libraries	2.32	D
9.	Book promotion programs that do not encourage people to read the book of their choices	2.51	A

Key: A=Agreed; NA=Not Agreed

Table 3 shows that the greatest factor inhibiting pleasure reading among adolescents is the preference to reading prescribed school textbooks in order to pass examinations. Among acceptable challenges, it is also shown that book promotion programs that do not encourage people to read the books of their choices is the least

challenging factor to pleasure reading. Respondents did not consider lack of comfortable reading spaces in libraries as a challenge to pleasure reading.

Strategies for enhancing pleasure reading among adolescents. Findings are summarized in Table 4.

Table 4: Mean Scores of Strategies for Enhancing Pleasure Reading among Young Nigerian Adults

S/n	Options	Mean	Decision
1.	Establishment of pleasure reading collections in academic libraries	3.51	A
2.	Ensuring that young adults have access to pleasure reading materials	3.49	A
3.	Ensuring that materials in pleasure reading collection are interesting and meaningful	3.59	A
4.	Permitting young adults to select and read materials of their choice	3.29	A
5.	Organizing meetings with known authors	3.08	A
6.	Helping younger children read	3.45	A
7.	Organizing reading for prizes programs	3.43	A
8.	Establishment of reading groups in schools and libraries	3.42	A
9.	Establishment of reading for charity groups.	2.94	A

Key: A=Agreed; NA=Not agreed

Table 4 shows that the respondents accepted all the listed items as strategies for enhancing pleasure reading among adolescents in Enugu State, Nigeria. The table also shows that the best strategy for promoting pleasure reading among adolescents is by ensuring that materials in pleasure reading collection are interesting and meaningful.

Discussion of Findings

Intellectual development was found to be the highest benefit of pleasure reading to adolescents in Enugu State. This is not surprising; being young and students, the need to acquire intellectual development which is highly needed for academic excellence outweighs any other benefit. This finding is consistent with the findings of Parlette and Howard (2010) in which it was discovered that reading for pleasure allows students to

develop intellectually and gain perspectives on different topics. The finding is also consistent with that of Howard (2011) in which it was discovered that students read for pleasure to improve their overall literacy or thinking skills.

True life stories constitute the greatest reading materials read by adolescents in Enugu State. True life materials are nonfiction materials. This contradicts the findings of Clark and Foster (2005) who examined the reading choices of college students outside classroom in UK and discovered that majority of the students (95 percent) read fiction. This finding also contradicts the findings of Parlette and Howard (2010) in which it was discovered that only 21% of first year undergraduates in Canada read non-fiction materials.

Reading prescribed textbooks in preference to pleasure reading is a

challenge to pleasure reading activity in Enugu State. The finding is consistent with the findings of Ihejirika (2014) and Obafemi (2006) in which it was observed that people do not spare time to read for pleasure because of the need to pass examinations. The need to pass examination has overshadowed everything adolescents in Enugu State, Nigeria do, as the mark of excellence for students in Nigeria is based on paper qualifications, not on what people are capable of achieving. The findings of the study also revealed that book promotion program that does not encourage people to read the book of their choice is the least challenge inhibiting pleasure reading. This finding contradicts the finding of Parlette and Howard (2010) in which it was postulated that students resist campus reading and book discussion programs because they view the books to be read and discussed as imposed on them. It was discovered also that lack of comfortable reading spaces in libraries does not constitute a challenge to pleasure reading. This finding is very encouraging as it shows that public libraries in Enugu State have comfortable reading spaces. Findings from the study further revealed that the greatest strategy to enhance pleasure reading in Public Libraries in Enugu State is to ensure that materials in pleasure reading collection are interesting and meaningful. This finding supports the finding of Akabuike & Asika (2012) who advised that to encourage adolescents to read for pleasure,

schools and libraries should provide access to interesting and meaningful reading materials.

Conclusion

On the bases of the findings of this study, it can be concluded that majority of readers in public libraries who engage in pleasure reading are secondary school students. Intellectual development is the highest benefit of pleasure reading. All the identified types of materials for pleasure reading were appreciated by young adult readers. A major challenge to pleasure reading which is perceived by adolescent readers is reading prescribed school text books in preference to pleasure reading. All the identified strategies for enhancing pleasure reading were perceived as being relevant and apt by the adolescent readers.

Recommendations

1. Public libraries should house pleasure reading collections to help readers develop intellectually.
2. Books on true life stories should be made a major part of public library collection. This type of collection can serve as character molding and some characters in the collection can serve as models to some young readers.
3. Prescribed school textbooks should also be a considerable portion of public library's collection. Such collection can attract more students and other categories of readers to the library. Such

collection can also serve as a stop gap to some readers.

4. Public libraries should ensure that pleasure reading collections are interesting and meaningful.

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Prevalent Types of Child Neglect among Working Mothers in Abeokuta, Ogun State

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Abstract

This study focused on the association between socio-economic factors and child neglect among working mothers in Abeokuta, Ogun state. A sample of 120 working mothers were purposively selected. Questionnaires was used for data collection. Data were analyzed using percentages and Chi square at 0.05 alpha level. Findings indicate that there was significant association between the social and economic status of working women and child neglect; for education (X^2 cal. was 52.381 > than X^2 tab 32.71, $P < 0.05$). However, there was no significant association between occupation and child neglect (X^2 cal. was 10.284 < X^2 tab 23.685). Medical neglect was found to be the most prevalent type of child neglect, closely followed by emotional neglect, with physical neglect being the least. Divorce and separation was found to be the most serious cause of child neglect. Also, socio-economic status of working women predicts neglect of children but occupation (type) did not have a significant association with child neglect. Governments were called upon to make medical facility more readily available so as to discourage homemade remedies that are easily embarked upon by parents and guardians. Also, there should be an enforcement of child rights law by the governments while working mothers were implored to strike a balance between social and economic status and care of their children.

Keywords: Child, Neglect, Rights, Education, Family.

Introduction

The African Charter on the Rights and Welfare of the Child defines a "child" as a human being below the age of 18 years. It recognizes the child's unique and privileged place in African society and that African children need protection and special care. It also acknowledges that children are

entitled to the enjoyment of freedom of expression, association, peaceful assembly, thought, religion, and conscience. It aims to protect the private life of the child and safeguard the child against all forms of economic exploitation and against work that is hazardous, interferes with the child's education, or compromises his or her

health or physical, social, mental, spiritual, and moral development. It calls for protection against abuse and bad treatment, negative social and cultural practices, all forms of exploitation or sexual abuse, including commercial sexual exploitation, and illegal drug use. It aims to prevent the sale and trafficking of children, kidnapping, and begging of children. The African Charter on the Rights and Welfare of the Child (also called the ACRWC or Children's Charter) was adopted by the Organization of African Unity (OAU) in 1990 (in 2001, the OAU legally became the African Union) and was entered into force in 1999. Like the United Nations Convention on the Rights of the Child (CRC), the Children's Charter is a comprehensive instrument that sets out rights and defines universal principles and norms for the status of children. The ACRWC and the CRC are the only international and regional human rights treaties that cover the whole spectrum of civil, political, economic, social and cultural rights. The Children's Charter originated because the member states of the AU believed that the CRC missed important socio-cultural and economic realities particular to Africa. It emphasizes the need to include African cultural values and experiences when dealing with the rights of the child in such as: Challenging traditional African views which often conflict with children's rights such as child marriage, parental rights and obligations towards their children, and children born out of

wedlock; Expressly saying that the Children's Charter is higher than any custom, tradition, cultural or religious practice that doesn't fit with the rights, duties and obligations in the Charter; The Children's Charter has a clearer definition of the child as a person aged under 18 years old; amongst others. In 2003, Nigeria adopted the Child Rights Act to domesticate the Convention on the Rights of the Child. Although this law was passed at the Federal level, it is only effective if State Assemblies also enact it. To date, only 16 of the country's 36 States have passed the Act. Intense advocacy continues for the other 20 States to pass it. This explains that this landmark legislative achievement has not yet translated into improved legal protection throughout the Federation. Nigeria has been unable to deal with several issues hindering the protection of rights of children such as children living on the streets, children affected by communal conflict, drug abuse, human trafficking and the weaknesses of the juvenile justice system amongst others. The basic Principles of Children's Rights includes: Every child has the right to life and be allowed to survive and develop; Every child is entitled to name, family and nationality; Every child is free to belong to association or assembly according to law; Every child has the right to express opinions and freely communicate them on any issue subject to restrictions under the law; Every child is entitled to protection from any act that interferes with his or her privacy, honour and reputation;

Every child is entitled to adequate rest; recreation, leisure and play according to his or her age and culture; Every child (male or female) is entitled to receive compulsory basic education depending on individual ability; Every child is entitled to good health, protection from illness and proper medical attention for survival, personal growth and development; No child should suffer any discrimination irrespective of origin, birth, colour, sex, language, religion, political and social beliefs, status or disability; Every child must be protected from indecent and inhuman treatment through sexual exploitation, drug abuse, child labour, torture, maltreatment and neglect. Children are the leaders of tomorrow, their wellbeing is a matter of concern to any nation. Nigeria as a country is not yet able to properly deal with issues of neglect in terms of physical need for food, need for education, need for medical health and sustainability of its children in the face of many challenges, this also explains why issues like Child neglect is yet to be eradicated.

Child neglect is where the responsible adult does not provide adequately for the various needs of the child, the common ones includes physical (not providing adequate food, clothing or hygiene), emotional (not providing nurture or affection), educational (not enrolling a child in school), or medical (not medicating the child or taking him or her to the doctor). Neglect could also take the form of financial abuse by not buying

the child adequate materials for survival (American Humane Association, 2011). Other forms of child neglect includes allowing the child to witness violence or severe abuse between parents or adult, ignoring, insulting, or threatening the child with violence, not providing the child with a safe environment and adult emotional support, and showing reckless disregard for the child's well-being (Daniel, 2005). Child neglect also refers to the failure of a person responsible for a child's care and upbringing to safeguard the child's emotional and physical health and general well-being" It is acts of commission; harm to a child may or may not be the intended consequence. Thus the persistent failure to meet a child's basic physical and/or psychological needs resulting in serious impairment of health and/or development is referred to as child neglect (Turney and Tanner, 2005).

There are various types of child neglect. These include: Physical neglect which refers to the failure to provide a child with basic necessities of life such as food and clothing; Medical neglect which is when caregivers do not meet children's basic health care needs; Emotional neglect which is failing to provide emotional support such as emotional security and encouragement; Educational/developmental neglect is the failure to provide a child with experiences for necessary growth and development, such as not sending a child to school or giving him or her an education (Barnett, 2011).

Depending on the laws and child protective policies in an area, leaving a young child unsupervised may be considered neglect, especially if doing so places the child in danger. Although the causes of neglect are varied, studies suggest that, among other things, parental mental health problems, substance use, domestic violence, unemployment and poverty are factors which increase the likelihood of neglect. Children that result from unintended pregnancies are more likely to suffer from abuse and neglect, they are also more likely to live in poverty (Monea, 2011). The discussion around neglectful parent's characteristics often focuses on mothers, reflecting traditional notions of women as primary caregivers for children (Turney & Tanner, 2005). "Neglectful attributes" have included an inability to plan, lack of confidence about the future, difficulty with managing money, emotional immaturity, lack of knowledge of children's needs, a large number of children, being a teenage mother, high levels of stress and poor socioeconomic circumstances.

In terms of who is reported for neglectful behavior, it is most often women. The higher proportion of females reported for neglect may reflect the social attitude that mothers are responsible for meeting the needs of their children. Relatively young, poor women with no partner kill their offspring non-violently, either directly or through abandonment, and they attempt to conceal the body (Camperio & Fontanesi, 2012).

In recent years, latent issues for child development and for the culture and political economy that are associated with paternal neglect have received more attention, however. Neglecting parents interact less with their children, engage in less verbal instruction and play behavior, show less affection and are involved in more negative interactions with their children, for example verbal aggression. Often, parents who neglect their children are single parents or disabled mothers who already have to care for themselves, and therefore the child is an additional stress. This additional stress is often neglected. US studies have shown that less affluent families are more likely to be found to maltreat their children, particularly in the form of neglect and physical abuse, than affluent families (Hester, Pearson, Harwin, Abrahams, 2006). Some argue that many forms of physical neglect, such as inadequate clothing, exposure to environmental hazards and poor hygiene may be directly attributed to poverty, whereas others are more cautious in making a direct link. While poverty is believed to increase the likelihood of neglect, poverty does not predetermine neglect.

In one study done in 2011, results showed that one in four mothers were neglectful, and neglect was four times as likely with a maternal history of physical abuse in childhood than with no history of maltreatment (Brooks, 2011). There are some other factors like single parents, disabled mothers, family size and family history that

could determine child neglect but for the sake of precision, illiteracy. Government policy, divorce/separation, culture and poverty would be the focus of this study. Also, this study would critically consider physical, emotional, educational and health/medical type of neglect.

Nigeria as a signatory to child rights law, still have to battle with cases where parents especially mothers finds it difficult to sit down at home doing only household chores, but women needs to support their husbands financially to make ends meets, this has led to the neglect of their primary duties at home, especially care of the children. This study therefore purports to find out the most prevalent type of neglect among working mothers and causes of child neglect using Abeokuta metropolis as a case study.

Objectives of the Study

The broad objective of this study was to investigate issues relating to child neglect among working mothers in Ogun State. Specifically the study:

1. Identified the most prevalent types of child neglect in the study area.
2. Determined the causes of child neglect by mothers in the study area.

Hypotheses of the Study

H0₁ Child neglect is not significantly influenced by economic status of working women

H0₂ Child neglect is not significantly influenced by social status of working mothers

Methodology

Area of the Study: The area of study was Abeokuta. Abeokuta metropolis is characterized by hosts of commercial, manufacturing, merchandising and industrial activities. It is the capital city of Ogun State and has an urbanized economy. The design adopted for this study was Survey, the descriptive type.

Population for the study: Working mothers who participated in this study includes Artisan and traders (64%), Civil servants and white collar job mothers were (36%). Their age range was between 20-50yrs, this implies the respondents are of youthful age. A total of 160 households with working mothers of childbearing age with at least a child of age 0 to 18 years who were available at the period of the study as occupants during the time of study were used for the study. The study was conducted on weekends in order to meet as many working mothers as possible at home. The number of Bungalows in the study area was estimated to 50 while storey buildings were estimated to 60.

Sample for the study: The sampling technique made use of in this study was multi-stage random sampling technique, this was because, Ogun state was purposively selected for the sake of convenience, then Abeokuta township was selected, the whole township cannot be studied for precision sake, therefore Abeokuta

North and Abeokuta South Local government area were selected at random. The households in Abeokuta North and Abeokuta South Local Government Areas of the State constituted the sampling frame. A total of 80 households were selected from each of the Local Government Areas. The targeted households are the households that have working mothers of child bearing age with young children of age 0 to 18years. A household with at least a mother and a child was located and given structured questionnaires (the literates) while the same questionnaires was used as interview for the illiterates in the locality that met the 'at least a mother and a child' criteria. This was done continuously until the required eighty (80) respondents were interviewed from each of the Local Government Areas out of which one hundred and twenty (120) questionnaires were properly filled.

Instrument for data collection: Questionnaire was developed and used for data collection. The questionnaire has three sections A - C; Section A solicited for demographic information, Section B on social status, while Section C solicited for information on indicators of child neglect physically, emotionally,

education wise and health wise. Its validity and reliability was ascertained.

Data collection and analysis methods:

The primary data was collected through the administration of structured questionnaires on the literates, while the same question was used as interview for the illiterates. One hundred and sixty copies of questionnaire (160) were administered on both literates and the illiterate working mothers in Abeokuta metropolis of Ogun State. Only 120 copies of questionnaire were properly filled and returned. Parents that have Children are the ones who could choose to neglect or not to neglect their child or children, hence the reason for a mother with at least a child.

Descriptive statistics such as frequency distribution tables, percentages, measures of central tendency were employed in analyzing the data for this study. Chi-square test was used in testing the hypotheses of the study.

Findings of the study:

Most Prevalent types of Child Neglect in the study area:

Table I: Percentage Responses on the Most Prevalent Types of Child Neglect in Ogun State

S/No	Types of Neglect	Variables	Percentage (%)	Freq.
1.	Physical neglect	No adequate feeding	10.4	
		Family living in one room apartment	7.1	10
2.	Emotional neglect	Speaks harsh words to the child	15.4	

		Mother not always there to give moral support	10.4	20
3.	Educational neglect	Child not in school at all	15.0	
		Child as dropouts of school	10.0	20
4.	Health neglect	Always treat the child at home when he or she is sick	20.1	
		Child does not go for medical check up	39.1	50

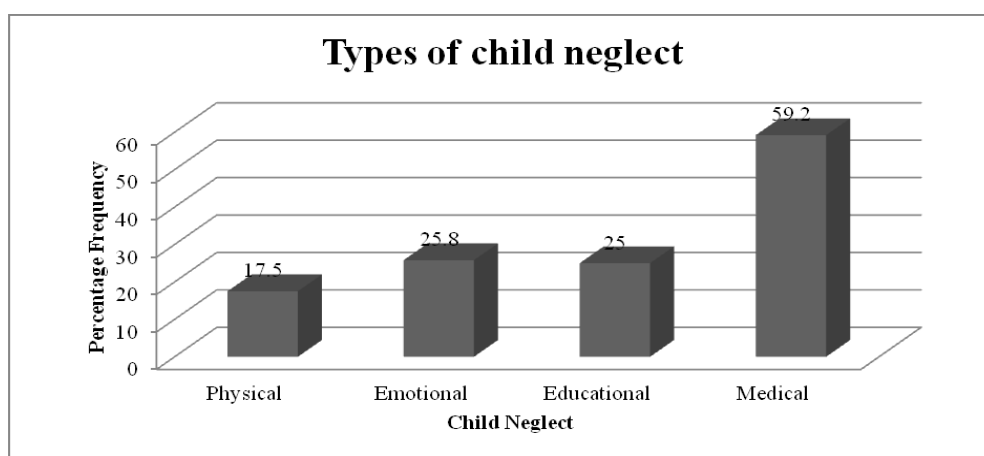


Figure 1: Prevalence of Child Neglect in the study area

Figure 1, shows medical neglect (59.2%) is the most prevalent followed by emotional neglect (25.8%) in the study area while the least prevalent type of child neglect in the study area is physical neglect (17.5%). The high prevalence of medical child neglect in the study might be as a result of declining primary health care services in the study area.

Causes of child neglect by mothers in the study area.

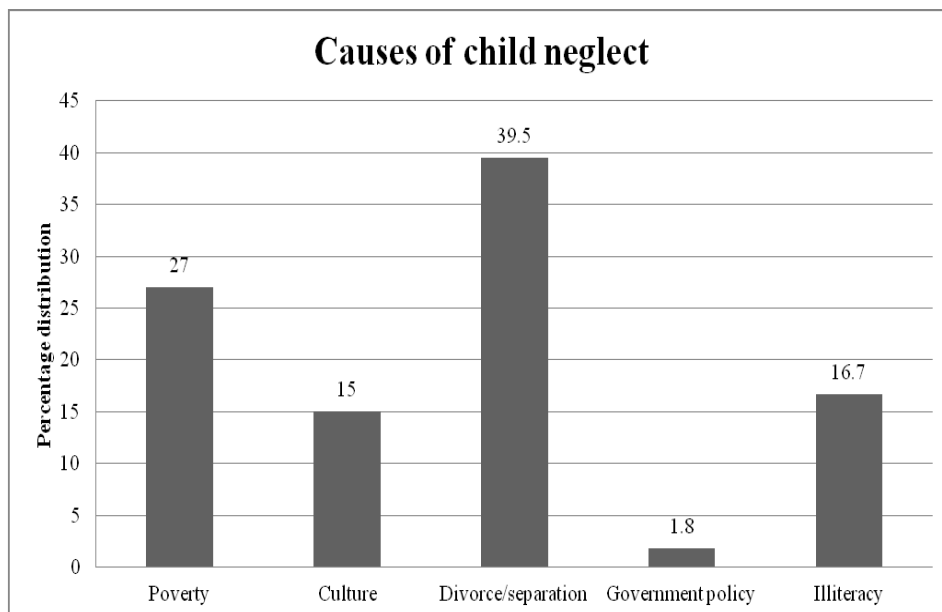


Figure 2: Causes of Child Neglect

Figure 2 presents the causes of child neglect in the study area. The results revealed that the highest cause of child neglect in the study area is divorce/separation (39.5%) of couples while the least cause of child neglect was government policy (1.8%). Other causes of child neglect that ranked next to divorce is poverty (27.0%), this findings reveals that although most of

the respondents (106) were married with children, it is likely that majority of them are living separately or divorced and this is eating up on their financial status which would have been supported or boosted by the other spouse.

H₀₁:

Table 2: Chi-square Analysis of relationship between economic status of working women and child neglect

S/N	Economic status	Df	χ^2_{tab} (0.05)	$\chi^2_{\text{cal.}}$ (0.05)	Decision
1	Occupation	14	23.685	10.284	Accept H ₀
2	Education	21	32.71	52.381	Reject H ₀
3	Household size	28	41.337	57.644	Reject H ₀
4	Income	35	43.77	71.544	Reject H ₀

Decision Rule: Reject H₀ if $\chi^2_{\text{cal}} > \chi^2_{\text{tab}}$,
Otherwise: Accept H₀, χ^2_{cal} = Chi-square value calculated or computed.

χ^2_{tab} = Chi-square value tabulated and
H₀ = Null hypotheses

Table 2 presents the Chi-square analysis of the relationship between economic status of respondents and the probability of neglecting a child. Chi-square scores calculated for education ($\chi^2 = 52.381$, $p < 0.05$), household size ($\chi^2 = 57.644$, $p < 0.05$), and income ($\chi^2 = 71.544$, $p < 0.05$), are more than their respective tabulated Chi-square scores, therefore their null hypotheses are rejected. The results revealed that there is significant relationship between economic factors

(education, household size, income) and the probability of neglecting a child. However, no significant relationship exist between occupation ($\chi^2 = 10.284$, $p < 0.05$), and the probability of neglecting a child because the Chi-square calculated score is less than the tabulated score. In this case, we accept the null hypothesis (H_0).

H_{02} :

Table 3: Chi-square analysis of relationship between social status and the probability of neglecting a child

S/N	Social Status	Df	χ^2_{tab} (0.05)	χ^2_{cal} (0.05)	Decision
1	Age	28	41.337	45.888	Reject H_0
2	Marital status	21	32.71	197.138	Reject H_0

Table 3 shows that the Chi-square scores calculated for Age ($\chi^2 = 45.888$, $p < 0.05$) and marital status ($\chi^2 = 197.138$, $p < 0.05$), are more than their respective tabulated Chi-square scores (χ^2_{tab}), therefore their null hypotheses are rejected. In other words, the results revealed that there are significant relationships between social status of the respondents such as age, marital status and the probability of child neglect.

Discussion of Findings

Table 1 revealed medical neglect as the most prevalent type of neglect while the least prevalent type of child neglect in the study area was physical neglect. Medical neglect is a condition where caregivers do not meet Children's basic health care needs this

was as identified by American Humane Association (2011) as one of the common types of child neglect. Children has as part of their rights, the right to sound medical attention to protect them from illness and disease, this is yet to be ascertained according to the findings of this study.

Figure 2 presents divorce/separation as the highest cause of child neglect in the area, this was closely followed by poverty while government policy was ranked the least cause of child neglect in the area. This indicates that divorce/separation is the major cause of distraction for working mothers in Abeokuta metropolis in neglecting their children. This finding agrees with Monea (2011) who discovered that domestic violence which leads to divorce and separation

is one of the common cause of child neglect.

Table 2 presents the Chi Square analysis between economic factors and child neglect and it reveals there was significant relationship between economic factors and the probability of neglecting a child. This implies education, household size and income could predict child neglect while the result also implied occupation could not predict child neglect. This finding agrees with Turney and Tarnier (2005) that discovered poor social circumstances as one of the attributes of neglect.

Table 3 also shows Chi Square relationship between social factors and child neglect and it reveals there was significant difference between social status of working mothers such as age and marital status and the probability of neglecting a child. This finding agrees with Turney and Tanner (2005) who discovered poor socioeconomic circumstances as one of the attributes of child neglect. It implies working women multiple roles or function could be a predisposing factor to working mothers' neglect of their children.

Conclusions

Women are traditionally regarded as child care providers whose activities were generally limited to the home. With great changes in the economy and family patterns over several decades ago, there is an increase in the number of women working to support their husbands so as to make ends meet. With the many challenges

mothers have to face at home and work place, working mothers' attention becomes divided which results in having to neglect their primary functions at home especially, care of the children. There is a paramount need for working mothers to ensure they strike a balance between their duties at home and all activities that tends towards financial support to their husband, this is because there was a significant relationship between the socioeconomic factors and child neglect of working mothers in Abeokuta metropolis.

Recommendations

1. Government needs to revisit the provision of sound Primary Health Care services, this would help to ensure that medical facilities is accessible to many homes, also there can be provision of mobile health care services, this would ensure medical facilities is being brought to doorsteps of various homes.
2. Counselling Psychologists should come to the aid of families especially in this study areas and to the aid of Nigerian communities as a whole to ensure there is cordiality between couples, assist couples to resolve their differences amicably instead of seeing divorce/separation as the only way out of their family problems. Nigerian governments should also see the need to ensure stability of Nigerian economy because this is

having negative effects on family affairs.

3. Parents also needs to be dedicated in ensuring their marriage works. Parents especially the mothers needs to ensure they cut down on their social and economic roles so that they could have the chance to perform their primary as well as Celestial roles. Children are the leaders of tomorrow, they need the attention of their parents and communities and their beloved country now, when they can be reshaped.

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Factors Influencing Students' Attitude toward Clothing and Textiles in Colleges of Education

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Abstract

The study examined the factors influencing students' attitudes towards Clothing and Textiles in Colleges of Education. The study was guided by two (2) research questions. The study involved 154 final year students of three Colleges of Education in Edo and Delta states. The instrument for the data collection was a structured questionnaire. Mean scores were used to analyze the data collected. The findings revealed that (1) the teacher related factors: the lecturers illustrating their teachings with practical exercises, being knowledgeable in teaching of the skills relating to Clothing and Textiles constructions and having positive attitudes towards the teaching of the skills among others, as factors influencing students attitudes towards Clothing and Textiles in Colleges of Education. (2) students-related factors like: being mature for the task of Clothing and Textils, liking Clothing and Textiles as a course, and being motivated to study the course as factors influencing the students' attitude towards Clothing and Textiles in Colleges of Education. However, factors like difficult and time consuming nature of the course, the skill being expensive to acquire and inadequate facilities in school laboratories were some of the factors observed to be affecting students' attitudes towards the course. Based on the findings, it was recommended among others (1) that lecturers of Clothing and Textiles should use simple construction terms/methods to encourage the students. (2) school authorities should equip Clothing and Textiles laboratories with modern facilities. (3) more time should be allocated to the teaching and learning of Clothing and Textiles practical skills.

Keywords: Attitude, Skill acquisition, apprenticeship, unemployable, Teacher - related factor, Students'-related factor.

Introduction

Clothing and Textiles is one of the major areas of Home Economics taught in Colleges of Education. It is concerned with the acquisition and development of practical skills by the beneficiaries. Lemchi (2001) noted that one of the objectives of tertiary institution, especially Colleges of education, is to produce skilled persons who are capable of playing effective roles in national, economic and technological growth and development. At the Nigeria Certificate in Education (NCE) level, Clothing and Textiles has the following objectives as outlined by Nwaiwu, (1990):

- ❖ It enables the students to develop their creative abilities and good taste.
- ❖ It helps to develop in the student's creative innovations as they sew classical dresses for themselves and others. This will enable them to be productive members of the society.
- ❖ It develops concentration and accuracy.
- ❖ It forms power judgement and observation.
- ❖ It gives scope for imagination.
- ❖ It develops an appreciation of colour, style and good taste.

In spite of the above laudable objectives of Clothing and Textiles not many students may be aware of the numerous enterprises that may make them employable and self reliant. Dada (2007) enumerated such small scale business enterprises available in

Clothing and Textiles as sewing (fashion designing) tie -dying and batiking, laundry and dry cleaning, bridal shop, Clothing and Textiles merchandizing, toys and gift shop, embroidery shop, knitting and crocheting shop , making of bed sheet and bed cover and curtains designing. Ijeola (2006) also reported that "this trend (fashion designing and tailoring) has opened a lot more opportunities for unemployed youths".

To acquire the enterprises enumerated, trainees and students must acquire the necessary Clothing and Textiles skills. Acquisition of skills means to have the ability to do something expertly well especially as a result of long practical experience (Enemuo 2001). This must be influenced by attitude. Attitude is a mental disposition towards one's self, another person and a thing. It is the feeling given to any stimulus around us. According to Femi (2009), attitude is the off spring of nature, nurture and environment. He stressed that nature refers to all genetically inherited attributes, nurture talks about the accumulation of life and living experiences (culture) over time, while environment is centered on present surrounding. Attitudes, otherwise called perception dictates and controls our behaviors either consciously or sub consciously. Attitude is essential for effective transfer and acquisition of skills. It is a necessary factor for both the learner and the teacher. Hence Okoye (1998) posited that, attitudes of the teacher and the learner are very essential in acquiring skill. One can be

interested in and shows a positive attitude towards something he can do well. There is a relationship between attitude of learners and teachers in the acquisition of Clothing and Textiles skills. Skill acquisition is all about competence in accomplishing a task and there is joy in being skillful especially when it has financial reward. It accords one confidence, recognition, self-reliance and even pre-eminence among peers. (Abhuere, 2012)

In the opinion of Njoku (2002) to possess skills means demonstrating the habit of acting, thinking and behaving in a specific activity in such a way that the process becomes natural to the individuals through repetition or practice. Arubayi (2009) supported this notion when she stated that “skills can only be acquired through long learning and practice. The acquisition of Clothing and Textiles involves the transfer of skills through apprenticeship or a formal system.

In a formal system which the Colleges of Education provide, it takes a minimum of three years i.e. (six semesters) to acquire the necessary skills for self reliance/employment generation filliped with an industrial attachment of three months for practical purposes. In the apprenticeship system, two years and above are required. This is basically practice oriented and devoid of theoretical experience. In either case, a functional living is guaranteed as they provide opportunities for self-reliance especially in a depressed economy like

that of Nigeria. In spite of the several benefits derivable from the study of Clothing and Textiles, Benson (2000) noted that only 10% of about 100,000 graduates from the tertiary institution are securing employment on graduation yearly. Ukpore (2010) also lamented the fallen standard of Education in Nigeria, as it has observed that the quality of students had been on a steady decline because about 70% of graduates including Home Economists are unemployable. The questions now are: Are the NCE graduates of Home Economics who studied Clothing and Textiles able to be self employed? Do they actually acquire these skills to be self-reliant? Are the objectives of Clothing and Textiles being met?

In response to the above question, Abhuere (2012, asserted that Nigerian Colleges of Education students may not have acquired the right skills because of the process of acquisition of such skills. Some may have acquired the skills but the application of such skill is a major problem.

The major focus of this paper, therefore, is to find out those factors influencing Colleges of Education Home Economics Students’ attitude towards the study of Clothing and Textiles.

Purpose of the study

The main purpose of this paper was to examine the factors that influenced NCE Home Economics students’ attitudes towards the study of Clothing and Textiles. Specifically, this study identified:

- ❖ Teacher – related factors that influence the attitudes of Nigerian Colleges of Education students towards the study of Clothing and Textiles.
- ❖ Students – related factors that influence the study of Clothing and Textiles skills by the student.

Research Questions

The study sought answers to the following questions:

1. What are the teacher – related factors that influenced the College of Education Home Economics students' attitudes towards the study of Clothing and Textiles?
2. What are the Students – related factors that influenced the College of Education Home Economics students' attitudes towards the study of Clothing and Textiles?

Methodology

Area of the Study: The area of study is College of Education, Ekiadolor, Benin in Edo State, College of Education, Agbor and College of Education, Warri both in Delta State. Both states are located in south –south part of Nigeria. The three Government owned Colleges of Education in both states have been adequately exposed to both practical and theoretical curriculum as recommended by National Commission for Colleges of Education (NCCE).

Design of the Study: The study adopted the survey research design. This was considered suitable because according to Anyakoha (2009) survey research uses questionnaires,

interview and observation to determine the opinions, attitudes, preferences and perceptions of interest to the investigator. The information were gathered from students involved in the study.

Population of the Study: The population is 564 students in the department of Home Economics in the three Colleges of Education in Edo and Delta states namely College of Education Ekiadolor, Benin =232, College of Education Agbor =132 and College of Education Warri =200. (Field survey, 2013)

Sample and Sampling Techniques: The sample of the study consisted of only 154 year three Home Economics students from the three Colleges of Education. This is College of Education, Ekiadolor = 60, College of Education, Agbor = 38, College of Education, Warri = 56. Purposive sampling technique was adopted to select only those students who had been taught courses in Clothing and Textiles (both the theory and practical).

Research Instrument: The instrument for data collection was the structured questionnaire. The instrument which had a total of 14 items and base on 5-point likert scale as follows: Strongly agree (5 points), agree (4 points), undecided (3 points), disagree (2 points) and strongly disagree (1 point). For expected negative responses, the scale was reverted, strongly agree = 1, agree = 2, undecided = 3, disagree = 4 and strongly disagree = 5

The instrument was validated by three Home Economics lecturers. The

reliability of the instrument was established using split half reliability method and Cronbach coefficient alpha method was used to establish the reliability of the instrument. This yielded a reliability coefficient of 0.74.

Method of Data Collection and Analysis: A total of 154 copies of questionnaire were administered by the two authors to the students at

different times. Adequate instruction was given on how the questionnaire will be completed. On the whole, all copies of the questionnaires (100%) were retrieved. The data collected for the study were analyzed using mean scores.

Findings of the Study

(A) Teacher-related factors

Table 1: Mean on the teacher-related factors that influence the attitude of college of Education Home Economics Students towards the study of clothing and Textiles.

S/No	Teacher-related factor	\bar{X}_1	\bar{X}_2	\bar{X}_3	\bar{X}_G	SD	Remark
My clothing and Textiles							
Lecturers:							
1.	Illustrate their teaching With practical exercises	3.5	3.66	3.45	3.54	0.74	Ag
2.	Portray their personality Well.	3.78	4.00	3.71	3.83	0.38	Ag
3.	Are always organized, punctual and regular in class	3.52	3.71	3.48	3.57	0.80	Ag
4.	Are creative and able to arouse students interest in clothing and Textiles.	4.15	3.82	4.14	4.04	0.65	Ag
5.	Are knowledgeable in the skills relating to clothing and Textiles construction	3.40	3.13	3.41	3.31	0.78	Ag
6.	Show positive attitudes towards teaching the subject.	3.33	4.68	3.21	3.74	1.15	Ag
7.	Make the teaching environment conducive for learning	3.52	3.68	3.46	3.55	0.66	Ag

Table 1 shows that the respondents agreed to all the 7 items on the table. The mean for the individual college of

Education and the grand mean for the three colleges of Education were above 3.00 which is the bench mark. This

indicates that all the teacher-related factors, influence the attitudes of college

of Education Home Economics Students towards Clothing and Textiles.

(B) Student-related factors

Table 2 Mean and Standard Deviation on the Student-related factor that influence the attitude of College of Education Home Economics Students towards Clothing and Textiles.

S/No	Student-related factor	N=154.				SD	Remark
		\bar{X}_1	\bar{X}_2	\bar{X}_3	\bar{X}_G		
1.	I do not like clothing and Textiles as a course.	3.75	3.89	3.80	3.73	0.87	Ag
2.	I am not mature for the Task of clothing and Textiles.	3.57	3.53	3.54	3.55	0.67	Ag
3.	Nothing motivates me to acquire the skills in clothing and Textiles	3.83	3.76	3.82	3.80	0.40	Ag
4.	Clothing and Textiles construction is very difficult.	3.47	3.50	3.55	3.51	0.78	Ag
5.	Clothing and Textiles construction is time consuming	4.27	4.29	4.21	4.26	0.44	Ag
6.	The facilities in clothing and Textiles laboratory are not adequate.	3.67	3.6	3.71	3.68	0.82	Ag
7.	Clothing and Textiles skill are too expensive to acquire.	3.67	3.82	3.64	3.71	0.76	Ag

\bar{X}_1 = Mean for College of Education, Ekiadolor; \bar{X}_2 = Mean for College of Education, Agbor; \bar{X}_3 = Mean for College of Education, Warri.

Table 2 shows that the respondents agreed to all the 7 items on the table. The mean for the individual college and the grand mean for the three colleges were 3.00 which is the bench mark. This indicates that all the students-factors that influence the student's attitude towards clothing and Textiles in colleges of Education.

Discussion of Finding

The findings in the study revealed the teacher-related factors in the three colleges of Education such as: illustrating their teaching with practical exercises and portraying their personality well. They are always organized, punctual and regular in classes. They are creative

and able to arouse students' interest. The respondents equally agreed that their lecturers were knowledgeable in teaching the skills relating to clothing and textiles constructions and they have positive attitude towards the teaching of the course. Finally, they agreed that the lecturers make teaching atmosphere conducive for learning the skills in clothing and textiles.

These agreements indicate that the lecturers are competent in imparting the needed skills to the learners. This is in support of Okoye (1998) who listed some teacher's factor that can hinder or influence effective skill acquisitions as: teacher's personality, professional attributes like knowledge of the subject matter, likeness for his subject, command of language of instruction, planning for instruction and learning experienced. A teacher is someone who impacts knowledge to others. In agreement, Gayagay (2009) sees a teacher as a complex person in one body with diverse roles because the teacher not only impacts knowledge but has the responsibility of shaping and molding the minds and hearts of all those whom he/she teaches. The teacher moulds the child's personalities and aids in his attitudes towards learning. He is creative and passionate about his job. Quinton (2009) lent voice to this view when she sees a teacher as a mentor, a friend, a parent and a guide. A competent teacher should be a good educator, organizer, a role model and

a good listener who has a lot of patience.

Lemchi (2001) also opined that, in addition to professional skills acquired in the formal school education, graduates of Home Economics must possess the job seeking expertise and other employability skills and must be able to convince others of their qualification. For the students to able to carry out the above functions, they must be taught well by a competent teacher.

In Table 2, the respondents agreed that they like clothing and Textiles as a course. They equally affirmed that they are motivated to study Clothing and Textiles by their lecturers who use simple construction methods to carry them along. This affirmation is not surprising, because students will always want to be like their teachers who are competent and knowledgeable. "Likeness breeds interest". One is usually enthusiastic about what he likes and is valuable. These findings are in support with Onyemerekeya's (1998) observation, that a good teacher is usually enthusiastic about his subject and his enthusiasm influence the interest of others. Motivation on the other hand is an inner drive or urge which often make people to perform any act satisfactorily or well. Students excel when they are properly mobilized and strengthened through forces of opportunity, recognition and morale. Learning a task in clothing and textiles and molding of attitudes required that the learners be motivated through adequate reward or punishment.

The respondents equally agreed that clothing construction is very difficult, time consuming, very expensive and inadequate equipment

in the laboratories are some of the factors influencing the students' negative attitudes towards clothing and Textiles. This supports the assertion of Arubayi (2003) who listed several factors hindering the teaching/learning of clothing and Textiles as time consuming nature and difficult nature of the course, tense atmosphere for learning the skill and significant of all, the little time allotted for teaching practical skill. Okoli and Oranusi (2007) supporting, said that even when the facilities are available, they are dilapidated and that most often there is no steady electricity to operate them. This may account for the reasons why some students show negative attitude towards the course.

Conclusion

The study had shown that clothing and Textiles equips students with skills. It develops creativity, patience and artistic abilities which prepares them for gainful employment and world of work. In this view, educational institutions, especially colleges of Education are in strategic positions to mould student's attitude towards the study of clothing and Textiles. For the work of teaching and learning to be effective, the teacher needs some competencies to perform in his/her area of specialization. This was revealed in the study as the lecturers are shown to have positive attitude towards imparting the skills. The students, on the other hand, who are on the receiving end, need to show interest on the course in order to make

progress in acquiring the skills. However, the study revealed that majority of the students have positive attitude towards Clothing and Textiles while others are still non-challant at acquiring the skills.

Recommendations

Based on the findings of the study, the following recommendations were made:

- ❖ Lecturers should be given in-service training to improve more on the job of teaching /learning and molding of attitudes.
- ❖ More time should be allocated to the teaching and learning of Clothing and Textiles practical skills
- ❖ Teachers of clothing and Textiles should use simple construction terms/method to encourage the students.
- ❖ School authorities should as much as possible to equip clothing and Textiles Laboratories with modern facilities.
- ❖ Molding of student's attitudes is of paramount importance, hence teachers of Clothing and Textiles should do everything within their power to motivate the students to like the course.

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Empowerment Strategies for Female Entrepreneurs and Role of Finance Institutions

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Abstract

Entrepreneurship has been considered to be one of the most important factors that bring about the economic growth of a country. Entrepreneurs are instrumental in initiating and sustaining economic growth and development. In Nigeria, the concept of women entrepreneurship is not a recent phenomenon, but it has not received adequate attention. Women have excelled in different sectors of the economy and thus contributed to the economic development of the country. The Government of Nigeria has given due importance to women empowerment, and private sector organizations have also contributed in economic growth by providing employment and helped empower women. Also, self help groups (SHGs) have helped empower women entrepreneurs, especially those based in rural areas. It has helped raise their social status and income. This paper thus focuses on the various issues pertaining women entrepreneur's issues, challenges and future perspectives in Nigeria.

Keywords: Entrepreneurship, Female entrepreneurship, women empowerment, self-help groups, Economic development,

Introduction

Female entrepreneurship has received considerable attention in recent times. This has been attributed to the fact that gender empowerment groups have continually advocated for better opportunities for women. It could also be attributed to the increased

awareness of the role of women in the economic development of the society. This has brought to the fore the need for increased participation of women in entrepreneurship, as it not only enables them to economically empower themselves, but also to create jobs for their fellow women and

contribute to economic development. Increase in female entrepreneurship has proved to be instrumental to economic growth and development. Studies have shown that increase in female entrepreneurship is positively correlated to economic growth. This paper therefore aims at highlighting the contribution of female entrepreneurs in society, examining the constraints militating against empowering female entrepreneurs and the role of the private sector, the public sector and self help groups (SHGs) in promoting female entrepreneurship.

Concept of Women Entrepreneurship

Following Lewis (2006), Mordi *et al* (2010) entrepreneurs tend to have a number of common traits which include characteristics concerning creativity and innovation, foresight, imagination, and daring. Theories on what makes people entrepreneurs have tended to identify traits internal to the entrepreneur or externally induced or motivated factors, such as a lack of employment opportunities, dissatisfaction at work, and supportive government initiatives.

Women entrepreneurs are simply women that participate in total entrepreneurial activities, who take the risks involved in combining resources together in a unique way so as to take advantage of the opportunity identified in their immediate environment through production of goods and services. Most of them are involved in micro, small and medium scale enterprises

(MSMEs) which contribute more than 97% of all enterprises, 60% of the nation's GDP and 94% of the total share of the employment (Iyiola and Azuh, 2014). The spectrum of women in entrepreneurship often ranges from home-based businesses (HBB) to micro, small, and medium enterprises (MSEs). Women entrepreneurs generally share the same motivations with their men counterparts.

Characteristics of Female Entrepreneurs

Women in entrepreneurship possess dual characteristics (for instance, they are firstly women and secondly entrepreneurs). Therefore, women entrepreneurs possess characteristics which include adaptability, innovativeness/creativity, strength and internal locus of control (Annenkova, 2001), ability to think and reason fast and endure (Mayoux, 2001), managerial skill, accountability and credit risk (Thomson, 2002). Factors that motivate women entrepreneurs have been identified to include, dissatisfaction with "glass ceiling" (Familoni, 2007) or limits on their earnings and advancement, need to improve quality of life, desire to earn more income, growth and innovation, desire for independence, risk-taking propensity (Brockhaus, 1980), education, freedom, job flexibility and previous experience (Mansor, 2005).

Contributions of female entrepreneurship to society

According to Ukonu and Tafamel (2011), female owned businesses grew from being only 6.7% of total businesses in Nigeria in 1999 to 11.4% in 2009. Also, Akande (2012) mentioned that female owned businesses have made major headway in sectors such as hospitality, food business and catering services. She further mentioned that these have gone ahead to set high standards for the industry and also bring about cutting edge innovations which have helped grow these industries in the country.

According to Singh (2012), female entrepreneurs have pioneered innovation in sectors such as fashion, education and consumables. She further mentioned that over the past three decades, there has been a 40% annual growth in female entrepreneurs in South Africa and that this has not only contributed to female economic empowerment but also contributed immensely to economic growth on a national scale. Similarly, Ochieng and Sije, (2013) pointed out that female entrepreneurs have also contributed immensely to corporate social responsibility (CSR) in their societies. Also, these female entrepreneurs have created business ventures that have addressed peculiar gender challenges such as teenage pregnancy problems, reduction of prostitution and other social vices amongst young women. The growth of female entrepreneurship has also helped in breaking gender barriers in

loan issuance from formal financial institutions. This was highlighted by Otunaiya *et. al.* (2013) in their study titled "Profitability and Constraints Analysis of Women Entrepreneurs in Lagos State, Nigeria" where they mentioned that the growth in female owned enterprises has made banks more willing to grant loans to female owned businesses. Also, Baba (2013) mentioned that successes recorded in female owned businesses not only encouraged banks and other financial institutions to offer credit facilities to female owned businesses, but also encouraged them in launching business grant programs which were aimed at encouraging female entrepreneurs.

Ekpe (2011) mentioned that female entrepreneurship has grown to the level of not only being just a source of income to the female entrepreneur, but to organizations which have become integral part of the economy, as 6 of the top 100 businesses in Nigeria are owned by women. This, according to Singh (2012) is taking a cue from India where 16 of the top 100 businesses in the country are owned by women including 2 of the top 20 businesses.

Constraints to Female Entrepreneurship

Despite the laudable successes that have been achieved by female entrepreneurs, female entrepreneurship faces considerable constraints in Nigeria. One of the major factors constraining female entrepreneurship is limited access to funds. This includes business grants, loans and

venture capital investments. A survey undertaken by Adesua-Lincoln (2011) showed that 58% of business women interviewed were not aware of the existence of business grants geared towards women. Also, Fapohunda (2012) noted that lack of awareness of existing opportunities was the main mitigating factor against women entrepreneurs.

Another problem faced by female entrepreneurs is that banks consider women less credit worthy and thus discourage female borrowers based on the belief that they can leave their business anytime. This has thus driven female entrepreneurs to rely on their saving (if any, and sometimes very low), and also loans from friends and family and these most times are meager and negligible. This view was buttressed by Ukonu and Tafamel, (2011) in a survey of 43 female owned businesses which applied for loans from commercial banks, mentioned that only 12 received positive response from the banks, which represents 27% rate. Also, Otunaiya *et. al.* (2013) mentioned that banks are not usually keen on lending to female owned businesses because of their belief that such an enterprise would operate only within a given small scale and would not expand beyond a given scope. Thus the fear that they may not be able grow the business beyond a certain scope makes finance institutions apprehensive in giving female entrepreneurs loans.

Limited mobility is also another factor that works against female entrepreneurs. According to Adesua-

Lincoln (2011) unlike men, women, especially married women are highly limited in mobility due to reasons such as family ties and societal suspicion. Also, Fapohunda (2012) mentioned that the low risk bearing ability of women on is partly responsible for female entrepreneurs being limited in mobility and also in scope of risk to be undertaken.

Female entrepreneurs also face the issue of stiff competition from male dominated businesses. In instances that they don't have enough funds to channel into marketing and advertising of their products and services, enough awareness is not created, thus potential customers veer towards male dominated businesses. According to Okafor and Mordi (2010), female owned businesses need to be much more creative in marketing and advertizing than male dominated businesses in order to break through stereotypes and perceptions about women.

Growth of Women Entrepreneurship in Nigeria

In Nigeria, women entry into business is a not a new phenomenon. Women entry into entrepreneurship can be traced back to extension of kitchen activities such as cooking, popularly known as "mama put". Also, female entrepreneurship has been seen long ago in farming, as women engaged in small scale farming in order to support their families. Women in Nigeria engaged in entrepreneurship because of push and pull factors. Pull factors imply factors which encourage women

to start an occupation or venture with an urge of doing something independent. Push factors on the other hand refer to factors which compel women to take up some form of business in order to tide over bad economic times and take up financial responsibilities.

With growing awareness about business and spread of education, female entrepreneurship has encompassed other sectors such as engineering, media, oil and gas, telecommunication and also the fashion industry. Various women have exploited their hidden talents and not only excelled in these sectors, but also brought about cutting edge innovation and bring about revolutionary changes in such sectors.

Women Empowerment Policies in Nigeria

According to the National Gender Policy Strategic Framework for Nigeria (2008), there is a need to focus in cultural re-orientation and sensitization in order to change gender stereotypes and perceptions, promotion of women rights, building strategic partnerships with other organizations such as faith and religious organizations, secular groups, male bodies among others.

The Federal Government of Nigeria, via the Ministry of Women Affairs also set strategic framework in place to bring about the efficient implementation of the core principles of the National Gender Policy. Some of the guiding principles as indicated in

the National Gender Policy are as follows:

- Reforming of the existing structures of the national gender management system with a view to strengthening their capacity for a more robust mandate.
- Promoting the empowerment of women through the bridging of existing gender gaps will be considered integral to the achievement of gender equality, and using policies and legislation of affirmative action if necessary and would no way be deemed discriminatory.
- The Policy builds on existing structures and practices as well as draw from international experiences and practices.

Successful Government and Private Sector Initiatives on Female Entrepreneurship

The Federal Government of Nigeria has in recent times put in place measures that encourage female entrepreneurship. A laudable initiative is the Youth Entrepreneurship With Innovation (YOUWIN) initiative in a particular year awarded grants of up to ₦10 million to 1500 female entrepreneurs with the ages of 18 to 45 years old in Nigeria. This they did in order to not only reduce unemployment in the country, but also empower women in the country and encourage them to undertake entrepreneurship activities. Also, the program gave grants to existing female owned businesses

therefore encouraging them to expand their scale of production.

Diamond Bank Nigeria PLC, a private sector organization also put in place a program called “Diamond voices”, which is aimed at promoting female entrepreneurs, giving them exposure and opportunities and also providing funding for their enterprise. Its aim is to position female entrepreneurs in order to help them compete with other businesses in their sector.

The Subsidy Reinvestment and Empowerment Programme, which was introduced by the Federal Government in 2012 also promotes female entrepreneurship by providing cash support to female owned businesses in rural areas in order to contribute to the economic empowerment of women and address household poverty.

Self-Help Groups (SHGs) and Women Entrepreneurship in Nigeria

Self-help groups can be defined as usually a financial intermediary committee, mainly based in rural areas, and set up with the purpose of mobilizing savings from members and then lending funds at very low or zero interest rates to members and in some instances non-members. Self-help groups are sometimes linked to banks for the delivery of microcredit (Baba, 2013). This enables them to be strongly linked to micro-finance banks in order to effectively permeate the rural areas and also assist micro-SMEs. According to Ekpe *et. al.* (2010), there are a more than 2,200 women SHGs in

Nigeria, and they are concentrated mainly in the rural areas. These SHGs are popularly referred to as *Osusu* or *Esusu* in local language and are instrumental in helping low income women earners access funds in a more convenient manner without the need for going through the tough and complex processes involved in obtaining funding from conventional financial institutions.

Another objective of SHGs is to help promote self employment amongst rural women who are below the poverty line. This is achieved by training them in vocations which are acceptable to the beneficiaries, by encouraging productivity in their existing vocations and also introducing them to new activities. These SHGs also help women to be productive by providing an improved environment and care for their children via the establishment of crèches to care for these children when their mothers are productively engaged.

Another important achievement of SHGs in Nigeria is that loan repayment of 92% of them is 100%. These SHGs are involved in a wide range of economic activities such as agri-business, handcraft, carpentry and other MSMEs. The majority of these SHGs are women (Iyiola and Azuh, 2014) and their effective functioning has raised the level of women’s involvement in household decision making.

Future Role of Women Entrepreneurship in Nigeria

In order to attain sustainable economic growth and development, there is a need for Nigeria to mobilize and fully utilize all its resources, including human resources. The participation of women in economic activities is thus necessary both from the human resource point of view and also for the need of raising the status of women in the society. The economic status of women is widely accepted as one of the indicators of a society's stage of development, thus it is imperative that government formulates policies for the development of entrepreneurship amongst women. The medium and long term objective of such programs should be to raise the economic status of women and bring them into the mainstream of national life and development. For this therefore, it is imperative that due recognition should be accorded to the role and contribution of women in the various social, economical, political and cultural activities.

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Mate Selection Issues and Youths in Ogun State

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Abstract

The study was carried out to determine the factors considered in making choice of partners in marriage by final year students and elite youths in general in a Nigerian University. The study was specifically conducted to determine the factors given much consideration among elite youths so as to predict what could become the outcome of future marriages consummated by the youths. The total population of final year students was two thousand two hundred and 5% was taken as samples from the ten faculties to give a sample of one hundred and ten final year students from Olabisi Onabanjo University (2000/2001 session), comprising 55 males and 55 females. The data for the study was collected using stratified random sampling method. Questionnaire was administered to the respondents to solicit for necessary information. The questionnaire has two sections, the first section solicited for information on some relevant personal data while the second section examined such factors as physical factors, economic factors, sociological factors, health and cultural factors. Each of these factors had several questions relating to selection of mate. Sociological factors played the topmost part in influencing marriage choice, this was followed by physical factors which has virtually the same level of consideration. The least considered factor was cultural factors. Counselling Psychologist were to see the need for intervention during this period of critical decision for the youths to assist in ensuring they make decisions that would lead to the realization of their dreams.

Keywords: Mate, Marital, Choice, Marriage, Undergraduate.

Introduction

Love and relationships are of central importance in peoples' lives and intrinsically contains much magic, mystery, and potential for spiritual growth (Brown, 2000; Rowe, 2005).

Person (1998) wrote, "Romantic love remains one of the most worthwhile and transcendent human experiences, its inherent dilemmas and the fact that it serves as a magnet for psychopathology notwithstanding".

Moreover, participation in the institution of marriage is upheld as the ultimate achievement in one's early adult life (Bachen & Illouz, 1996; Galician, 2004; Glebatis, 2007). Choosing a life partner is often considered one of the most challenging, life altering, and significant decisions one can make in life (Brickman, 1987; Lydick, 1994; Murray, 1999). Murray (1999) stated that the decision to marry is unique because fewer other contexts exist in which adults voluntarily intertwine the outcomes and satisfaction of their goals, hopes, and wishes with those of another. Larson (1992) reported that the magnitude of the decision and the expectations that people place on marriage cause many to struggle with finding the right mate, feeling confident in their abilities as future spouses, and being able to demonstrate the success of their relationship before marriage. A myriad of factors—social, cultural, biological, religious, political, and spiritual—inform and influence the decision to marry one's partner, and the field of psychology is abundant with research on mate selection. In Nigeria of today, the hope of the Nigerian youth seems to be dashed out while at the ages of 30 and 40, because they are still depending on their parents for livelihood. But in the developed countries, a youth at 18 and above stays on his or her own while at 35. Mate selection sets the tone for the early adult lifestyle. It determines one's daily routine, including the time one wakes up, one's daily activities,

expenditures of physical and mental energy; and conditions for both immediate and long-term rewards. Mate selection confers social status and provides varying opportunities for advancement. It also represents a direct or indirect expression of one's value system (Newman and Newman, 1995). One of the major tasks of young people, particularly university students is to achieve a state of identity. Erikson (1987) referred to identity as a state towards which one strives if one were in a state of identity, the various aspects of one's self-image would be in agreement with other, they would be identical, and ideally a person in the state of identity has no internal conflicts whatsoever. Youngsters, particularly university students, should develop intimacy with others at this stage; intimacy here is more than sexual intimacy, it is about the essential ability to relate one's deepest hopes and fears to another person, and to accept in turn another person's need for intimacy. Each individual is entirely alone in the sense that no one else can ever experience life exactly the way another does. Only if one becomes intimate with another is one able to understand and have confidence in oneself. During this time of life, peoples' identity may be fulfilled through the living validation of the person with whom one has dared to be intimate. Youngsters in the universities in their final year may not have a firm sense of identity; they are in the process of identity seeking and may experience identity crisis. Identity

confusion causes self-doubt. Youngsters make choices hastily and come to regret them. In the process of mate selection by university students various qualities attract an individual to a partner. As the relationship develops and progresses they come to realize that those qualities that formed the basis of attraction are not what they desire, resulting to a breakup of the relationship.

The phenomenon creates emotional instability among undergraduates characterized by inability to concentrate on their academic pursuit which is their primary reason for attending university; they lack confidence, they are confused and they develop low self-esteem and negative self-concept. In spite of these problems university students still engage in mate selection. O'Neil (2006) explained that education is an important factor in marriage partner choice in many societies. This is so because respondents are all undergraduates and they will necessarily want to marry someone with good educational qualification like themselves. Observations have shown that graduates who marry partners of lower educational qualification or no education at all find it difficult to introduce their spouses in public when they go out with them and in most cases they do not attend public functions together. This could thus result into problem in the marriage. This is supported by the studies carried out by Kalmijin (2001) and Levi-Strauss (2006). They revealed

that college graduates prefer to marry college graduates like themselves.

Physical factors include consideration for appearance, age, health, height and weight. With regard to physical traits such as height, weight, physical attractiveness and health, findings from a number of studies indicate that a homogenous tendency is in evidence. There is a tendency for tall men and women and short men and women to become engaged more than would occur in any random mating, the same principle of like attracting likes holds with reference. Byrne (1994) has pointed out that physical attractiveness plays an important role in determining the marital choice among youths and as a physical factor age serves to delimit the choice of a marriage partner, most people in our society marry within their own age range, especially the first marriage while Women customarily neither dates nor marry men who are younger than themselves.

World Health Organisation defined health as a state of complete physical, mental and social well being and not merely the absence of disease or infirmities. According to Broverman (1993) research has shown that people tend to seek for mates who have good hereditary background than those with one problematic hereditary or genetic background. An area of concern about health is more in the area of genotype and blood group which goes a long way to determine the success of marriage and the ability to live together. The issue of genotype

is a limiting factor especially to the disadvantaged blood group like 'SS'.

Cultural factor can be subdivided into ethnic sentiment, religion and race. The influence of culture on marital choice is pervasive. In marriage or in simple like and dislikes, there is tendency for people to like others who share the same culture with them. For example people always prefer those who have the same religion, language, similar custom and people from the same tribe with them. While some societies exert specific pressures on individuals to marry predetermined mates, other societies are more subtle. Countries like Nigeria have a system of free choice that is not exactly free. Social approval and disapproval restrict one's choices, so that we do not marry just anybody. Endogamous pressures encourage one to marry within your social group (economic, educational, ethnic, religious, and racial) and exogamous pressures encourage individual to marry outside their family group. The degrees of freedom among the undergraduate students have refused to give room for the full influence of culture in the choice of marital partners. Although, the effect of culture has narrowed down the choice of a mate from anybody to those 'inside' especially in the area of religion, race and social class today, many undergraduates do marry across racial, religion and class lines (Kausty, 1991).

Economic factor in mate selection for the female is a serious factor worthy of close consideration. For the

female, money is like a sixth sense without which you cannot make the most of other things in life. For some ladies, right partners can only be equated with financial achievement. They see money as love; these assumptions are often made when gifts are received. They tend to assume that the value of a gift symbolises the depth of emotion. 'He must love me more than I thought', this is the thought that continues to cross their mind. Similarly, restraint in spending is seen as absence of love, most female undergraduates have ended up making the wrong choice of mate based on this obnoxious idea.

The Sociological factor of mate selection could be sub divided into social class, marital status, home background, interpersonal relationship, love and sexual compatibility. Some college student tend to select dates who are members of a society or fraternity of equal prestige (Krain, 1997). Among the undergraduate student, studies have shown that men and women from high status homes were most likely to marry those who fall within their status. Student in prestigious clubs tended to select dates who are members of a club of equal prestige. This explains why many undergraduates rush into social clubs and society, it also explains why social parties are usually for members only, and at best a few contemporaries from equally prestigious clubs are invited. According to Byrne (1999), 'Sociologists have known for some time that marital status tends to act as

a circumscribing factor in mate selection', that is single persons are likely to marry other single individuals, widowed tend to marry widowed and divorces tend to marry divorces. In summary, marriages are most likely to occur between people of similar life age, physical appearance, education, social class and marital status.

Objectives of the study

The broad objective of this study was to investigate the factors that influence mate selection as perceived by youths. Specifically the study determined:

- (1) The physical (age, health, physical appearance) factors that could influence mate selection among youths.
- (2) The socio-cultural factors that could influence mate selection among youths.
- (3) The economic factors that could influence mate selection among youths.

Methodology

Design and Area of Study: The study adopted the descriptive survey design. The survey design was chosen for the research to enable the researcher summarise a large body of data comprising of one or more variables. Olabisi Onabanjo University is an autonomous public and non-residential institution that provides higher education and encourage the advancement of learning in all spheres of human endeavours. There are two colleges and five faculties in the

University, namely; College of Agricultural Sciences and Obafemi Awolowo College of Health Sciences. The faculties are: Faculty of Arts, Faculty of Education, Faculty of Law, Faculty of Science and Faculty of Social and management sciences. Olabisi Onabanjo University was chosen as a sample for convenience sake.

Population for the study: Male and female students in the final year of Olabisi Onabanjo University 2000/2001 session are the target group for this study. According to the findings of this study the highest of the age range of final year students falls between 21-30years. This is the youthful age and this justifies the reason why the final year students were chosen as the target group. Also, the selection of sample for the study cuts across all the faculty because getting married is a norm and a social rite for all youths.

Sample for the study: To ensure adequate representation, questionnaires was administered to both male and female final year students of the different faculties of the University. The total number of final year students in each faculty in 2000/2001 session is given below. The whole of two thousand and two hundred candidates cannot be studied for the sake of precision, therefore 5% was being sampled in each faculty using stratified random sampling method. Therefore, total sample size was one hundred and ten.

Estimates of final year students in all faculties of O.O.U.

S/No	Faculty	Total Number of Students in the Final Year	5% to be Sampled
1.	Education	500	25
2.	Arts	280	14
3.	Law	80	4
4.	Basic medical sciences	60	3
5.	Clinical Sciences	80	4
6.	Pharmacy	60	3
7.	Agricultural production and renewable resources	20	1
8.	Agricultural management and rural development	80	4
9.	Social and management sciences	760	38
10.	Science	280	14
	Total	2200	110

Instrument for data collection:

Questionnaire was developed and used for data collection. The questionnaire has two sections, the first section contained questions on personal data of the respondents. The second section was divided into four parts and the sections were designed to provide information on the subject matter, which was to elicit response on the factors considered in the choice of marriage partner and this was ascertained by the choice of twenty nine items or factors one may consider in marital choice. The validity and reliability of the questionnaire was ascertained before use.

Data collection: A survey by questionnaire research method was used to study the responses of the undergraduate final year students as regards factors considered in the choice of marriage partners among

undergraduates of Olabisi Onabanjo University. One hundred and ten questionnaires were administered to the final year students of the ten faculties in the University, 55 questionnaires to males and the other 55 to females using stratified random sampling method (5% from each faculty).

Data analysis: Primary data was used for the study. The primary data was collected through the administration of questionnaires. One hundred and ten questionnaires were administered on final year students in Olabisi Onabanjo University. Descriptive statistics made use of in this study were frequency distribution tables, means or averages and percentage were employed in analysing the data of this study.

Results

Table 1: Summary of Personal data Information of Undergraduate Students

S/No	Items	Frequency	Percentage
1.	Age of respondent	15-20: 2 21-25: 53 26-30: 51 31-35: 4	1.8 48.1 46.4 3.7
	Total	110	100
2.	Sex of respondent	Male: 55 Female: 55	50 50
	Total	110	100
3.	Religion of respondent	Christianity: 64 Islam: 46	58.2 41.8
	Total	110	100
4.	Family background of respondent	Monogamous: 67 Polygamous: 43	60.9 39.1
	Total	110	100
5.	Marital status of respondent	Single: 109 Married: 1	99.1 0.9
	Total	110	100

Table 1, no 1 revealed that the age bracket of both 21-25 and 26-30years constitute the highest number this shows that 94-95% of the final year are of marriageable age and this justifies why they are used for this analysis. In no 2, 110 respondents were used in the study, to ensure equal representation of the two genders, the same number of questionnaires was distributed to both sexes.

No 3 revealed that out of one hundred and ten respondents, 64 were Christians, while 46 were Muslims, this shows that there is a fair representation of the two religions. Table 1, no 4 also revealed that 67 of the respondents were from the

monogamous family and 43 respondents were from the polygamous family, this shows a fair representation of the two family background and it implies that the study will be adequate in judging the responses of people who have been influenced by the so called difficulty that takes place in polygamous homes as well as people who have been fortunate to go through this experience.

Lastly in no 6, 109 of the respondents were single and only one is married, the study should therefore be seen more from the singles point of views.

Table 2: Respondents' view about considering Physical factors in Mate Selection

Physical factors	Percentage %
Partner must have good facial appearance	94
Partner must be of the same complexion	8
Partner must be of the same age	0
Spouse should be older	41
Spouse should be neat	100

Table 2 reveals that as far as physical factor is concerned, facial appearance plays a very important role in mate selection. Both the male and female respondents attach a lot of importance to good facial appearance, 94% of the undergraduate students want their spouse to be good looking. Another point that is of much importance is the fact that the partner should be neat, all

graduates gave consent to this and it was rated as 100%. That the partner should be of the same complexion was rated low by both sexes, it can thus be concluded that both sexes want to marry or considered good looking and neat people very important, this implies physical factor is of great importance to youths.

Table 3: Respondents view about considering Health factors in Mate Selection

Health Factors	Percentage %
Partner must be sexually compatible	88
Consideration for the spouse genotype	64
Partner must be of the same blood group	16
Consideration for fertility	75
Consideration for disability	55

Table 3 shows that as far as health factors are concerned, only the fact that the partner must be from the same blood group was rated low, the consideration for health factor was very high. Undergraduates want partner that is sexually compatible with them and who must have a

compatible genotype, who must be fertile, in terms of being able to bear children and who must not be disabled. It can be concluded that Nigerian Undergraduates give high consideration for health factors during mate selection.

Table 4: Respondents view about considering Sociological factors in Mate Selection

Sociological factors	Percentage %
Partner must have good interpersonal relationship	99
Partner must show genuine love, trust and affection	100
Partner must have high social class	34
Partner must be of the same religion	96
Partner must be emotionally compatible	93
Partner must be morally upright	99
Partner must be independent of parent	80
Partner must have similar educational background	39
Partner must have higher level of education	56
Partner must show desire for home and children	98
Partner must be of the same social class	61

Table 4 shows that almost all the sociological factors were rated high, only in three instances did both sexes opinion rated low, this is as regards their partner being from a high social class or from the same social class and their partner being from the same educational background with them.

However, when factors like good interpersonal interaction, genuine love, trust and affection, moral uprightness and desire for home and children were considered, all respondents rated this high, in fact these factors were almost scoring 100% positive responses.

Table 5: Respondents view about considering Cultural factors in Mate Selection

Cultural Factors	Percentage %
Partner must be from the same ethnic group	25
Partner must be of the same tribe	19
Partner must be from the same race	31
Partner must have the same cultural background	52

Table 5, revealed cultural factors generally score below average among undergraduates when selecting a partner. All the factors considered have less than 50% of the undergraduate responding positively.

Except in the case of same cultural background where the positive response seems higher. It can be inferred that cultural factors is least considered among Nigerian youths.

Table 6: Respondents view about considering Economic factors in Mate Selection

Economic Factors	Percentage %
Partner must be financially well to do	68
Partner must be from wealthy family	62
Partner must have highly paying job	12
Partner must be economically independent of parent	74

Table 6 shows that one factor scored low, that the partner must have highly paying job, also, both of them unanimously scored it low. 74% of the respondents want partners that are economically independent of their parents, 68% want spouse who is financially balanced while 62% wants their spouse to come from wealthy family. Economic factor is of importance to Nigerian youths during the process of mate selection.

Discussion of Findings

Table 2 and 3 shows that amongst the physical factors (age, health and physical appearance) Elite youths did not give consent to the fact that their partner should be of the same age, this is a logical response from the youths as being of the same age does not necessarily mean they are the best match. This finding is not in support of Byrne (1994) that says individuals love to marry people within their own age range. Also, physical appearance was rated high, no one would want to associate with anyone that looks unkempt, because cleanliness is next to Godliness. On a final note about physical factors in the area of health, it is worthy to note that genotype was given a high consideration among youths because it could become a

critical issue in the nearest future. It could determine the level of peace, financial buoyancy and the extent of skewedness of the entire family.

Table 4 and 5 reveals that youths give a high consideration to social factors while cultural factors were rated low. Virtually, all the points considered on sociological factors did final year students' response scored above 90%, this implies youths considered 'good interpersonal interactions', genuine love, trust and affection amongst others to be of high importance in their relationships, while only in one point (partner must have same cultural background) did final year students response rated average but the remaining three instances were all below average, finalist might have seen that there is strength in diversity. This finding agrees with Kausty (1991) who posits that today many undergraduates do marry across racial, religion and class lines. It is also worthy of note that education that has been found to have a strong consideration in the mind of youths now has a second class position in the minds of youths, this finding disagrees with the finding of O'Neil (2006) who explained that education is an important factor in marriage partner choice in many

societies, this finding also disagrees with the position of Kalmijin (2001) and Levi-Strauss (2006). They revealed that college graduates prefer to marry college graduates like themselves.

Table 6 shows that youths' response in terms of economic factors was above average which was not consistent throughout. It could be deduced that although economic factors has an important inclination on a happy married life, it was not seen as main priority though it has an appreciable percentage of consideration that is a little above average. This may be because in relationship money is not everything.

Conclusion

Findings in the present study shows that final year students and the youths in general attach importance to physical and social factors most, while concerning economic factors youths were a little bit indifferent and in case of cultural factors, this was rated very low. It implies that youths of today have a right focus about selection of marriage partners and it implies there can be a better tomorrow for this nation because if families have good basis or foundation laid on trust, love and harmony, then there can be happy families and thereafter a happy nation because the home represents the fundamental, basic units of the society.

Recommendations

Counselling psychologists are to see the need for their intervention during this critical time of decision for the youths and assist them in order to

ensure the principles guiding and informing individual youths decision are the viable ones that could ensure they eventually achieve their dreams in life and also have a lovely family, this would assist them to remain a self-reliant and responsible citizen of the Country.

Graduating students; the youths should be encouraged to venture into mate selection as at when due instead of running away from it as a result of economic constraints within the country, that could be making them feel confused and afraid to face any financial embarrassment.

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Evaluation and Chemical Analysis of Weaning Food Produced from Composite Flour of Millet and Cowpea

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Abstract

The study investigated the possibility of preparing weaning food using millet and cowpea flour and other blends such as sugar, salt, flavor and crayfish. Specifically, it generated baseline data on the sensory, nutritive and viscosity properties of the weaning foods. Millet, cowpea grains and other blends were processed into flour and formulated into different proportions (70:20:10), (60:30:10), (45:45: 10), (30:60:10), and (20:70:10) respectively. The nutritive composition of the flour from the blends as well as viscosity and sensory properties of the weaning foods were evaluated using standard methods. At ($P \leq 0.05$) the millet-cowpea foods had significantly high protein (14.10-19.50%), moisture (7.0-7.60%), fat (4.20- 6.42%) and ash (1.10- 1.40%) while carbohydrate content decreases from (60.01-57.30%). There were no significant differences in appearance, flavor, texture and colors ($p \geq 0.05$). There were significant differences at ($P \leq 0.05$) in taste and general acceptability. This shows that Sample ZA with a mean value of 3.9 for taste and general acceptability is generally good to be used as weaning food if the technology is adopted.

Key words: Millet, cowpea, sensory evaluation, weaning food, viscosity and chemical composition.

Introduction

The issues in nutritional development in Nigeria as it relates to baby diet are of great importance to the growth and development of every child. Weaning is the gradual introduction of foods

other than breast milk in the baby diet. The foods are solely introduced to complement breast milk, progressively replace it and eventually adopt the child to adult diets (Walkers, 1990). Weaning foods according to

Muhimbula, Zacharia and kimbo (2011) are generally introduced between ages of six months to three years where the breast feeding itself no longer meets the increasing nutritional requirement of the child.

Breast milk which is the baby's first food is inadequate to maintain the rapid growth and development of the baby after six months. Poor feeding practices as well as lack of suitable complementary foods are responsible for under nutrition with poverty exacerbating the whole issue (Opera, Uchechukwu, Omadamino and Paul, 2012). The need to introduce appropriate weaning foods to child which will supply the additional safe sources of energy and protein is to complement the breast milk and fully aid the growth and development of the child. Failure to feed the baby with appropriate food could lead to malnutrition, a problem that is common with most children in developing countries of the world of which Nigeria is one (WHO, 2010).

The widely used traditional weaning food in Nigeria is cereal gruel from corn called "Kunu" (Hausa), "Ogi" (Yoruba) "Akamu" (Igbo). This cereal gruel, usually prepared from corn, as well as most cereal grains like sorghum and millet, will not support growth and development of the child if taken alone due to the fact that the quality of protein in corn is very poor. According to Mahimbula *et al.* (2012), cereal-based gruels are generally low in protein and are limiting in some essential amino acids, particularly lysine and tryptophan are inadequate

to support proper growth and development of the child if consumed alone. Munasinghe, Silver, Rasika, Jayarathne and Saranda (2013) suggested that, for the production of adequate and complete weaning foods that are of complete essentials amino acid, a combination of blends of cereals, legumes and animal proteins are essentials.

Onuorah and Akinjide (2004) asserted that the consequences of weaning babies on food mainly low in carbohydrate in nature can be disastrous. Kwashiorkor, stunted growth, retarded mental development and low resistance to infection are some of the outcomes of weaning children on starchy foods.

WHO (2010) stated that malnutrition is the gravest single threat to global public health as it exist if the person has a poor diet that gives them the wrong balance of basic food groups and this is associated with prolonged consumption of food with poor nutritional value. Weaning foods according to Walker (1990) are foods that are given to babies when they are still being breast feed but the milk is not enough to maintain the nutritional and physiological needs of the babies. These foods are first given as gruels and then progressively given to the infant in some solid consistency.

Ghasemzadeh and Ghavidet (2011) identified characteristic of such foods as to have a soft texture with fibre content, low hot paste viscosity, be safe for consumption and show food storage properties. Deshpande and Poshadri (2011) mentioned that food

to be used as weaning foods should contain the baby's entire nutritional requirement at the right proportion and should be cheap for the masses to afford. Formulation of weaning foods according to Ahima (2011) should be easily accessible from local market at low cost and use frequently in most household. Two ingredients that can be used to formulate the simplest weaning food for babies according to Ahima (2011) are cereals with legumes in a ratio of 1:3 parts among other blends.

Ihekorenye and Hyoddy (1995) identified pearl millet to be higher in protein than most cereals. Typical analytical figure for millet grains shows a protein content 9-10, fat content 3-4.5, fiber content 2, carbohydrates content 75-85, ash content 1-2, and food energy values of 414 calories. Cowpea and millet is another indigenous food commodity in Africa consumed in various form in different African countries.

Ossai and Malamo (1999) sensory evaluation of formulated weaning food from germinated grains found out that the mothers used for the study dislike the germinated over the ungerminated product. Many food processors and researchers are searching for ways of minimizing the poor nutritional effect of feeding babies, especially those over six months of age. Food based approaches used in combination with nutrition education programmes can be used as a strategy to overcome the nutritive deficiencies. One of such strategy according to Martin, Lawal and Kulwa

(2010) is the blending of Legumes with cereals or fortification of legumes into solely cereal-based diets and other blends. Improved processed foods for this reason, commercially processed foods such as cereal, babeena and nutrends are now available. Unfortunately, these foods are relatively expensive and popularly used by the few high income groups who can afford them (Munasinghe, Silver, Rasika, Jayarathne and Sarander, 2013). Researchers are therefore, looking for ways of complementing the universally accepted local cereals in order to produce weaning foods that would support growth and optimal health at relatively low cost and ease of processing. Locally available legumes and cereals: cowpea and millet can be used due to their high protein and iron and energy content. As these millet-cowpea-crayfish are relatively low cost source of energy, iron and protein. It is for this stated reasons that lead to the production of composite flour from cowpea and millet, crayfish as weaning foods.

This study seeks to augment the effort of previous researchers of similar study like that of Anigo, Ameh, Ibrahim and Dabauchi (2010), Martin, Lawal and Kulwa (2010) and Eshun, Baffour and Ackah (2013). The data obtain from this research can serve as a useful guide for nutritional related professionals and industry during weaning food products formulation.

Objective of this Study

The general objective of this study was to carry out sensory evaluation and chemical analysis of this food produced from composite flour of millet and cowpea

Specifically, the study

1. carried out sensory evaluation of the formulated weaning food made from blends of millet and cowpea with other blends.
2. determined the nutritional value of the formulated weaning foods from millet and in addition with other blends
3. determined the physical characteristic of the formulated weaning food made from millet and cowpea in addition with other blends

Materials and Methods

Plans of the study: The simple recipes for weaning foods were composed of only two major ingredients. Cereal (pea millet) with legumes (cowpeas) mix and this is called basic mix. However, other ingredients must be added to make a complete meal. These include sugar. Salt, flavor and Cray fish of a constant proportion. Based on this principle, the following material and methods were used in the procurement and procedure for the preparation of different composite flours used in the mixture.

Procurement of materials: Pearl millet (*Pennisetum nigritarum*), cowpea (*Vigna unguiculata*), granulated sugar and salt, crayfish and food flavor were purchased from Gombe main market, Gombe, Nigeria.

Step by Step Procedure of Processing of Millet Flour:

Dust, dirt, chaff and damaged grains were removed from the millet grains by winnowing and hand picking. The millet grain was then washed and soaked in tap water in the ratio 1:3 weight/volume (i.e. 1 part of Millet to 3 parts of water) for 10 minutes. The green color of the millet is undesirable and therefore, is greatly reduced by soaking in water. The grains were put into a basket to drain the water and then spread on mat for sun drying at atmospheric temperature of 42°C for 7hrs and later milled into flour. Local sieve of 0.06 mm in diameter was used (Unohah and Akinjede, 2004) to sieve the flour to obtain a finer particular size.

Step by Step Procedure of Processing of Cowpea Flour:

Cowpea grain (*Vigna unguiculata*) was sorted to get rid of foreign matter and damaged grains. The grains were washed and then soaked in tap water 3 times its weight by volume for 20 minutes and then drained off. Dehulling was carried out after soaking in a mortar and pestle then washed with water to remove the skin. The grains were then pre-cooked in water at ratio 1:3 w/v for 30 minutes using moderate heat. Pre-cooking helps in destroying the anti-nutritional factors present in peas. Sun drying of the pre-cooked peas was carried out for 48hrs at an average of atmospheric temperature of 43°C. The cowpea was roasted in a frying pan for 15 minutes until golden brown and then milled. Commercial grinding machine was used for milling. The

flour is then sieved using local sieve to obtain finer flour.

Formulation of Blends: Millet and cowpea flour were mixed with other blends such as sugar, salt flavor and crayfish at different proportions using ZA, FT, EB, PC and FY as represented as follows: **ZA** constitute 70% of millet, 20% of cowpea, 4% of sugar, 1% of salt, 1% of flavor and 4% of crayfish, **(70:20:4:1:1:4)**; **FT** constituted 60% of millet, 30% of cowpea, 4% of sugar, 1%

of salt, 1% of flavor and 4% of crayfish, **(60:30:4:1:1:4)**; **EB** constituted 45% of millet, 45% of cowpea, 4% of sugar, 1% of salt, 1% of flavor and 4% of crayfish, **(45:45:4:1:1:4)**; **PC** constituted 30% of millet, 60% of cowpea, 4% of sugar, 1% of salt ,1% of flavor and 4% of crayfish, **(30:60:4:1:1:4)**; **LY** constituted 20% of millet, 70% of cowpea, 4% of sugar, 1% of salt, 1% of flavor and 4% of crayfish, **(20:70:4:1:1:4)**.

Table 01: Formation for the Weaning Foods

Ingredients	Samples code				
	ZA	FT	EB	PC	LY
Millet	70	60	45	30	20
Cowpea	20	30	45	60	70
Sugar	4	4	4	4	4
Salt	1	1	1	1	1
Flavor	1	1	1	1	1
Crayfish	4	4	4	4	4

Key: **ZA**= 70% millet, 20% cowpea, 4% sugar, 1% salt, 1% flavor and 4% crayfish. **FT**= 60% millet, 30% cowpea, 4% sugar, 1% salt, 1% flavor and 4% crayfish= 45% millet, 45% cowpea, 4% sugar, 1% salt, 1% flavor and 4% crayfish. **PC**=30% millet, 60%cowpea, 4% sugar, 1% salt ,1% flavor and 4% crayfish.**LY**= 20% millet,70% cowpea, 4% sugar, 1% salt, 1% flavor and 4% crayfish.

Determination of Sensory Properties

:Ten (10) member panel consisting of students and staff of Home Economics Department in Federal College of Education (Tech) Gombe, Nigeria who were mostly mothers were selected based on their familiarity with weaning foods for the sensory evaluation.

The formulated ZA, FT, EB, PC and ZY blend of millet flour to cowpea flour were prepared in gruels and given to the panelist for sensory evaluation. Tap water was provided to

rinse the month between evaluations. The panelists were instructed to evaluate the coded samples for appearance, flavor, texture, color, taste and general acceptability. Each sensory attribute was rated on a 9-point Hedonic scale ranging from excellent (5), very good (4), good (3), fair (2) and poor (1).

Statistical Analysis

Data were analyzed by analysis of variance. The difference between mean values was determined by the

Least Significant Difference (LSD) test. | significant levels.
Significance was accepted at 0.05

Results and Discussion

Table 1: Mean Sensory Scores of weaning food produced using varying ratio of millet, cowpea and other blends.

Attributes	Samples code				
	ZA 70.20:10	ET 60:30:10	EB 45.45:10	PC 30.60:10	LY 20.70:10
Appearance	3.5 ^a	4.3 ^a	4.3 ^a	4.2 ^a	3.8 ^a
Flavor	3.5 ^a	3.3 ^a	3.3 ^a	3.3 ^a	3.2 ^a
Texture	3.3 ^a	3.4 ^a	3.4 ^a	3.3 ^a	3.2 ^a
Color	3.0 ^a	3.4 ^a	3.4 ^a	3.4 ^a	3.2 ^a
Taste	3.9 ^{ab}	3.3 ^a	3.3 ^a	3.3 ^a	2.5 ^a
General acceptability	3.9 ^{ab}	3.3 ^a	3.3 ^a	3.3 ^a	2.3 ^b

Key: **ZA**= 70% millet, 20% cowpea, 4% sugar, 1% salt, 1% flavor and 4% crayfish. **ET**= 60% millet, 30% cowpea, 4% sugar, 1% salt, 1% flavor and 4% crayfish. **EB**= 45% millet, 45% cowpea, 4% sugar, 1% salt, 1% flavor and 4% crayfish. **PC**=30% millet, 60%cowpea, 4% sugar, 1% salt ,1% flavor and 4% crayfish.**LY**= 20% millet,70% cowpea, 4% sugar, 1% salt, 1% flavor and 4% crayfish.

Table 1 shows that the means in the row with common superscript are not significantly different ($p > 0.05$) scores are based on the 9- points Hedonic scale example, excellent = 5, very good = 4, fair = 2, poor = 1

Table 1 indicates mean sensory scores of the samples. There were no significant differences ($p > 0.05$) between the samples with respect to appearance, flavor, color and texture.

With respect to the taste and general acceptability, the sample prepared using 70:20 ratio had scores of 3.9 respectively for taste and general acceptability. Almost all the samples were accepted except sample LY (20:70) with the mean of 2.3 that was not accepted. This shows that Sample ZA was generally accepted to be used a weaning food for infants.

Table 2: Chemical composition of formulated weaning food

Parameter (%)	ZA 70:20:10	ET 60:30:10	EB 45:45:10	PC 30:60:10	LY 20:70:10
Protein (%)	14.10	14.40	16.20	17.80	19.50
Fat (%)	4.20	4.70	5.10	5.70	6.42
Ash (%)	1.10	1.10	1.20	1.30	1.40
Moisture (%)	7.0	7.10	7.20	7.40	7.60
Carbohydrate (%)	60.01	59.80	58.30	58.0	57.30

Mean value and standard of two determinations

Key: **ZA**= 70% millet, 20% cowpea, 4% sugar, 1% salt, 1% flavor and 4% crayfish. **FT**= 60% millet, 30% cowpea, 4% sugar, 1% salt, 1% flavor and 4% crayfish. **EB**= 45% millet, 45% cowpea, 4% sugar, 1% salt, 1% flavor and 4% crayfish. **PC**=30% millet, 60%cowpea, 4% sugar, 1% salt ,1% flavor and 4% crayfish. **LY**= 20% millet,70% cowpea, 4% sugar, 1% salt, 1% flavor and 4% crayfish.

Table 2 presents the chemical composition of the various weaning foods ZA,FT, EB, PC, and LY from the analysis, the protein content of 19.50% , fat of 6.42% and moisture content of 7.0.

Table 3: Viscosity Test Determinants

Sample	Viscosity (cent poise)
ZA (70:20:10)	1050
FT (60:30:10)	910
EB (45: 45:10)	420
PC (30:60:10)	320
LY (20:70:10)	240

Key: **ZA**= 70% millet, 20% cowpea, 4% sugar, 1% salt, 1% flavor and 4% crayfish. **FT**= 60% millet, 30% cowpea, 4% sugar, 1% salt, 1% flavor and 4% crayfish. **EB**= 45% millet, 45% cowpea, 4% sugar, 1% salt, 1% flavor and 4% crayfish. **PC**=30% millet, 60%cowpea, 4% sugar, 1% salt ,1% flavor and 4% crayfish. **LY**= 20% millet,70% cowpea, 4% sugar, 1% salt, 1% flavor and 4% crayfish.

Table 3 indicates that viscosity increases with increase in millet flour ratio and with increase in cowpea ratio the viscosity decreases. Therefore, the viscosity of ZA has fallen with the range of 1000- 3000 cp which is ideal for weaning food.

Discussion of findings

Sensory scores revealed that the formulated sample ZA which constituted 70% millet and 20% cowpea was generally accepted to be used a weaning food for infants due to an appealing flavor, taste, texture and general acceptability. Similar results were reported by Martin, Lawal and Kulwa (2010) in the study of assessing

nutrient content acceptability of soybeans based complementary foods. Chemical composition indicated that protein contents increases with increase in cowpea and carbohydrates contents decrease with decrease in millet. All the five samples presented adequate amount of proteins, fats, and carbohydrates and this is an indicative that they could be used in intervention programmes aimed at alleviating protein-energy malnutrition. This finding is similar to findings of Maha, Eltimay, Islam and Elfadil (2013). However, for the purposes of infant acceptability of the diet based on sensory parameters, sample ZA was preferred. The moisture content of 7.0 is high compare to that of Amankwah,

Banmah, Nuamah, Oldhan, Nraji and Paul (2009) but is adequate in line with the FOA (2003) recommendation. This further shows the blended flour ZA can have a long shelf life time. The calculated protein and carbohydrate contents for ZA is acceptable as recommended (WHO, 2010). From the analysis, the diet is said to be highly nutritious.

The viscosity increases with increase in millet ratio and decrease in cowpea ratio. Therefore, the viscosity of ZA has fallen with the range of 1000- 3000 cp which is ideal for weaning food. This showed that some starches tend to retrograde more than the other. Millet was shown to have very high amylase activity about ten times higher than cowpeas (Filli, Jideani, & Abubakar, 2012). This was probably responsible for increased viscosity observed. This increased in viscosity is to enhance better flow of food in the throat of infants.

Conclusion

The study demonstrated the production of composite flour from millet and cowpea for weaning food preparation. Sensory evaluation indicated that all samples showed no significant differences in appearance, color, flavor and texture. Sample ZA (70%: 20 %,) millet and cowpea flour shows a significant difference in taste and general acceptability and were most acceptable and preferred to the panelist. The chemical analysis of ZA (70%: 20 %,) millet: cowpea shows that food improves the protein contents and gives higher overall energy value.

The physical characteristics of the blends especially the viscosity indicates that gruel prepared from ZA yields higher and more acceptable viscosity. The result obtained in this study equally showed that the potentials existed for blends of ZA (70:20:10) and is a sources of income generation for the populace and a good weaning food for infants if the technology is adopted and improved.

Recommendations

The following recommendations were made based on the findings of the study.

1. Further studies should be done on the formulated blends to determine its keeping quality.
2. Microbial analysis should be carried out to show if the formulations were microbial safe for consumption.
3. Government at all level should fund the agricultural sector to develop varieties of millet and cowpea that would adapt to the climate of various geographical areas in Nigeria.

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Strategies for Improving Supervision of Home Economics Programmes at the Junior Secondary Level in Gombe Local Government Area, Gombe State

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Abstract

The main purpose of this study was to examine the strategies of improving supervision of home economic education at the Junior Secondary School level in Gombe Local Government Area, Gombe state. Three objectives and three research questions guided the study. I was a survey. The population consisted of 98 Home Economics teachers in Junior Secondary School and 4 supervisors in the area of study. Data were analysed using means. Findings revealed that supervisions have played a key role in improving teaching and learning of Home Economics in Junior Secondary Schools in Gombe Local Government Area with the mean (\bar{x}) of 3.36. It further identified problems such as inadequate facilities, poor remuneration and so on with the weighted mean (\bar{x}) of 3.32. Strategies for improvement of supervision of Home Economics in secondary schools have a mean (\bar{x}) of 3.48 which include restructuring of supervision division according to the subject, adequate motivation among others. Recommendations made include provision of adequate facilities and funding among others.

Key words: Supervision, Teaching, Learning, Home Economics, Junior Secondary School.

Introduction

Home Economics is one of the oldest subjects; it came into being as early as 1909 and was recognised as a profession association with the

improvement of quality of life in the home and in the community. Quisley and Ethal (2012) noted that Home Economics is the body of subject matter which has to do with

application of the natural and social science and art to solve problems of the home and the problems growing out of home and their interrelationships.

Bobbin (1999) opined that Home Economics is concerned with the holistic nature of human relation to their physical, biological wellbeing. Home Economics is considered as a profession rather than a subject as it integrates knowledge from various subject to determine the best solution to problems in a given situation. The original aim of Home Economics education in Nigeria according to Anyakaoha (2009) is to improve individual and families through acquisition of practical skills.

In pursuance of the goals of Home Economics Education, the curriculum for Home Economics in Junior Secondary Schools consist theoretical and practical skills that can lead to entrepreneur development of the students upon graduation. A careful consideration of the goals and curriculum content of Home Economics Education brings to the fore front the need for a well-balanced and result oriented teaching and learning process that brings about interaction among teachers, students and external education officers. It therefore means that there is a need for external supervision/inspection of Home Economics in Junior Secondary Schools to achieve the objectives in the curriculum content of Home Economics Education at this level of education. In discharging these tasks, it should not be left in the hands of

unqualified, outdated or untrained educational personnel (Hawkins and Shohet, 2010).

The Nigerian government recognised the need to monitor the activities of schools in terms of teaching and learning. As a matter of fact, the National Policy of Education (FRN, 2012) stipulated that all schools in the country must be supervised and adequately inspected for effective teaching and learning.

In view of these, educationists at the ministry of education both federal, state and local levels of government have set up quality control division in their respective ministries of education to ensure that quality education is maintained. Esinem (2008) stated that quality and standards in the educational system could be maintained through regular inspection and continuous supervision of instructions and education services as laid down in the National Policy of Education. Hence the need for supervision of Home Economics at all levels of education for better quality teaching and learning.

Concept of Supervision

The word supervision can be said to have derived from Latin origin which is *supervisee*, meaning to oversee. Udeozor (2004) holds it that the act of supervision implies “to keep watch over work and workers”. Supervision is the personnel element of school administration, focusing on advising, guiding, refreshing, encouraging, stimulating, improving and overseeing certain groups with the

hope of seeking their cooperation in order to enhance instruction.

The primary focus of supervision according to Shohet (2011) is to receive both content and process feedback, provide regular space for the supervisees to reflect upon content and process of their work and to develop understanding and skills within the work of studies.

In teaching, generally and in Home Economics Education in particular, supervision can be carried out on how instruction is conducted. Home Economics instructional supervision therefore, is a programme geared toward improving instructions. Supervision in Home Economics education in schools is primarily and directly aimed at improving the skills, methods, processes and growth of both teachers and students. It makes students become satisfactorily established in Home Economics and coordinate their physical, mental, social and emotional experiences in the subject (Quisley and Ethal, 2010). According to Smith (2011), supervision is crucial for the daily operation and function of the school system since it access and record the performance of teachers, their ability and consistency in carrying out intellectual challenges in teaching and keeping of highly and qualitative record. In carrying out supervisory role, the Home Economics supervisors from the state ministry of education and the Home Economics teachers are to oversee students' activities both inside and outside the classroom environment.

Supervision has played and keeps roles in the educational sectors in Nigeria. External and internal supervision of schools are necessary for quality teaching and learning of all subjects including Home Economics. Home Economics supervisors in the state ministry of education are expected to supervise Home Economics teachers as they teach and conduct practical classes in their different areas of Home Economics as contained in the curriculum. However, from many observations, Junior Secondary Schools that offered Home Economics in Gombe state are rarely visited most especially in rural schools. This failure for frequent visit is in part the result of strategic challenge which must be investigated.

It is against this background that this study sets out to examine the strategies for improving supervision of Home Economics education in Junior Secondary Schools levels in Gombe Local Government in Gombe State with a view of enhancing quality assistance mechanism in the schools.

Objectives of Study

The main objective of this study was to examine the strategies for improving supervision of Home Economics Education at the Junior Secondary Schools Levels in Gombe Local Government Area (LGA) of Gombe State. Specifically, the study (1) determined the roles of Home Economics supervisors in the Ministry of Education at Junior Secondary Schools Levels in Gombe LGA of Gombe State;

- (2) identify the major problems militating supervision of Home Economics Education in Junior secondary School Levels in Gombe LGA, Gombe State;
- (3) examine the major ways of improving supervision of Home Economics in Junior Secondary Schools in Gombe LGA, Gombe State.

Research Questions for the Study

- (1) What are the roles of Home Economics education supervisors in the ministry of education in Junior Secondary School level in Gombe LGA, Gombe State?
- (2) What are the problems militating against supervision of Home Economics education in Junior Secondary School in Gombe LGA, Gombe State?
- (3) What are ways of improving the supervision of Home Economics education in the Junior Secondary School levels in Gombe LGA, Gombe State?

Methodology

Design and Area of the study: Survey design was used for this study. The area of the study was Gombe LGA of Gombe state.

Population of the study: The population of the study consists of 98 Home Economics teachers in Junior Secondary Schools in Gombe LGA and four supervisors of Home Economics in the Ministry of Education, Gombe State. The population size was 112. This population size was considered some. Thus, the entire population was studied and there was no sampling.

Instrument for Data Collection: A 4-point questionnaire was developed and for this study. The questionnaire was structured into three main part: Part A solicited opinion on the role of Home Economics supervisors in the ministry of education in teaching and learning of Home Economics education in the Junior Secondary, part B solicited the opinion on the major problems of supervision and part C seeks for the opinion on the major ways of improving supervision of Home Economics education in Junior Secondary Schools. The 4-points scale was as follows: Strongly agree (SA) = 4, Agree (A) =3, Disagree (D) = 2 and Strongly Disagree (SD) = 1 were used. Item from the questionnaire were mostly derived from review of related literatures and based on the research questions. The instrument was validated by a supervisor in Gombe state ministry of education and lecturer in Home Economics Department in Federal College of Education (T) Gombe.

Data Collection and Analysis Technique: One hundred and twelve (112) copies of questionnaire were administered by hand to the respondents with the help of two trained research assistants. Collection was carried within one week. All the 112 copies of questionnaire administered were retrieved which accounted to 100% return rate. Data collected were analysed using means in order to answer research questions.

Findings of the study

The following findings were made:

- (1) Seven roles of the Home Economics supervisors. These are summarised in Table 1.
- (2) Nine problems militating against supervision Home Economics education. These are summarised in Table 2.
- (3) Seven ways of improving the supervision of Home Economics education. These were summarised in Table 3.

Table 1: Mean responses based on Roles of Home Economics supervisor

SN	Roles of Home Economics supervisors	SA	A	D	SD	X	Remarks
1	Supervisors bring about improvement in appropriate instructional expectation of Home Economics education system	280	120	14	0	3.69	Agreed
2	Supervisors stimulate growth and means of helping Home Economics to help themselves	252	126	0	7	3.44	Agreed
3	Enhancing teaching/learning of Home Economics between teachers and students.	196	147	28	0	3.31	Agreed
4	Help Home Economics teachers to do their work better	140	168	28	7	3.0	Agreed
5	Supervisors helps to assess and monitor the Home Economics education system in order to bring about feedback of the system	252	84	28	7	3.31	Agreed
6	Provide a link between the Home Economics teachers and the ministry of education	168	189	14	0	3.31	Agreed
7	Helps in the improvement of the teaching environment and promote effective teaching performance and learning	252	160	0	0	3.38	Agreed

Table1 shows that all the seven roles of the Home Economics supervisors summarised in the Table were agreed to by the respondents. All the seven roles of Home Economic supervisors were agreed by the respondents since each item statement has a mean score of more than 2.5

Table 2: Mean Responses of opinion of respondents on the problems militating supervisors in teaching/learning of Home Economics education in Junior Secondary Schools.

SN	Problem militating supervision of Home Economics in schools	SA	A	D	SD	X	Remarks
1	Inadequate facilities for the inspectors to work with	224	189	0	0	3.69	Problem
2	Poor remuneration of the supervisors.	280	126	0	0	3.36	Problem
3	There is poor funding to supervision by Government	168	189	14	0	3.31	Problem
4	Poor attitude of supervisors to work affect supervision	112	219	28	0	3.31	Problem
5	Poor communication between teachers and supervisors	280	126	0	0	3.36	Problem
6	Constant changes in educational policies affect true supervision of Home Economics in secondary schools.	168	189	14	0	3.31	Problem
7	Political instability affects Home Economics supervision in Secondary schools	140	189	14	0	3.06	Problem
8	Inadequate supply of the curriculum affects Home Economics Supervision.	140	168	28	14	3.13	Problem
9	Politicization of appointment of Home Economics supervisors affects supervision	168	189	14	0	3.31	Problem

Table 2 shows problems militating supervision of Home Economics in Junior Secondary Schools. All the stated problems in the table were agreed by majority of the respondents since each item has a mean score of more than 2.5.

Table 3. Mean Responses on ways to improve Home Economics supervision in Junior Secondary Schools

SN	Ways of improving Home Economics supervision in schools	SA	A	D	SD	X	Remarks
1	Adequacy of teachers/supervisors of Home Economics in Junior Secondary Schools and Ministry of education.	224	168	0	0	3.50	Way
2	Restructuring of supervisory division according to subjects.	252	135	6	0	3.51	Way
3	Need for regular pursuit of higher qualification by teachers/supervisors of Home Economics through in-service	244	150	2	0	3.53	Way

	programme								
4	Disciplinary action against professional ethics of teachers/Supervisor	240	144	8	0	3.45	Way		
5	Adequate motivation and reinforcement of supervisor/Teachers by Home Economics.	236	150	6	0	3.50	Way		
6	Training and retraining of supervisors/teachers through seminars and workshop.	244	120	8	0	3.32	Way		
7	Improvement in the selection criteria for supervisor and teachers	240	150	4	0	3.52	Way		

Table 3 shows seven ways to improve Home Economics supervision in Junior Secondary Schools. All the way seven ways were agreed by the respondents since each item statement has a mean score of more than 2.5

Discussion of findings

The findings revealed the roles of Home Economics supervisors in teaching and learning of Home Economics education in Junior Secondary Schools. It revealed that supervision brings about improvement in appropriate instructional expectation, stimulating growth, enhance teaching and learning access and monitor Home Economics system in order to bring about feedback of the system. It further serves as link between the Home Economics teachers and the ministry of education for improvement of effective performance and learning. This finding is in line with Kamler and Thomson (2014) who stated that role of supervision in schools is improve instrument expectation, growth of teachers and so on. This also similar to the study of Weld (2012) who noted that

supervision brings about improvement in instructional expectation of teaching and learning in schools.

The findings further identified seven major problems militating against Home Economics supervision in Junior Secondary Schools as inadequate facilities, inadequate staff, poor remuneration, poor funding and poor attitude to supervision, poor communication, and frequent changes in educational policy, political instability and politicization of appointment of Home Economics supervisors. This study was in agreement with the study of Okafor (1995) who noted poor funding, inadequacy of facilities, poor attitude to supervision were among the major problems militating against supervision in schools. This is also supported by the findings of Onasanya (2011) who noted that staff inadequacies are challenges encountered by inspector and supervisors in schools. These similarities could be that both studies are of educational research that has to do with teaching learning with similar peculiarities.

The findings also identified ways of improving Home Economics supervision in Junior Secondary Schools as provision of adequate teacher/supervisor, restructuring of supervisory division according to subject, need for regular pursuits or his/her qualification through in service training, adequate motivation and reinforcement, training and retraining through seminars/workshops and better selection criteria of Home Economics teachers and supervisors. This finding agrees with the work of Obiweluzor, Momoh and Ogbonnaya (2013) that improving supervision in schools must be guided by adequate provision of teachers/supervisors, adequate motivation, training, reinforcement and provision of instructional materials among others. In support of this findings, UNESCO (2012) in National diagnosis on school supervision stated that that education qualifications are necessary ingredients for skills acquisition. It further states that educational personnel with high qualification display more confidence during supervision.

Conclusion

This study examined the basic roles of supervision, problems and ways to improve supervision for effective teaching and learning of Home Economics in Junior Secondary Schools. Educational activities in Home Economics education in schools need to be supervised to achieve its educational goal. The impression of

the personality of supervisors on the teachers during visitation plays a vital role in teaching and learning, hence the need for better remuneration and motivation of both supervisors and teachers. Personnel to be used as supervisors of Home Economics need to have good background on supervision and the subject. Emphasis of supervision in education need not to be like political visitation, rather supervision has to be thorough and design to achieve its stated aims and objectives.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. State government through the ministry of education should ensure adequate and proper facilities are make available to both Home Economics supervisors and teachers for effective supervising and teaching.
2. Adequate funding and good remuneration to be provided to Home Economics supervisors by Ministry of education.
3. Qualified professional Home Economics should be made to head those supervision Home Economics teachers in schools.
4. Workshops, seminars and in-service programmes should be organised for Home Economics supervisors and teachers by state Ministry of education, Gombe State.

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