MARRIED FEMALE STUDENTS' VALUES ON FAMILY ACTIVITIES IN AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

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NIGERIA

JULY, 2011

DECLARATION

I declare that this research work titled Married Female Students' Values on Family Activities in Ahmadu Bello University, Zaria Nigeria was conducted by me in the Department of Vocational and Technical Education under the supervision of Dr. (Mrs.) T.O. Ojo and Dr. (Mrs.) E. Ike. The sources from which the literature information was extracted have been duly acknowledged in the text and list of references provided. There is no part of this that has been presented for another degree at any university.

_____ _____

Ekpo, Ndifreke Asuquo Date
M.Ed/Edu/50215/2005/2006

CERTIFICATION

This thesis Married Female Students' Values on Family Activities in Ahmadu Bello University, Zaria, Nigeria written by Ekpo, Ndifreke Asuquo meets the regulations governing the award of the degree of M.Ed (Home Economics) of Ahmadu Bello University, Zaria and it is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to the Almighty God the possessor of all things. May His name be praised.

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ABSTRACT

The study was carried out on married female students' values on family activities in Ahmadu Bello University, Zaria, Nigeria. Survey Research design was adopted for the study. Six research questions and five null hypotheses were raised. The population of the married female students was 1,645 and the sample size was 167. Simple random sampling technique was used for selecting the sample. The data collected were analyzed using frequency, means and percentages. t-test and Chi-square were used to test null hypotheses. The main findings were that, academic demand is number one factor affecting married female student's household activities. In addition, the test of null hypotheses revealed that, there was significant difference in the views of married undergraduates and postgraduates on the factors affecting activities most preferred by married female students, postgraduate married female students were of the view that academic demand is the main factor affecting household activities while undergraduate married female students agreed that influence of friends and associates is the main factor affecting household activities and there was no significant relationship between married female students' values on household chores related to foods and nutrition. The findings of this study show that academic demand, influence of friends and associates, amount of time and energy already consumed on other activities affects the household activities of married female students. Married female students value household chores related to foods and nutrition and home management because of good health, married female students value household chores related to clothing and textiles because of comfort, married female students value household chores related to child care and development because of family health that they provide and married female students values on household chores differ from actual participation on the activities. Among the major recommendations, were that housekeepers should be trained by individuals, Home Economists, NGO and Governments so that they can be employed by families as housekeepers.

TABLE CONTENTS

Cover Page - - - - - - - - - -

Title Page - - - - - - - - - - i

Declaration - - - - - - - - - - ii

Certification - - - - - - - - - iii

Dedication - - - - - - - - - - iv

Acknowledgement - - - - - - - - - v

Abstract - - - - - - - - - - vii

Table of Contents - - - - - - - - - viii

Operational Definition of Terms - - - - - - xii

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study - - - - - - - 1

1.2 Statement of the Problem - - - - - - 5

1.3 Objective of the Study - - - - - - - 7

1.4 Research Questions - - - - - - - 8

1.5 Hypotheses of the Study - - - - - - - 8

1.6 Significance of the Study - - - - - - 9

1.7 Basic Assumptions - - - - - - - 10

1.8 Delimitation of the Study - - - - - - - 11

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Concept of the Family - - - - - - - 12

2.2 Types of Family - - - - - - - - 13

2.3 Functions of Family - - - - - - - 17

2.4 Factors that Influence the Family - - - - - 22

2.5 Family Activities - - - - - - - - 26

2.5.1 Cleaning Schedule - - - - - - - 27

2.5.2 Cleaning Plans - - - - - - - - 29

2.5.3 Cleaning Methods - - - - - - - - 29

2.6 Concept of Values - - - - - - - - 31

2.6.1 Value Indicators - - - - - - - - 34

2.6.2 Contents of Values - - - - - - - 36

2.6.3 Types of Values - - - - - - - - 38

2.6.4 Nature and Characteristics of Values - - - - - 40

2.6.5 Functions of Values and Value System - - - - 42

2.7 Empirical Studies - - - - - - - - 46

2.8 Summary of Literature Reviewed - - - - - 51

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design - - - - - - - - 53

3.2 Population for the Study - - - - - - - 54

3.3 Sample Size and Sampling Technique - - - - 55

3.4 Instrument for Data Collection - - - - - - 56

3.4.1 Validation of the Instrument - - - - - - 58

3.4.2 Pilot Study - - - - - - - - - 58

2.4.3 Reliability of the Instrument - - - - - - 59

3.5 Procedure for Data Collection - - - - - - 59

3.6 Procedure for Data Analysis - - - - - - 59

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA

4.1 Demographic Characteristics of Respondents - - - 61

4.2 Analysis of Research Questions - - - - - 63

4.3 Test of Null Hypotheses - - - - - - - 80

4.4 Summary of Findings - - - - - - - 86

4.5 Discussion of Findings - - - - - - - 87

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary - - - - - - - - - 90

5.2 Conclusion - - - - - - - - - 91

5.3 Recommendations - - - - - - - - 91

5.4 Limitation of the Study - - - - - - - 92

5.5 Suggestions for Further Study - - - - - - 93

References - - - - - - - - - - 94

Appendices:

I: Request Letter to Respondents - - - - - 98

II: Married Female Postgraduate Students Statistics - - 99

III: Married Female Undergraduate Students Statistics - - 101

IV: Married Female Students Questionnaire - - - 103

OPERATIONAL DEFINITION OF TERMS

Family Activities: Are those things family members do for leisure or interest in order to achieve a particular aim. They refer to various household works or duties done for well being of the family.

Married Female Students: Are females that are married and are studying at Ahmadu Bello University, Zaria.

Married Female Students Values: Are the moral principles and beliefs that female who are married and are studying at a university think are important.

Home Management: Is the process of preserving, protecting and maintaining your using the resources available.

Foods and Nutrition: The study of food and how the food affects the health and survival of the body.

Child Care and Development: Refers to the looking after children, gradual growth or formation and the facilities which help parents to do so.

Clothing and Textile: Are things that people wear such as shirts, coats, trousers and dresses which are woven, knitted and knotted.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The family is the nucleus of the society and it performs myriads of functions for its members. The society is made up of families, and the peculiarities of a given society can be described by outlining its family structure and relation.

The definition of family varies from place to place; there is a consensus about the role of the family in the society and the functions it performs. The strategic significance of the family is to be found in its mediating function in the larger society: it links the individual to the larger social structure. A society will not survive unless the family functions well and performs its many roles such as production, procreation, socialization of children, provision of affection and emotional support to the young, old and infirmed, in conformity with laws and norms of the society.

Isiugo-Abanihe (2008) notes that as the basic unit of society, practically all facets of the social and collective life revolves around, dovetail into, or spring directly from the family. At the core of the family institution is the conjugal bond which provides the linkage between the husband and wife and the numerous complex cultural contrivances which exist beyond the home. The conjugal bond is accordingly conceivable as the nerve center of the society in that frittered

relationships at this sphere provide a recipe for unprecedented crisis at the macro-institutional levels of existence.

Goode (2008) notes that the family is an element of the social structure and that the earliest moral and ethical writings suggest that a society loses its strength if people fail in their family obligations. This is an indication of an implicit awareness of the importance of family patterns as a central element of society. According to Goode (2008), it is through the family that the society is able to elicit from the individual it necessary contributions. The family in turn can continue to exist only if it is supported by the large society. If the family as a social system furnishes the family as a smaller social system with the conditions necessary for its survival, these two types of systems must be interrelated in many important ways.

The family is a living, dynamic and evolving institution. It has been a social unit throughout the world for centuries. As the world's oldest form of expression of human relationship, it has survived for thousands of years, adapting itself constantly to changing socio-economic conditions and the progress of humanity (Elders, 2000). In particular, modernization and urbanization have called into questions earlier forms of family organization, with the emergence of new forms and types. Those structural changes or adjustment in the society have subjected family to constant changes.

It includes many different definitions ranging from "parents and the children" to a group of people who share common attitude, interest and goals (Cobiuld, 2001). Family is described by Hetherington and Kelly (2002) as two or more persons related by birth, marriage or adoption who resides in the same household. Some courts have defined family characteristics as a long term relationship, emotional and financial commitment, and depend upon one another for daily services. Others have described family as "a group who love and care for each other".

Traditionally, people were part of an extended family that includes many grand-parents, uncles, aunts, nieces as well as animals such as dogs, cats and cattle. The family stayed together, even if they moved from one geographic area to another. Women were mostly occupied with raising their many children, cleaning, preparing meals, (Ben, 1997).

In the past, most married women did no other work than household chores. They remained at home to take care of the house and rear children while their husbands worked to provide food, clothing and other necessities for the family. Today, many women are educated and seek employment so that they can earn an income to augment the family spendings. It means that these women who are working outside their homes must share their time between their family and their paid jobs. This calls for planning more than ever before if the working home-maker

is to manage her time efficiently in order to perform her household activities effectively Comparative Education Studies and Adaptation Centre (CESAC, 2008).

Family activities are those things that family members do for leisure or interest in order to achieve a particular aim. They are household works or duties done for the wellbeing of the family such as sewing and knitting, fetching water, washing and ironing, sweeping, dusting and cleaning, gardening, cooking and serving of meals and going to the market, among others (O'Connell, 2010).

Pat (2005) sees value as important and enduring beliefs or ideas shared by members of a culture about what is good or desirable and what is not. Values exert major influence on the behaviour and serve as broad guidelines in all situations. Heltzel (2001) sees values as the rules by which we make decisions about right and wrong, should and shouldn't, good and bad. They also tell us which are more or less important, which is useful when we have to trade off meeting one value over another. Values are beliefs of person or social group in which they have an emotional investment (either for or against something); values are collection of guiding, usually positive principles; what one deems to be correct and desirable in life, especially regarding personal conduct (Dickstein, 1997).

Values are usually very personal; it is not common to find people with exactly the same values. These values could be positive or negative. Positive values are pleasant when attained. Negative values are not usually pleasant when they

conflict with those of others. However, values are relative to acceptable norms since what is acceptable behaviour to one person may be abhorred by another. Each family member may have different values from the others, especially when related to material things (CESAC, 2008).

Married female Students' values are the worth they place on family activities, their beliefs or feelings about the goodness or badness of certain family activities. Their perception and thought about family activities will have a serious consequence on their actions and decisions. It is their conception of what family activities are describable and this influences their social behaviour (Lopper, 2006). Wives values are linked to students because of their conflicting issues with family activities. Family influences come from the parents' own cultural, religious, or ethnic background. Others come from outside sources such as the media and technology. All help to shape the family and their attitude toward parenting. As a result, children learn particular attitudes, beliefs, customs and behaviours from a variety of sources (Borkowsky, Ramey & Bristle, 2000). The aim of this study thus is to determine the values held by married female students and the various family activities they engage in.

1.2 Statement of the Problem

Values multifaceted standards that guide conduct in a variety of ways; family values leads families to take particular positions on social issues and guide presentations of the self to others. However, Gittins (2005) stated that much efforts has been put on trying to analyze how families in today's society have changed over the course of time. In seeking a model for explanation, sociologists have divided families into two main types: the nuclear family which consists of parents and children and the extended family consisting of parents, children and grand children or other kins. Before industrialization, society was relatively static and stable, geographic and social mobility were minimal. From the eighteenth century onwards, rapid population growth, urbanization, capitalization, resulted in a change of the family structure, values and beliefs. Women seek paid employment outside the home and spend long hours at work to be able to contribute in the family economy. Before women can take paid employment they have to go to school. Besides, to be paid enough to make meaningful contribution in the family, they have to enroll in higher institution like Ahmadu Bello University, Zaria. Traditional family values which have to do with orderliness in a household have disappeared. Homes no longer look neat and fresh, wives who go to school become so much occupied that sweeping, dusting and cleaning the home become difficult. Most married female students no longer participate in these activities because of school work and use house helps for all these. This introduces element of lack of

privacy and lack of close relationships between spouses or between parents and children, making for disappearance of family values.

Traditionally, values which were referred to as the standards for what is right and wrong start changing. Honour and respect for the family, diligent work ethics, absolute values of right and wrong, respect towards authority, moderation rather than excesses, marriage as pre-requisite before having sex, or bearing children, a family which consist of both father and mother taking responsibilities to provide for their own -such as one's spouse, family and children have all become things of the past as some wives either lack time, energy or interest in family activities.

Robbinson (2008) maintained that good manners, behavior, morals, honesty, generosity and being considerate of others which caused many marriages to last and succeed have disappeared. One wonders what contribution the value wives place on these traditional activities has to do with the disappearance of all these traditional norms. Yet the ability of the house wife to value and be able to perform family activity would yield generosity and other benefits. Based on the researcher's interaction with some married female students in Ahmadu Bello University, Zaria, it was discovered that the students do not participate in most of the household chores because the values placed on them are different from the traditional values of good manners, behaviour, morals and others. It is in line with

these reasons that this study was conducted to determine married female students' values on family activities in Ahmadu Bello University, Zaria.

1.3 Objective of the Study

The broad objective of this study is to determine married female students' values on family activities. The specific objectives are to:

1. determine the factors affecting the household activities most preferred by married female students in Ahmadu Bello University, Zaria.
2. to determine the married female students' values and activities on household chores related to foods and nutrition.
3. to identify the values held by married female students' and activities on household chores related to home management.
4. to determine the married female students' values and activities on household chores related to clothing and textiles
5. to determine the married female students' values and activities on household chores related to child care development
6. to determine how the values held by married female students on household activities differ from the actual participation in the activities.

1.4 Research Questions

The following research questions have therefore been formulated-:

1. What are the factors affecting household activities most preferred by married female students in Ahmadu Bello University, Zaria?
2. What are the values held by married female students and their activities on household chores related to foods and nutrition
3. What are the values held by married female students and their activities on household chores related to home management?
4. What are the values held by married female students and their activities on household chores related to clothing and textiles
5. What are the values held by married female students and their activities on household chores related to child care development?
6. To what extent do the values held by married female students differ from the actual participation in the activities?

1.5 Hypotheses

$H0_1$ There is no significant relationship between the married female students value on household chores related to foods and nutrition and family activities of female students.

$H0_2$ There is no significant relationship between the married female students value on household chores related to home management and family activities of female students

$H0_3$ There is no significant relationship between the married female students value on household chores related to clothing and textiles and family activities of female students

$H0_4$ There is no significant relationship between the married female students value on household chores related to child care development and family activities of female students

$H0_5$ There is no significant difference between the mean score of values held by married female students on household activities and means score of actual participation in household activities.

1.6 Significance of the Study

Wives perform multiple roles as mothers, housekeepers, workers, kinswoman, citizen, adviser, bridge builders, business-oriented, models, students and above all family planners. In most parts of Nigeria, wives have been and continue to be responsible for much of the demanding agricultural work, especially weeding and harvesting. They are also responsible for energy – sapping and time – consuming tasks of food processing, food preparation, and marketing of farm produce (Adepoju, 2009). It is therefore necessary to strengthen them in their numerous chores. This work will contribute to knowledge since it will show the issues that married female students value and the activities they perform in the family.

This study will also be of benefit to house wives as the study will advocate capacity building measures to be embarked upon to help married female students live a healthy, happy family life. It will also reveal to the readers, what married female students value and do despite their busy schedules. Above all, the study will contribute to the body of knowledge as it will add to the existing literature in the area under study. Married female students stand a better chance to reap from the result of this study on the study will serve as a guide for them to place appropriate values on family activities.

1.7. Basic Assumptions

The researcher made the following assumptions:

1. The values held by married female students in Ahmadu Bello University, Zaria are not different from the values held by other female students.

2. The perception of married female students in Ahmadu Bello University, Zaria on household chores related to foods and nutrition, home management, clothing and textile, and child care and development are the same with the perception of other female students.

1.8. Scope of the Study

This work was delimited to the values upheld by married female students on family activities such as sewing and knitting, fetching water, washing, ironing,

sweeping, dusting and cleaning, gardening, cooking and serving of family meals and going to the market, bathing the children, feeding the children, dressing the children, taking the children for immunization among others and married female students in Ahmadu Bello University, Zaria have been chosen.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature to the topic under study. For the purpose of clarity, neatness and ease of understanding, this chapter is arranged as follows-:

2.1. Concept of the family

2.2. Types of family

2.3. Functions of family

2.4. Factors that influence the family

2.5 Family activities

2.6. Concept of values

2.7. Empirical studies

2.8. Summary of literature review.

2.1 **Concept of the Family**

Collins (2001) sees family as a social unit consisting of one or two parents and their children or a group of people who share common attitudes, interest or goals. Hetherington and Kelly (2002) see family as two or more persons related by birth, marriage, or adoption who reside in the same household. Courts have also seen family characteristics as a long term relationship, emotional and financial commitment and dependence upon one another for daily services.

Baber (1983) sees family as a social institution that is indispensable to the society. He also notes that family is a complete unit which is made up of individual members with different outlooks, different emotional qualities, diverse reactions to different circumstances, different characteristic inherited from the family.

In another vein, Baber (1983) sees family as the traditional group of married father, mother, and their children; one parent and children of the other parent who is dead or being separated or deserted, or divorced; the married childless couples; the unmarried couples with or without children who have lived together long enough to be considered man and wife by common law. A man with several wives, with or without children or a woman with several husbands with or without children; a group of related persons, brothers, sisters, cousins, aunts as accepted by the society, living together as a household.

2.2 Types of Families

The following types of families exist:-

a. **Nuclear family:** This is a family that consists of a mother, a father, and one or more children. The children may be biological or adopted. There are many advantages to a nuclear family structure. In this family type, two people share the parenting responsibilities. The parents usually have more time to spend with the children because they can share the tasks of running the household (Cherlin &

Fursternberg, 2006). If both parents work outside the home, they can also share financial responsibilities.

A two-parent family provides examples of both male and female roles. The children are able to learn how their parents share responsibilities. They also see how couples communicate, make decisions and solve problems on a daily basis (Elders, 2000). Some nuclear families actually only have one parent at home a large part of the time. For example, one parent may be in the military and may be assigned to duty far away from home. The remaining parent must care for the children almost as a single parent.

b. **Single- parent family:** Single parent family consists of only one parent and one or more children. Some single parent families results from legal separation, desertion, or divorce. Others are due to death of one parent, or unmarried people becoming parents through birth, or adoption. Parenting here is a big job to do alone. Single parents must balance all the responsibilities of parenting, managing a household, and probably holding a job. They have no one with whom to share the challenges or problems of rearing children. Many single parents are totally responsible for their family's expenses. They do not receive any financial support from their child's other parent. Although the role of single- parent is difficult, it has rewards also. Children of single parents often participate in more household tasks and take on responsibilities at an earlier age. Children who grow up in single

parent families can have happy and full of lives. Dedicated single parents can provide a high level of care, security, and love for their children (Anyakoha & Eluwa, 2008).

c. **Blended family:** These consist of two parents, one or both of whom have children from a previous relationship. Each becomes a step parent to the other children. The children become step brothers and step sisters (Gittins, 2005). Both the parents and children in a blended family may have problems in establishing a new family unit. It may take a great deal of patience and understanding before stepparents and children learn to get along with each other. Some of the problems associated with blended families are emerging different family customs, developing new daily routines, and establishing new rules of behaviour. The background of the family members affects the smoothness of the transition to a new family unit. If either or both of the spouses were divorced or widowed, memories and habits from the former marriages will influence the new marriage. Children may still be dealing with the emotional effects of their parents' divorce or the death of a parent (Gittins, 2005). Family members may need some counseling to help smoothen the transition from one family structure to the other.

d. **Extended family:** This is made up of all the immediate relatives of a family such as grandparents, aunts, uncles and cousins. Sometimes the members of an extended family live together or near each other. Members of an extended family,

just as in a blended family, may have difficulty getting along together. Older or younger relatives who move into the home may resent having to give up their own home and independence (Hildebrand, 2005). Conflicts may arise about how to divide up various household responsibilities from handling finances to preparing meals to doing the laundry. It is important for family members to discuss their problems with each other. On the other hand, living in an extended family has many advantages. Grand-parents and other adult relatives can help to care for the children and share household tasks. They can offer advice to other family members. They can also be supportive in terms of family emergencies or crisis (Anyakoha & Eluwa, 2008).

e. **Cooperative family:** The cooperative family consists of non related people who get together to rear their children in their own household. (Goode, 2008)They are able to share living expenses and household chores. They also are able to share the responsibilities of caring for the children. Often, two best friends who are single parents with children will move in together to form a cooperative family. They help each other as in an extended family, even though they are not related. Some elderly people also live together and cooperate as a family. They are able to share housing, meals, companionship, expenses and care.

f. **Family without children:** A married couple without children is also considered a family. Some couples are unable to have children; others choose to

remain childless. In the past, married couples were expected to have children. This attitude is changing as many couples decide to delay parenting or decide against becoming parents (Elders, 2000). Some couples decide to spend their time and energy on career goals. Others do not want to limit their freedom or assume the financial responsibilities of rearing children. Still others choose to focus on their own growth and development, both as individuals and as a couple. Some couples without children take an active interest in the children of relatives and friends. Others become involve in children's programmes in the community (Gittins, 2005).

2.3 Functions of Family

Caplow (2008) identified six major functions of the family: economic, protective, recreational, education, religious, and that family function which gives status to the individual. He maintained though that as the protective function of family was transferred to the police, and to insurance company, family recreation replaced by commercial entertainment, education removed from home to school, school teacher taking the responsibilities of parents, influence of religion declined all the six functions of family have weakened.

The primary function of the family today is affectional (Hill, 1999). As institutions have taken over most of the production and protective services and many of the educational, religious, and recreational activities formerly carried on

in the family setting, this emphasis on love and affectional security in family relationships has grown. The family as a unit of consumption is still an important economic factor, but this function alone does not hold individual together. Where families fail to provide the psychological atmosphere for whole some personality development by giving emotional security and satisfying companionship, disintegration is likely to occur (Caplow, 2008).

According to Loomis and Beegle (1999), family has four important functions. First, the family produces children. Secondly, it provides nourishment for its members, a function of special importance while children are still young. Thirdly, it provides the individual of one generation with the most important linkage with the social and cultural systems of previous generations, permitting him to internalize the ends, norms, status, role, and authority patterns of these system. In other words it provides situations, experiences, and effectual relationships whereby socialization may take place. And fourthly, it provides each member with an important reference, identification or placement, ascribing at least during the early part of life specific status, roles and social rank not only in the family but also in the community.

Hildebrand (2005) stated six functions of the family as follows:-

a. **Providing emotional support:** This function is at the heart of the roles of families. The family members offer each other affection and companionship. They

may express feeling of frustration or anger yet still find understanding, concern, and continuing love. Husbands and wives grow closer as they listen to each other's and their children's problems. They support each other and become stronger individuals. The parents accept their children's individuality. The children know the family is always there to listen and provide guidance. As a result, they feel secure enough to push for independence. Emotional support nurtures the self-esteem of all family members.

b. **Providing economic support:** Another major function of families is to satisfy the family's economic needs. In previous generations, this function was considered primarily the man's responsibility. Today, majority of women are also in the work force. In many two- parent families, both parents are employed outside the home. In single parent families, the parent must often be the sole provider.

c. **Providing child care and guidance:** This function may also be called the parenting function. Parenting requires keeping children physically and psychologically safe. It involves teaching children many roles, both formally and informally .It also involves teaching behaviours, skills, and information that children must learn to function adequately in the world outside the family. Parenting was once the sole responsibility of mothers. Now this function is also considered the responsibility of fathers.

d. **House keeping:** This function includes making a pleasant, healthful, and protective environment for the family. In the past, the wife traditionally performed the house keeping function – cooking, cleaning and maintaining the home. Today women are taking on more of the economic function, and men are becoming involved in the house keeping function. As a result, all family members should share household responsibilities such as cooking, shopping, cleaning and other tasks.

e. **Maintaining kinship:** The kinship function involves maintaining the family network with relatives. This may include parents, children, sisters, brothers, grandparents, aunts, uncles, and cousins of several generations on both sides of the family. It is through this kinship network that cultural and religious traditions are expressed.

F. **Providing recreation:** Recreation includes nonworking activities done for relaxation, fun, and self-development. Doing things as a family may mean taking a yearly vacation together. The recreation function is very important to most families because it provides time for family members to play, laugh, and relax together.

Within families, parents determine which function gets higher priority than others. They base their decision on their values, goals, knowledge, ability, energy, and available resources. Because these factors differ, it is sometimes difficult for a family to balance the family functions. In addition, various functions are affected

by the age and stage of the children in the family. They are also affected by the roles of the parents.

Dickstein (1997) noted that through psychological and sociological studies, home atmosphere has been found a determining factor in the degree to which children grow into happy well- adjusted, responsible youth. The security given to children through the love and affection of their parents seems to be more significant than the way they are disciplined or the material goods with which they are surrounded. This emphasis on the relationships in family living has basic implications for home management. The goals sought through the affective use of resources are determined by values cherished in family living. When these values centre on human beings, the managerial process assumes directions that differ from those where material ends receive the family's primary emphasis (Dickstein, 1997).

On the transfer of certain functions of families to other agencies, Cherlin and Furstenberg (2006) noted that community living has made possible the transfer of certain protective functions from the family to agencies of local, state, and national Government. Police and fire protection, supervision of sanitation and health regulation are included in these numerous services. In many homes, there is complete dependence on school and churches to give children formal instruction and religious. Boys and girls accept their recreational pattern and their cultural

values less exclusively from the families than did the children of earlier era. Schools, they organized activities in which many children participate and specially their own peer group set the pattern for behaviour as much, or than families do. On the other hand, certain intangible- habits of reacting, ways of managing time and money and attitudes towards people are determined largely through the influence of the family. Enjoyment of sports, preferences in music, literature and art, and political views often results from early family experiences and may continue without major change throughout life (Cherlin & Furstenberg, 2006).

2.4 Factors that Influence the Family

There are many influences on today's families. Some of these influences come from the parents' own cultural, religious, or ethnic background. Others come from outside sources such as the media and technology. All help to shape the family and their attitude toward parenting. As a result, children learn particular attitudes, beliefs, customs and behaviours from a variety of sources (Borkowsky, Ramey & Bristle, 2000).

a. **cultural background:** A parent's cultural background has a significant influence on the family. People's background includes their ethnic heritage, religions, social status, economic level, and education. Couples who come from similar backgrounds usually have similar attitudes and goals. Thus they may have

many of the same ideas about families, children, and parenting. Today however, many couples come from different backgrounds (Goode, 2008). They may be from different ethnic groups, have completely different levels of education, or come from families with vastly different incomes. As a result, they may have different ideas and beliefs about parenting children. These differences can lead to disagreements that can seriously affect the family. Parents need to deal realistically with their differences so that both parents and children can avoid conflicts.

b. **Types of relationship: T**he types of relationship that a family has with relatives, friends, and neighbours can influence the family social and emotional life. For example, some families have little contact with relatives outside the nuclear family. Others feel strong kinship ties and see their relatives often (Dickstein, 1997). Both relatives and friends can serve as part of the family support system. These people may help parents with child care during the family's early stage and with friendship and companionship during the later years.

c. **Life-style:** The term life-style is widely used to describe how individual and families choose to live. A family's life-style consists of a number of factors. These include location, activities, priorities, and goals. As a result, every family has a life-style that is in some ways different from that of other families. For example, a family who lives in the city may live in an apartment building that is home to many other families. This family may not own a car because family members can walk or

take a bus or subway to get around town. This type of life-style is very different from that of a family that lives in a rural area. There, a family may live in a house on a large piece of land. They may have to drive to all the stores and other community services (Elder, 2000).

d. **Jobs:** Jobs are another major influence on a family's life-style. Some jobs require family members to spend a great deal of time coming to and from work. Other jobs require long hours of travel. This means that the parent will have less time to spend with the family (Hildebrand, 2005).

e. **Interest and hobbies:** Interest and hobbies also influence family life-style. Some families enjoy camping, others like visiting museums, some enjoy casual picnics, others prefer dinning in ethnic restaurants. Family hobbies range from stump collecting to gardening, from biking to boating, from refinishing old furniture to playing chess. Some families enjoy becoming involved in community activities. They may serve on committees or volunteer their time to environmental projects or helping the homeless. Other families prefer to spend their time with their own immediate family or a few close friends. Sometimes families consciously select their life-style. They may change jobs or move from a large city to the country in other to live a less hectic life. Others mold their life-style into one that best suits their members evolves gradually on the basis of the interests and decisions of the members (Borkowsky, Ramey & Bristle, 2000).

f. **The Media and Entertainment**: Family members are exposed to many influences from the media, which includes television, radio, magazines and newspapers. Some of these offer good information and advice on topics ranging from consumer products to relationship skills. For example, educational television programs can help children learn to read or learn about different cultures. Advertisements and commercial let families know which products are on sale in various stores. Newspaper and magazines articles inform families about topics ranging from politics to sports (Robbinson, 2008).

Continuing, Robbinson (2008) noted that the media and entertainment world also relay a variety of sensational events and life-styles that may be confusing to children. For example, some movies and television programs feature violence, sex or crime. Many talk shows highlight relationships or behaviour that is unusual or bizarre. As a result, parents should talk with their children about what they see and hear in the media and entertainment world. Children need to learn how to distinguish between reality and fantasy, true and false, and good and bad. Unfortunately, the life-styles of most families never make the news.

g. **Technology:** Technology has a very important influence on today's families. Just consider these contributions; television, microwave ovens, home computers and fax machines, cellular telephones, and video cameras . All of these modern inventions can have a positive or a negative effect in individuals and

families. (Robbinson, 2008). For example, television can bring knowledge and entertainment to family members. It can also reduce communication within the family. Technology has influenced the foods we eat, the cloths we wear, and the homes we live in. It has also influenced health and medical care, transportation, communication, and education.

h. **Community and society:** Every family lives in some type of community, whether it is large or small. Within this community, may be schools, churches, stores, recreation facilities, Libraries, fire and police departments, and a hospital. All of these influence families through the services they provide (Robbinson, 2008). Communities also have various standard regulations and laws that families and individuals must follow. For example, children of a certain age must attend school. Store owners must follow certain safety and health regulations, parents must not abuse or neglect their children. Ultimately, the well being of families is important to every society. Family issues are debated and discussed by politicians, religious leaders, sociologists, and business leaders. Articles in magazines and newspapers. Debates are held on television and radio programmes. Experts predict that family issues will grow in importance in the coming decade (Robbinson, 2008). Many people believe that families are the foundation of society. Although family structures and parental role may continue to change, the family unit provides the love and care its members need.

2.5 Family Activities

O' Connell (2010) defined family activities as those things family members do for leisure or interest in order to achieve a particular aim. They refer to various household works or duties done for the well being of the family.

Deacon and Firebough (2009) listed the following family activities:- hand sewing, machine sewing, knitting, ironing, using of rotary beater, dish washing, sweeping, dusting, mopping, applying floor wax with applicator, hanging cloth, playing piano, washing floor, waxing floor, changing sheets in bed making, cleaning carpet stains, going up or down stairs, picking up items from floor, gardening and weeding, family members-care and food preparation and after meal clean up.

Carpenter (2000) listed certain family activities to include cleaning and maintaining house and ground, buy or make, clean, repair, or service household goods, make and carry out scheduled of work and other activities; buy, store, prepare, cook, serve meals, preserve food for out of season use; buy, make, repair cloths, wash, clean and store them; arrange visits to dentist, doctor, optician, as required; also holidays and recreation; keep accounts/records.

2.5.1 Cleaning Schedules

According to Carpenter (2000), regular care given to all rooms pays dividends all round. Constant attention keeps the surfaces in good order, and as the dirt never becomes heavy, cleaning is easier to do. Furthermore, the rooms will always be in reasonable order and a quick pickup is all that is needed to make them presentable. It is of particular importance for the newlyweds to set up a cleaning schedule. Even though the house and all its content may be brand her time unlimited, she needs to work to plan right from the start. Then it will be a matter of habit when the children come and demand on her time and energy increase.

On types of cleaning, Galinsky, Kim and Bond (2001) noted that three kinds of cleaning schedules are useful:

a. **General Cleaning**: The room is made fresh, tidy and surface clean for its occupants. It is normally carried out daily when a room is in constant use, but less often for rooms used less frequently. It includes airing the room, pick-up and putting away stray articles, cleaning fire place, emptying ash-trays, waste -paper baskets, garbage, attending to flowers and plant, dusting and wiping top surfaces and of course cleaning floor.

b. **Special cleaning:** All points of general cleaning are included, but the room and its contents are cleaned more thoroughly and some attention is given to the restoration or improvement of surfaces. This is done at weekly intervals or on a rotational basis over two or more weeks, according to circumstances. It includes

general cleaning as needed, tiding of cupboards, drawers, bookshelves, changing linen, towels, dusting blinds, cleaning curtains, cleaning windings, silver lamps, mirrors, pictures, thorough vacuuming or cleaning and polishing of floor, thorough clean of furniture, appliances and fixtures, dusting of all surfaces, polish where necessary.

c. **Seasonal cleaning:** The is the detailed care of individual items in the room as well as the room itself, and the performance of any special tasks which appear at regular intervals. It will be carried out once or twice a year that is in spring or at the end of summer and winter seasons. This is the time to arrange for any alterations, repairs or decoration. It includes emptying, sorting, cleaning and reorganizing of all wardrobes, cupboards and drawer, storing of out of season clothes, bedding equipment, washing or cleaning of curtains, covers, blankets, cleaning of walls and woodwork, furniture, cleaning of lighting fixtures accessories, ornaments, etc, cleaning and servicing of household appliances, thorough cleaning of floors, according to type and pest control.

2.5.2 Cleaning Plans

On cleaning plans, Adam (2002) revealed that house wives have three patterns:-

i. **Concentrated:** Some housewives prefer to have an all-out effort in the early part of the week. They spend two or three days washing and cleaning and once the house is in order, they need only to do the general cleaning daily before devoting the rest of their time to other activities. Housewives with part-time jobs or many outside interests will often follow the pattern.

ii. **Spread:** Most full-time housewives, especially those tied to the home with young children or with lower levels of energy, prefer to spread the cleaning duties more evenly throughout the weeks. The general duties are attended to every day and the special duties fitted into the week days leaving the weekends relatively free for family activities.

iii. **Blocked:** Housework can be dealt with in block form. The daily tasks occupy the block of time between breakfast and the midmorning break. The special tasks come between mid-morning and lunchtime.

2.5.3. Cleaning Methods

According to Carpenter (2000), special cleaning may be approached in different ways:-

i. **Job approach:** The work is done by jobs. For instance, if it is the day to do the bedrooms, the beds are changed in all rooms, drawers tidied throughout, all the windows are cleaned and floors swept room by room. Though this method permits efficient use of equipment, it has its disadvantages. It means

several rooms are in disorder at once and if the worker's time is broken, then it may be difficult to complete the tasks.

ii. **Room approach:** Each room is completely finished before the next one is begun. This means that only one room is disorganized at a time and if a child demands attention or energy wanes, it is easier to finish one room than to complete several. The disadvantage of changing over of tools can be partly overcome by having a cleaning kit which can be wheeled from room to room.

iii. **Sectional approach:** When rooms are cleaned by sections, a different part of the room is cleaned thoroughly each special cleaning day, the rest being given the usual treatment. For example, one week, the windows, walls and ceiling are brushed or wiped down, next week, the furniture and woodwork, third week, drawers and cupboards and accessories, fourth week, the floor is given extra attention. This method is best suited to older family living in modern well equipped houses which do not get very disordered or dirty.

2.6 Concept of Values

According to Anyakoha and Eluwa (2008), value is a measure of worth. It is the worth placed on something. Your value represents your belief or view or feeling

of what is good, important or desirable. It influences the choice you make among alternatives. Examples of values are freedom, peace, comfort, health, honesty, security, knowledge, etc. They cannot be seen, but they are recognized in behaviour. For instance, a father who values knowledge may spend his money on his children's education rather than on other things. A family that values health may show this by eating balanced meals and keeping their house very clean. Each family needs to work out its own set of values which are suitable and agreeable to all its members. These values are general reasons why people manage. Values are the primary reasons for our actions. They are reasons why we do the things we do. Based on our values, we set up goals as the objectives we want to achieve or what we want to be (Anyakoha & Eluwa, 2008).

Deacon and Firebough (2009) said values encompass all areas of human thought and action and are strategic in the inter-relationship of the family system with its environment. Values provide the underlying meanings that give continuity to all decisions and actions. In the managerial context, values are meanings that indicate what is desirable and has worth of the manager. Management contributes to value, contribution as we respond to and affirmed worth in day to day personal affairs.

Gingrich (2002) sees value as an enduring belief that specify mode of conduct or end state of existence is personally or socially preferable to an opposite

or converse mode of conduct or end-state of existence. While a value system is an enduring organization of beliefs concerning preferable mode of conduct or end-state of existence along a continued of relative importance.

Values are what people belief in. They are the beliefs that people stand up for or oppose. Values give meaning and directions to people's lives. They help people make decisions with which they are comfortable rather than yield to pressure to conform to the belief or behaviour of others (Hildebrand, 2005). Values are individual and personal. However, there are certain qualities that most parents hope their children will come to value. Examples are honesty, integrity, genuine concern for others, responsible behaviour, courage, and a sense of humor. Most parents also want their children to value family, friendship, education and citizenship. Certain values are important in almost all societies. For example, the writer of the declaration of independence believed that the values of life, liberty, and pursuit of happiness are important. Other values of our society are listed in the constitution and the Bill of rights (Hall, 1990).

Caplow (2008) sees value as a conception of what is desirable, which influence the social behaviour of the holder. A value, in other words, is an idea that influences the holder's choice of what to do and how to do it by defining what is worthwhile, precious, attractive or suitable as the case may be. Most values are culturally derived. In both psychology and economics, elaborate systems have been

worked out to take account of the fluctuation of value caused by (1) the scarcity or abundance of things desired, (2) the presence or absence of alternatives, and (3) the decrease or increase of satisfaction when a goal is attained. But the concept of value remains one of the most intricate and puzzling ideas in the social sciences. Value has something to do with usefulness, but drinking water is not highly valued under ordinary conditions. Value is increased by variety, but expectant mothers do not ordinarily yearn for quintuplets (Carplow, 2008).

Radbury (2000) said values are those deep-seated beliefs and desires that give direction to our life. College students usually hold high in their value system, education, knowledge, economic, security, friendship, romantic love. These values and many others are the basis for setting goals. The specific values an individual emphasis in seeking a particular goal are his goal values. Another individual seeking the same goal will have a different set of goal values. Values are personal and yet they are social too. They do not have a private origin, but they become privately treasured. Values are born out of the assimilation of the individual into group living. They provide orientation to the relations of individual, family, and society. They give meaning to a person's position in life. They are the compass which provides a sense of direction in the maze of social relations from birth to death.

Values determine the goals that give direction to the management of resources. Some values are referred to as ideals. Honesty, loyalty, and courage are ideals that find their place in the individual's value system. Values and their expression vary from culture to culture and even among families in the same culture (Ward & Moore, 2004). Religion is a source of spiritual values. Judaism and Christianity, Mohammedanism, Hinduism, Buddhism, and the many other religions of the world have produced values that have influenced men everywhere. Some religions place the highest value on self-denial and meditation. Other religions value more active participation in social, economic and political life. For many people, religion provides a comprehensive unifying philosophy of life, the value underlying all things. Values come from many sources including the culture, religion, science, the family, and the peer group. These values are carried not only through the family and one's peer, but also through educational, social, and work experiences. Books, newspapers, television, movies, art and the other media provide significant value-laden experiences.

2.6.1 Value Indicators

Value indicators are some things that indicate the presence of a value in our life but that are different from values. They are:-

(i). **Goals or purposes**: To have purposes gives direction to life. If the purpose is important to us, we cherish it and we organize our life in way by which we can

achieve the purpose. This does not mean that every stated purpose is a value (Goodyear & Klohr, 2003). Thus, a purpose may be a value, but on the other hand, it may not be.

(ii). **Aspirations:** We sometimes indicate a purpose that is remote in terms of accomplishment. It is not something that we wish or expect to accomplish today or tomorrow, or within a week or sometimes a month (Goodyear & Klohr, 2003). The statement of such an aspiration frequently point to the possibility of something that is valued.

(iii). **Attitudes:** Sometimes, we give indications that we may have values by expressing attitudes. We say we are for something or against something. It is not always a sound practice to refer that such a statement represents a value.

(iv). **Interest:** very often you hear people say that they are interested in something. Care should be taken, however, in concluding that this means that a value is present. Very often when we say we are interested, we mean little more than that we would like to talk about it or to listen to someone talk about it, or that we might like to read a little more in that area. It may be a bit more than a passing fancy but very frequently it does not work out to be a value.

(v). **Feeling:** Our personalities are also expressed through our feelings and through statements about how we feel. Our feelings are sometimes hurt. Sometimes we feel out raged. On other occasions we are glad, sad depressed,

excited, and we experience dozens of other feelings. We cannot always say that a value is present. In terms of a definition of a value, our feelings may be responses which are dissipated by very brief reflection. We should have to ask a number of questions in order to find out if the feeling reflects an underlying value (Goodyear & Klohr, 2003).

(vi). **Belief and conviction:** When we hear someone state what he believes, it is all too easy to accept the statement as a value. It is the examined belief, the cherished belief, the freely chosen, belief and the belief that pervades life that rises to the stature of a value. The verbal statement provides a pointer, but it is only through careful examination that we get to know whether it represents a value.

(vii). **Activities:** We seem to be saying that not until a person does something do we have idea of what he values. With values, actions speak louder than words. In other words, just by observing what people do, we are unable to determine if values are present. We have to know if the individual prizes what he is doing, if he has chosen to do what he is doing, and if it constitutes a pattern in his life etc. All by themselves, activities do not tell us enough, but they may indicate a value.

2.6.2 Content of Values

Value content is the substantive meaning of value judgments in the affective and cognitive domains. The affective content of values is the positive or negative feelings about something (Obayl, 2006). The cognitive content is the perception

values, goals, and related criteria as bases for interpretation of situations and their potentialities. The affective domain of values is associated mostly directly with the personal system and cognitive domain with the managerial system, although both are present in each system.

a. **Affection Domain:** The evolution of values in the affective domain is an internalizing process. Evidences of incomplete or tentative adoption of desired behaviour comes first, then there is a more complete adoption. Early experiences through which values are internalized include those of receiving and responding to situations with expressive or affective overtones. Through continued evaluations, learning toward particular value orientations occur. Gradually the basis for an organized value system emerges and grows into an integrated value complex as the internalization process is completed (Good & Brophy, 1986).

b. **Cognitive Domain:** The cognitive domain is based on a hierarchy of concepts from simple to complex: knowledge, comprehension, application, analysis, synthesis, and evolution. Evaluation is making value judgments in relation to some purpose (Wright, Horn & Sanders, 1997). Knowledge is acquaintance with facts and principles, but does not include all possible uses or application of levels of cognitive interpretation. Factual knowledge is used in making judgments.

Managerial processes require a cognitive or conscious dimension. As higher level of cognitive insight and interpretation are reached, information can be used creatively in varying situations, implication can be drawn with increasing accuracy, and possibilities for reformation into new options are more readily recognized (Deacon & Firebough, 2009). Management can take objective account of the effective dimension in a demand situation, but managerial components do not explain the process by which experience takes on positive or negative content. Management can however, enhance the expressive response to intrinsic values.

2.6.3 Type of Values

Anyakoha and Eluwa (2008) classified values into two types;

a. Intrinsic values: These are values that are good and important for their own sake. They are the higher values such as love, aesthetics, freedom, truth etc.

b. Instrumental values: These are values which we seek as ways of achieving the higher values. For instance, orderliness in a household is value which can be used to achieve a higher value like aesthetics in home. By keeping your house in order, to the extent that it looks beautiful or attractive, you are showing that you have aesthetic value. Some values such as comfort, health, knowledge and religion can be both intrinsic and instrumental.

Rompass (2000) on the other hand classified values into three:

i. Social class value: Income and education are of social interest as indicators of status differences. Includes here is what the author allowed work values are seen in how seriously workers take their work.

ii. Religious values: All religions are similar in considering a world at peace, family security and freedom, the most important terminal values, and an exciting life, pleasure, social recognition and world of beauty the least important. Moreover, the religious, less religious, non religious, all agree in ranking the instrumental values, honest, ambitions and responsibility, highest and imaginative intellectual logical and obedient lowest in importance.

iii. Powel values: This is seen in the identification with a political party and champion the course of its victory and identify with its ideology.

Bianchi (1999) made the classification below of terminal and instrument values.

Terminal values are: A comfortable life, an exciting life, a sense of accomplishment, a world at peace, a world of beauty, equality, freedom, family security, happiness, inner harmony, mature love, national security, pleasure, salvation, self respect, social recognition, true friendship, wisdom while instrumental values are: ambitious, broadmindedness, capability. Cheerfulness, cleanliness, courageous, forgiveness, helpfulness, honesty, imaginative,

independence, intellectual, logical, loving, obedience, politeness, responsive and self control.

2.6.4 Nature and Characteristic of Values

The values held by person may be either relative or absolute in nature. The opportunity for a relevant response to new situations increases with a preponderance of relative values. Absolute values remain independent of surrounding conditions, while relative values depend on their context for interpretation (Bianchi, 1999).

A value is enduring. If values were completely stable, individual and social change would be impossible. If values were completely unstable, continuity of human personality and society would be impossible. Any conception of human values, if it is to be fruitful, must be able to account for the enduring character of values as well as for their changing character (Rompass, 2000)

According to Radbury (2000), value is a belief. Three types of beliefs have been distinguished-descriptive or existential beliefs, those capable of being true or false; evaluative beliefs, where in the objective of belief is judged to be good or bad; and prescriptive or proscriptive beliefs, where in some means or ends of action is judged to be desirable or undesirable. A value is a belief of the three kind-a prescriptive and proscriptive belief. A values is a belief upon which a man acts by preference.

A value is a mode of conduct or end -state of existence. When we say that a person has value, we may have in mind either his beliefs concerning desirable modes of conduct or desirable end-state of existence (Heltzel, 2001).

A value is a preference as well as a conception of the preferable. A good deal has been made of the distinction between the desirable and the merely desired (Anne, 2006). A conception of the desirable thus seems to be nothing more than a special kind of preference-a preference for one mode of behaviour over an opposite mode or preferences for one over an opposite end-state. Other kinds of preferences that do not implicate modes of behaviour or end-states of existence; for instance, preferences for certain kinds of foods, would not qualify as conceptions of the desirable.

Values have intrinsic and extrinsic meanings. Intrinsic value is the desirable and self-sufficient quality of an experience; the joy of watching a beautiful sunset or seeing a flower bloom. Intrinsic values are an aspect of the personal system since they are ultimate in their meaning or they are ends in themselves. Extrinsic value is the meaning or worth derived from the relation of one thing to another. An extrinsic value depends on or is instrumental to a purpose. Because of management's functional role, extrinsic values are related more to management process (Anne, 2006).

Examples of intrinsic values are pleasure in achievement; sense of security; sense of trustworthiness. While examples of extrinsic values include earning or helping to achieve a desired level of living; having asset to meet needs, maintaining good credit rating.

Values are general or specific in scope Davidson (2009) opines that values that are fulfilled or satisfied in a single action are specific. Values prevailing over time and requiring a number of actions each inadequate in its ability to satisfy are general in scope. Intrinsic and extrinsic values may be general or specific. The need to remain on a job for two years to receive full retirement is specific and extrinsic. An example of a general, more pervasive value is knowledge, which is not fulfilled by the accumulation of certain facts or the achievement of a given level of education.

Subjective-objective components. The subjective and objective components of values parallel the management concepts of goals and resources. The subjective component is indicated by a person's needs wants, interests, aims or purposes: his or her goals (Deacon & Firebough, 2009).

2.6.5 Functions of Values and Value Systems

According to Dan and Diane (2000), values are multifaceted standards that guide conduct in a variety of ways. They (a) lead us to take particular positions on social issues, and (b) predispose us to favor one particular political or religion

ideology over another. They are standards employed (c) To guide presentations of the self to others and (d) To evaluate and judge, to heap praise and blames on ourselves and others (e) Values are central to the study of comparison processes, we employ them as standards to ascertain whether we are as moral and as competent as others, (f) The are, moreover, standards employed to persuade and influence others, to tell us which beliefs, attitudes, values and actions of others are worth challenging, protesting and arguing about, or worth trying to influence or to change. Finally, values are standards that tell us how to rationalize in the psychoanalytic sense, beliefs, attitudes and actions that would otherwise be personally and socially unacceptable. So that we will end up with personal feelings of morality and competence, both indispensable ingredients for the maintenance and enhancement of self-esteem.

Value systems as general plan for conflict resolution and decision making. A given situation may, for example, activate a conflict between behaving independently and obediently, or between behaving politely and sincerely, another situation may activate a conflict between strivings for salvation and hedonic pleasure or between self-respect from others. A value system is a learned organization of principles and rules to help one choose between alternatives, resolve conflicts and make decisions (Ben, 1997).

Values have motivational function. If the immediate functions of values and value system are to guide human action daily situations, their more long- range functions are to give expression to basic human needs. Values have a strong motivational component as well as cognitive, affective, and behavioural components. Instrumental values are motivating because the idealized modes of behaviour they are concerned with are perceived to the instrumental to the attainment of desired end-goals. Terminal values are motivating because they represent the super goals beyond immediate biologically urgent goals. But there is another reason why values can be said to be motivation. They are in the final analysis, the conceptual tools and weapons that we all employ in other to maintain and enhance self-esteem (Radbury, 2000).

Lopper (2006) noted that values have adjustive functions. The content of certain values directly concerns modes of behaviour and end-states that are adjustments or utilitarian or oriented. For example, certain instrumental values concern the desirability of obedience, getting along well with others, politeness and self-control, certain terminal values concern the desirability of material comfort, success, prestige and law and order. Other values that may somewhat less explicitly to the adjustment function are those stressing the importance of responsible and achievement oriented behaviour and those emphasizing such terminal end-state as peace of mind and the security of self family and action.

Psychoanalytic theory suggests that values no less than attitudes may serve ego-defensive needs. Needs, feeling, and actions that are personally and socially unacceptable may be readily recast by processes of rationalization and reaction formation into more acceptable terms; values represent ready- made concepts provided by our culture to ensure that such justifications can proceed smoothly and effortlessly.

The knowledge or self-actualization function of values. Ben (1997) defines the knowledge function as involving search for meaning, the need to understand, the trend toward better organization of perception and belief to provide clarity and consistency. Certain instrumental and terminal values explicitly or implicitly implicate this knowledge and, somewhat more broadly the self- actualization function.

According to Bianchi (1999), values help develop a person's character or moral qualities. Such qualities include honesty, cooperation, responsibilities, and respect for others. Parents can nurture the development of these qualities in their children. When adults show that they are care for others, children will learn to care for others too. This helps establish a life-long foundation for children character.

Values help people make decisions. When people know what is important to them, they can make better choices (Rompass, 2000). Some decisions are more quickly, such as choosing what to eat at lunch. Values also form the basis of our

society. When people value respect for others, there is less discrimination and intolerance . When people value the environment, there is less lettering and pollution. As a result, values help people have more positive actions. Values also help the world to be a better place for everyone.

On formation of values, Obayl (2000) posited that parents should begin soon after a child is born to set the stage for value formation. They cannot simply pass down a set of values to their children. Values are formed over a long period of time. Children to do fully acquire certain values until they are mature enough to think about what has meaning for them personally. Parents should communicate values by their actions. Parents who show courtesy to others teach children more about courtesy than could be taught with repeated explanations.

2.7 Empirical Studies

Fagbamila (2001) carried out a research study titled the used of time and energy management among married and unmarried female students in Oyo state Ibadan, Southwest local government of Oyo State, Nigeria. The target population was 816 out of which 98 was obtained through simple randomization from 4 schools that were purposely selected out of 26 in Ibadan Southwest Local Government Area in Oyo State using multistage sampling technique. Data were collected through the use of structured pre-test questionnaire which included

respondents' personal characteristics, women occupation, and women exposure in household activities. Time used for performance of household activities.

Data were analyzed using descriptive statistics such as frequency count and percentage while inferential statistics were used for the testing of the two null hypotheses at 0.05 level of significance. The study revealed that 56.1% of the respondents were married female students and 43.9% were unmarried females. The present research study is similar to the past research in the use of questionnaire as instrument for data collection. The present research study is different from the past research work in the following ways: The target population for the past research work was 816 while the target population for the present research study was 167. The past study was carried out in Ibadan Southwest Local Government Area in Oyo State, Nigeria while the present study is carried out in Ahmadu Bello University, Zaria, Kaduna State. In the past research, the married and unmarried female students were used in the schools while the present research work include all undergraduate and postgraduate married female students in Ahmadu Bello University, Zaria, Kaduna State, Nigeria.

In another study, conducted by Meehan, Dawna, Negy and Charles (2003) on the undergraduates students' adoption to colleges: does being married make a difference?

In the study, they said that increasing numbers of married people matriculate as undergraduate students across the United States; yet few studies have investigated how they fare in their academics and personal relationships as students. In this study, married undergraduate students (n = 79) were compared with single undergraduate students (n = 192) on the Students Adaptation to College Questionnaire. The results indicated that married student have moderate difficulties adjusting to the demands of higher education relative to unmarried students. Although social support from families and friends correlated with improved adjustment to college, support from the students' spouses was associated with improved college adjustment even when the spouse was also a student. Married students reported significantly high levels of marital distress on multiple relationship dimensions. These findings underscore the importance of university counselors being prepared to help couples adapt to these new roles and find constructive ways to manage and decrease stress related to college attendance. Recommendations on how institutions can respond to the unique needs of married undergraduate students are provided.

Although some of the literature in the psychological research of student adaptation has focused specifically on common stressors in an academic setting, rarely addressed is the ability of married students to manage the demands of college attendance with their home life. The focus of this study was the

relationship between marital status and satisfaction and adaptation to college among undergraduate students.

Examining the impact marriage has on undergraduate students' success in college is important for two reasons. First enrolment of married students is increasing at colleges and universities across the United States. According to the U.S Census Bureau (2003), college attendance throughout the United States has increased 55% between 1973 and 1993, while the number of married college students has remained steady at 7% (2003). Because such trends are likely to persist, it behooves faculty and staff to respond to the unique needs and challenges experienced by married undergraduate students in order to facilitate their success in college. Second, from a psychotherapeutic perspective, learning more about how college attendance adversely impacts marital relationships may provide greater understanding to clinicians and counselors working with couples in therapy whose distress is linked to one or both partners' role as a student.

Owopetu (2005) carried out a research study titled the use of time and energy management in the home. He stated that on time spent doing household work, a new state time study showed that the total time spent in all household work ranged from 7.2 to 17.4 hours per day when the wife was not employed outside the home and from 5.0 to 11.3 hours when the wife was employed outside the home. The time spent on all household work is related to the characteristics of adult

members, the family composition, and the micro- habitual. The number and ages of children and the wife's employment are probably the greatest factors affecting total limit use.

For the families studied, Owopetu (2005) noted that the time used in separate household activities changed during the period 1927 to 1967, and the total time spent in household tasks increased somewhat. The decrease of thirty minutes in food preparation and clean-up was offset by an increase in marketing, record-keeping and management time. Food activities continued to be the major time factor in the household. The time used for individual household activities is affected by family characteristic, the activity and its standards, and the micro-habitat. On energy use in household activities, Owopetu (2005) noted that high-energy activities, are not likely to be continuous. A person doing gardening will probably break the activity several times and may not continue the activity for long periods. Picking up items from the floor and climbing stairs are by nature discontinuous activities.

McFarlen and Rhoades (2007) carried out research study titles gender-related values and medical specialty choice at the school of medicine in South Carolina. During the research all 74 first year medical students at the university responded to a survey about their pretences regarding specialty, work hours, leisure-time activities, and the quality they most value in their own physical. More

women than men listed a primary care specialty as their specialty choice. The men indicated a desire to work longer hours than the women, whereas a greater proportion of the women than men chose to spend their leisure time with family and friends.

The students were given verbally presented open ended questions to answer:

1. What medical specialty is most attractive to you now?
2. When you start to practice medicine, how many hours would you like to work? Indicate the ideal work hours per week.
3. How do you spend leisure time now?
4. Assuming that your physician is both compassionate and competent, which of these is more important to you, compassion or competence?

All 31 female and 43 male students in the original study answered the four questions. There was no difference between the men and women regarding marital status ($x^2 = 3.809$, $P > 0.05$) or number having children ($x^2 = 0.173$, $P > 0.05$). More women than men listed primary care as their specialty choice ($x^2 = 4.7237$, $p<0.05$), with 84% choosing pediatrics, family medicine, obstetrics and gynecology, or internal medicine, compared with 6% of the men. About 10% of the women chose psychiatry, compared with 2% of the men. The women wanted to work an average of 49 hours per week, compared with 53 hours for the men.

Women more than men preferred spending their spare time with family and friends (x^2 = 7.950, P<0.01), followed by interests in sports, reading and music. Men more than women listed sports activities as their first preference, followed by spending time with family and friends, reading, and music. Based on the assumption that their own physician was both compassionate and competent, when asked to assess which quality they more valued, 60% of the women and 26% of the men indicated compassion. Forty percent of the women and 74% of the men close competence (x^2 = 8.246, P<0.01)

2.8 Summary of Literature Reviewed

Available literature defined family in different ways depending on culture and functions. Family is seen as a social institution made up of individual members with different outlooks, qualities reactions who work for the common good of others. Families are of different types as nuclear, extended, single-parent, family exists in the world. The various functions performed by families have also been seen in literature and documented in this study. The various activities that family members under take abound as families care for the up keep of their homes by washing, sweeping, ironing, cooking, playing, weeding, gardening knitting and other numerous activities.

We saw value as the measure of worth. The worth placed on something, or the conception of what is desirable, which influence the behaviour of the holder. Value types were also highlighted in addition to the nature and characteristics of values. In this work, we are considering the values of married female students on family activities in the home they undertake.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter is focused on the methodology used for the study. The chapter is presented under the following subheadings:

3.1 Research Design

3.2 Population for the study

3.3 Sample size and Sampling Technique

3.4 Instrument for data Collection

3.4.1 Validity of the Instrument

3.4.2 Pilot Study

3.4.3 Reliability of the Instrument

3.5 Procedure for data Collection

3.6 Procedure for data Analysis

3.1 Research Design

Survey research design was used for this study. Ary, Jacobs and Razavieh (2002) stated that survey design permits the gathering of information from a large sample of people relatively quickly and inexpensive. Buttressing this view, Olayiwola (2007) stated that survey is an effective way of gathering data from different sources within a short time at a relatively cheaper cost.

3.2 Population for the Study

The population of this study comprises all married female students in Ahmadu Bello University, Zaria, Kaduna State with a total population of 1,645 married female students in all the Faculties.

The detail of population for the study is shown in appendix II and the summary is as given in table 3.1

Table 3.1 Population for the Study

Faculty	No of married postgraduate female students	No of Married Undergraduate Female Students	Total
Administration	147	87	234
Agriculture	40	8	48
Arts	75	93	168
Education	350	253	603
Engineering	21	4	25
Environmental Design	44	18	62
Law	34	35	69
Medicine	13	95	108
Pharmaceutical Sciences	24	10	34
Sciences	96	78	174
Social Science	61	38	99
Veterinary Medicine	18	3	21
Total	**923**	**722**	**1,645**

Source: Management and Information System (MIS) Unit, Ahmadu Bello University, Zaria
2010/2011 Session

3.3 Sample Size and Sampling Procedure

Simple random sample techniques was used in selecting the sample from the total of one thousand six hundred and forty five (1,645), a total sample of one hundred and sixty seven (167) married female students was drawn from all the 12 Faculties of Ahmadu Bello University, Zaria. This comprised of ninety two (92) married postgraduate female students and seventy five (75) married undergraduate female students representing 10% from both postgraduate and undergraduate. This is in line with Krejcie and Morgan (1970) who stated that when population is in thousand a sample of 5% - 10% is appropriate. The breakdown of the sample size for the study is as given in table 3.2

Table 3.2 Sample Size for the Study

Faculty	No of married postgraduate female students	No of Married Undergraduate Female Students	Total
Administration	15	9	24
Agriculture	4	1	5
Arts	8	9	17
Education	35	25	60
Engineering	2	1	3
Environmental Design	4	2	6
Law	3	4	7
Medicine	1	10	11
Pharmaceutical Sciences	2	1	3
Sciences	10	8	18
Social Science	6	4	10
Veterinary Medicine	2	1	3
Total	**92**	**75**	**167**

Source: Management and Information System (MIS) Unit, Ahmadu Bello University, Zaria
2010/2011 Session

3.4 Instrument for Data Collection

A questionnaire tagged Married Female Students Questionnaire (MFSQ) was designed by the researcher which was used for data gathering for the study. The questionnaire was divided into four sections, A, B, C and D. Section A contains personal information of the respondents such as department and level. The second section (Section B) consists of seven items on the factors affecting the household activities most preferred by married female students. Section C consists of thirteen items on Married Female Students values on family activities and section D consists of items drawn on difference between values held by Married Female Students and actual participation on household activities. The breakdown of which is as follows:

Table 3.3: Breakdown of Questionnaire Items

Research question	Items	Focus of the Items
1	1 – 7	Factors affecting household activities most preferred by married female students.
2.	8 – 11	Married female student's values on household chores related to foods and nutrition.
3.	12 – 20	Values held by married female students on household chores related to home management.

3.	21 – 26	Values held by married female students on household chores related to clothing and textiles.
4.	27 – 30	Values held by married female students on household chores related to child care and development.
4.	31 – 39	Difference between values held by married female students and actual participation.

The thirty-nine (39) items were structured closed ended. 16 item were placed in four (4) point rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) respectively which will be scored as follows: SA = 4, A = 3, D = 2 and SD = 1. While 23 were placed in married female students values on family activities.

3.4.1 Validation of the Instrument

The content validity of the instrument was determined by the expert opinions from two Readers in the Department of Vocational and Technical Education and a Statistician. These experts examined the instrument with respect to its fitness for the purpose of this research work. Their comments improved the items structure and format.

3.4.2 Pilot Study

After the validation of the instrument, a pilot study of the instrument was conducted in the Faculty of Social Sciences, Bayero University Kano using 32 married female students in all. The Faculty is not part of the population but the choice was influenced by the fact that the Faculty share the same characteristics with the study area. The data collected was analyzed using descriptive and inferential statistics. All the ambiguous items in the questionnaire were detected and corrected through the pilot study.

3.4.3 Reliability of the Instrument

The reliability of the instrument was determined by the statistical analysis of the data collected from the pilot study. The split-half method was to determine the reliability of the instrument. The instrument was divided into two halves of odd and even numbers. The Spearman Rank Order Correlation Coefficient was used to calculate the reliability estimate of one half (odd numbers) and Spearman Brown Prophecy Formula was used to calculate the reliability estimate of the whole instrument. This reliability estimate was 0.82. Therefore the instrument is judged to be stable and reliable based on Nworgu (2007) who recommended that a reliability estimate of 0.80 and above is very high and the instrument should be considered reliable.

3.5 Procedure for Data Collection

The researcher administered the questionnaire by herself with the help of two trained research assistants in the faculties where the study was conducted. The respondents were requested to fill the questionnaire on the same day they were given; this was to avoid loss of questionnaire and external influence while filling the questionnaire.

3.6 Procedure for Data Analysis

The data collected was analyzed using frequencies and percentages for personal data of the respondents. The research questions were answered using frequency, percentages and means. A weighted mean score was calculated for each item based on the four point interval used in the study; it is calculated thus: $\frac{\quad}{\quad} = \frac{\quad}{\quad} = 2.5$. Inferential statistics was used to test the null hypotheses. T-test statistic was used to test null hypotheses one and six, ($H0_1$, and $H0_6$) while chi-square statistics was used to test null hypothesis ($H0_2$, $H0_3$, $H0_4$ and $H0_5$).

Decision: A mean of 2.5 and above signifies agreed while 2.49 and less disagreed. A calculated value that is equal to or greater than the table value was considered significant and the null hypothesis was rejected while a calculated value that is less than the table value was considered non – significant and the null hypothesis was retained.

The chi – square test was utilized because it is a non parametric inferential statistic that test relationship between variables.

The chi – square test is expressed as:

$$X^2 = \sum_{i-1}^{n} \frac{(f_0 - f_e)^2}{f_e}$$

where $\sum$ = Summation

f_0 = Observed requirement applied by students

f_e = Expected (stated) total applied by students

In the analysis, Strongly Agreed and Agreed was taken as "Agreed" while Disagreed and Strongly Disagreed was taken as "Disagreed". All the null hypotheses was tested at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This research work was on the married female students' values on family activities in Ahmadu Bello University, Zaria. This chapter gives the analysis and report of the research findings based on the data collected from the respondents. The first set of data consists of demographic variables of married female students which were presented in tables of frequencies and percentages. The second set of data consists of issues raised in the objectives which were analyzed using frequencies, percentages and mean.

In the analysis of data, the two groups of respondents were treated separately, but the results obtained were added together in answering the research questions and the test of null hypotheses. The data collected were summarized into agreed and disagreed. This was done in order to allow for good analysis of items, better judgment and conclusion. The detail of responses to research questions are shown in appendix V but the summary of responses are shown in the analysis of each question.

4.1 Demographic Characteristics of Respondents

One hundred and sixty seven (167) married female students were used for this study. The analysis of the demographic characteristics are presented as follows.

Table 4.1.1 distribution of Resp ᵣ Level

Level	Frequency	Percentage (%)
100	21	12.57
200	18	10.78
300	16	9.58
400	15	8.98
500	5	2.99
Masters	66	39.52
Ph.D	26	15.57
Total	**167**	**100**

The analysis in table 4.1.1 revealed that respondents who are master students were 66 representing 39.52% who formed the majority of the respondents. This was followed Ph.D students who were 26(15.57%). 100 level married female students were 21 representing 12.57%, 200 level students were next with 18(10.78%). Respondents in 300 levels were 16 representing 9.58% those in 400 level were 15 representing 8.98% while respondents in 500 were 5(2.99%). This indicated that there are more married female postgraduate students than undergraduate students.

Table 4.1.2: Distribution of Respondents by Age

Age (yrs)	Frequency	Percentage (%)
21 – 30	34	20.36
31 – 40	102	61.08
41 – 50	27	16.17
51 – 60	4	2.40
61 and above	0	0.00
Total	**167**	**100**

Table 4.1.2 revealed that the majority of the respondents 102 representing 61.08% were in the age range of 31 – 40 years. The respondents in the age range of 21 – 30 years were 34(20.36%). Next are the 27 (16.17%) respondents who indicated the age range of 41 – 50 years followed by 4 representing (2.40%) married female students who indicated 51 – 60years while there was no respondent that indicated 61 years and above.

4.2 Assessment of Factors Affecting Household Activities by Married Female Students in Ahmadu Bello University

Research Question One: What are the factors affecting household activities most preferred by married female students in Ahmadu Bello University, Zaria?

This research question was answered using the data analyzed on table 4.2\ as follows;

Table 4.2: Opinion of the Respondents on factors affecting Household activities most preferred by married female students in Ahmadu Bello University

S/No	Item/ Statement	Respondents	Agreed	Disagreed	Mean	Remark
		Married Female students	F(%)	F(%)		
1	Cultural belief is a factor affecting household activities most preferred by married female students	Undergraduate	56	19	3.04	Agreed
			(74.7)	(25.3)		
		Postgraduate	73	19		
			(79.3)	(20.7)		
2	Amount of time and energy already spent on other activities affect household activities most preferred by married female students	Undergraduate	60	15	3.05	Agreed
			(80.0)	(20.0)		
		Postgraduate	69	23		
			(75.0)	(25.0)		
3	Technology affects household activities of married female students	Undergraduate	55	20	3.05	Agreed
			(73.3)	(26.7)		
		Postgraduate	75	17		
			(81.5)	(18.5)		
4	Influence of friends and associates have effects on household activities preferred by married female students	Undergraduate	61	14	3.12	Agreed
			(81.3)	(18.7)		
		Postgraduate	74	18		
			(80.4)	(19.6)		
5	Types of relatives have effect	Undergraduat	40	35		

	on household activities most preferred by married female students	e			2.79	Agreed
			(53.3)	(46.7)		
		Postgraduate	70	22		
			(76.1)	(23.9)		
6	Family hobbies affect household activities of married female students	Undergraduat e	28	47	2.39	Disagr eed
			(37.3)	(62.7)		
		Postgraduate	47	45		
			(51.1)	(48.9)		
7	Academic demand affects the type of household activities most preferred by married female students	Undergraduat e	56	19	3.19	Agreed
			(74.7)	(25.3)		
		Postgraduate	87	6		
			(94.6)	(5.4)		
	Aggregate mean score				2.95	

From table 4.2 the mean score of 3.04 was recorded for item I, this revealed that the respondents agreed that cultural belief is a factor affecting household activities preferred by married female students. This could be observed by percentage agreed of 74.7% and 79.39% for both undergraduate married female students and postgraduate married female students respectively. Item 2, the mean score was 3.05 which revealed that respondents unanimously agreed that time and energy used for paid jobs affect households activities most preferred by married female students. This was also seen in the percentage agreement of 80% of undergraduates and 75.0% for postgraduates married female students. In item 3 of the table, it could be seen that 55 (73.3%) of undergraduate female students and 75 (81.5%) of postgraduate students agreed that technology affects household activities of married female students. This was also seen in the mean score of 3.05.

The respondents agreed with item 4 of the table that type of relationship have effect on household activities preferred by married female students, which was revealed by 61 representing 81.3% of undergraduates and 74 representing 80.4% of postgraduate married female students who agreed as against 14 (18.7%) and 18(19.6%) of undergraduate and postgraduate married female students who disagreed. The mean score of the item was 3.12. The responses of item 5 of the table revealed that 40 undergraduate married female students representing 53.3% and 70 postgraduates married female students representing 76.1% agreed that types of relatives have effect on household activities most preferred by married female students. Only 35 (46.7%) of undergraduate and 22 (23.9%) of postgraduate married female disagreed and the mean score was 2.79. The mean score of 2.39 for item 6 in the table revealed that respondents disagreed that family hobbies affect household activities of married female students. This was evident in the percentage disagreement of 47 (62.7%) for undergraduate married female students and 45 (48.9%) for postgraduate married female students as against agreement of 37.3% of undergraduate and 51.1% of postgraduate married female students. Item 7 of the table, the respondents agreed with the fact that academic demands affects household activities preferred by married female students. Only 19 (25.3%) of undergraduates and 6 (5.4%) of postgraduates married female students disagreed. This could also be seen in the mean score of 3.19.

From the aggregate mean score of 2.95, it could be said that married female students in Ahmadu Bello University, Zaria agreed that cultural belief, time and energy, technology, academic demands are factors affecting household activities most preferred by married female students with academic demands having the highest rating.

4.2.1 Assessment of Values Placed on Household Chores Related to foods and nutrition by married female students.

The second objective was to determine married female students values on household chores related to foods and nutrition. Research question two was formulated to guide this objective.

Research Question Two: What are the values held by married female students on household chores related to foods and nutrition?

The summary of responses on the items of this research question is presented in table 4.2.1

Table 4.2.1: Values placed by married female students on household chores related to foods and nutrition

S/N	Activities	Good Health F(%	Security (Hygiene Safety	Comfort F(%)	Nutritional Knowledge F(%)	Peace & Harmony F(%)	Pleasure F(%)	Status F(F)	Proper growth for children

		)	) F(%)						F(%)
1	Cooking	125 (74.9)	28 (16.8)	-	-	9 (5.4)	2 (1.2)	3 (1.8)	-
2	Serving of meals	21 (12.6)	88 (51.5)	28 (16.8)	-	12 (7.2)	8 (4.8)	9 (5.4)	1 (0.6)
3	Preserving foods	81 (48.5)	2 (1.2)	52 (31.1)	3 (1.8)	4 (2.4)	2 (1.2)	2 (1.2)	21 (12.6)
4	Washing dishes	128 (76.6)	24 (14.4)	5 (3.0)	1 (0.6)	3 (1.8)	4 (2.4)	- -	2 (1.2)
	Total	**355 (53.1)**	**142 (21.3)**	**85 (12.7)**	**4 (0.6)**	**28 (4.2)**	**16 (2.4)**	**14 (2.1)**	**24 (3.6)**

Table 4.2.2 showed that married female students mostly placed good health as a value for cooking; this is evident by 125 married female students representing 74.9% who chose good health. 28 (16.8%) of married female students placed security (hygiene and safety) as value for cooking. 9 married female students representing 5.4% performed cooking for peace and harmony, 2 (1.2%) for pleasure and 3 (1.8%) for status while none indicated comfort, knowledge of foods and nutrition and proper growth for children. Item 2 in the table, had security (hygiene and safety) as the highest value placed on it by married female students. 28 married female students representing 16.8% performed serving of meal because of comfort while 21 (12.6%) perform serving of meal because of good health. Good health received the highest number of 81 married female students representing 48.5% as the value for preserving food. This was followed by comfort as a value for preserving food which was indicated by 52 (31.1%) of married female students. Majority of the respondents 128 (76.6%) placed good health as the value for washing dishes which was closely followed by 24 married female students representing 14.4% who indicated security (hygiene and safety) as the value for washing dishes.

From the table, majority of the married female students placed good health as the value on household chores related to foods and nutrition, while knowledge

of foods and nutrition is the least value placed on household chores related to foods and nutrition by married female students with 0.6%.

4.2.2 Assessment of Values on Household Chores Related to Home Management

The third objective of this study was to determine the values held by married female students on household chores related to home management. Research question three was formulated in line with this objective.

Research Question Three: What are the values held by married female students on household chores related to Home Management.

The summary of responses on the items of this research question is presented in table 4.2.2

Table 4.2.2: Values held by married female students on household chores related to Home Management

S/N	Activities	Good Health F(%)	Family Security F(%)	Comfortable life F(%)	Knowledge of home management F(%)	Peace and happiness F(%)	Clean and friendly environment F(%)	Saves time F(F)	Inner Harmony F(%)
1	Fetching water	47	98	3	1	9	-	7	2
		(28.1)	(58.7)	(1.8)	(0.6)	(5.4)	-	(4.2)	(1.2)
		55	11	42	3	14	28	3	12

2	Sweeping	(32.9)	(6.6)	(25.1)	(1.2)	(8.4)	(16.8)	(1.8)	(7.2)
3	Dusting	91	2	29	-	6	9	2	28
		(54.5)	(1.2)	(17.4)	-	(3.6)	(5.4)	(1.2)	(16.8)
4	Mopping	98	3	34	-	8	11	-	13
		(58.7)	(1.8)	(20.4)	-	(4.8)	(6.6)	-	(7.8)
5	Arranging the house	25	23	87	1	4	8	-	19
		(15.0)	(13.8)	(52.1)	(0.6)	(2.4)	(4.8)	-	(11.4)
6	Organizing	36	25	79	2	5	4	4	12
		(21.6)	(15.0)	(47.3)	(1.2)	(3.0)	(2.4)	(2.4)	(3.6)
7	Shopping	78	32	43	26	2	5	3	7
		(46.7)	(7.2)	(26.9)	(8.4)	(2.4)	(3.0)	(1.8)	(4.2)
8	Gardening	49	32	43	26	2	5	3	7
		(29.3)	(19.2)	(25.7)	(15.6)	(1.2)	(3.0)	(1.8)	(4.2)
9	Cleaning toilets	104	9	8	3	5	9	2	7
		(60.3)	(5.4)	(10.8)	(1.8)	(3.0)	(5.4)	(1.2)	(4.2)
	Total	**583**	**215**	**380**	**47**	**57**	**79**	**24**	**106**
		(38.9)	**(14.3)**	**(25.2)**	**(3.3)**	**(3.8)**	**(4.9)**	**(1.6)**	**(7.1)**

The analysis in table 4.2.3 revealed that majority of married female students 98 (58.7%) perform fetching of water because of family security which is the first item 2 in the table. 47 (28.1%) for good health, 9 (5.4%) for peace and 7 (4.2%) for saving time. For item 3 of the activities which is sweeping, 55 married female students representing 32.9% indicated good health value, 42 (25.1%) indicated for comfortable life, 28 (16.8%) of married female students indicated that they perform sweeping for clean and friendly environment and 14 (8.4%) indicated for peace and happiness. For item 3 of the table (dusting), 91 (54.5%) married female students indicated that they performed dusting because of good health, 29 (17.4%) indicated comfortable life, 28 (16.8) indicated inner harmony and 9 (5.4%) indicated clean and friendly environment.

In the same direction item 4 of the table which is mopping, 98 married female students representing 58.7% indicated the value of good health for performing mopping while only 3 of married female students representing 1.8% indicated that they perform mopping for family security. None indicated the values of knowledge of home management and saves time for mopping. Item 5 of the table which is arranging the house, showed that majority of the respondents 87 (52.1%) placed comfortable life for arranging the house, while just 1 respondent

representing 0.6% indicated arranging the house for knowledge of home management. 79 married female students representing 47.3% indicated that they organize the house because of comfortable life, 36 (21.6%) indicated that they organize the house for good health while 2 (1.2%) indicated organizing the house for knowledge of home management. Shopping for the family needs (Item 7) had good health as the highest value which was evident by 78 (46.7%) married female students and saves time was the least value places on shopping with 3 married female students representing 1.8%. Item 8 of the table, majority of the married female students 49 (29.3%) indicated good health for gardening while 2 (1.2%) indicated peace and happiness. The last item for the table which is cleaning of toilet was given the value of good health by majority 104 (62.3%) of the respondents and 2 (1.2%) indicated that cleaning of toilet is for saving of time.

On the overall, the table showed that good health has the highest frequency 38.6 which implied that majority of the married female students perform household chores related to home management because of good health.

4.2.3 Assessment of Values on Household Chores Related to Clothing and Textiles

The fourth objective of this study was to determine the values held by married female students on household chores related to clothing and textiles. Research question four was formulated in line with this objective.

Research Question Four: What are the values held by married female students on household chores related to clothing and textiles.

The summary of responses of the items of this research question is presented in table 4.2.3.

Table 4.2.3: Summary of Responses on Values Held by Married Female Students on Household Chores Related to Clothing and Textiles

S/N	Activities	Good Health F(%)	Security F(%)	Comfort F(%)	Knowledge of Consumer Education F(%)	Durability F(%)	Beauty F(%)	Status F(F)	Modesty F(%)
1	Sewing	26	24	72	5	8	14	-	18
		(15.6)	(14.4)	(43.1)	(3.0)	(4.8)	(8.4)	-	(10.8)
2	Knitting	59	19	68	11	-	1	-	9
		(35.3)	(11.4)	(40.7)	(6.6)	-	(0.6)	-	(5.4)
3	Washing clothes	76	8	43	3	4	23	2	8
		(45.5)	(4.8)	(25.7)	(1.8)	(2.4)	(13.8)	(1.2)	(4.8)

4	Ironing	53	21	69	2	1	7	3	11
		(31.7)	(12.6)	(41.3)	(1.2)	(0.6)	(4.2)	(1.8)	(6.6)
5	Folding of clothes	9	8	87	5	5	23	1	34
		(5.4)	(4.8)	(52.1)	(3.0)	(3.0)	(13.8)	(0.6)	(20.4)
	Total	**223**	**80**	**339**	**26**	**18**	**68**	**5**	**80**
		(25.6)	**(8.6)**	**(31.8)**	**(3.12)**	**(2.7)**	**(8.2)**	**(0.72)**	**(19.3)**

Table 4.2.3 showed that majority 72 (43.1) married female students perform sewing because of comfort, 26 married female students representing 26.7% perform sewing because of good health, 24 (14.4%) for security and non perform sewing for status. Item 2 of the table revealed that 68 married female students representing 40.76% knit family clothes because of comfort, 59 (35.3%) knit for good health, 19 (11.4%) married female students knit for security while none of the married female students knit for durability and status. Item 3 revealed that good health was the value placed by majority 76 (45.5%) on washing of family clothes, followed by 43 (25.7) of the respondents who wash family clothes because of comfort and just 2 respondents representing 1.2% wash family clothes for status. Item 4 of the table revealed that 69 married female students representing 41.3% iron family clothes because of good health and only one respondent representing 0.6% iron family clothes because of durability. The last item (item 5) of table 4.2.4

revealed that majority 87 (52.1%) of married female students fold family clothes because of beauty while only one respondent representing 0.6% fold family clothes because of status.

It could be seen on the overall that 339 married female students representing 31.8% perform household activities related to clothing and textiles because of comfort.

4.2.4. Assessment of Values on Household Chores Related Child Care and Development

The fifth objective of this study was to determine the values of married female students on household chores related to child-care and development. Research question five was raised in line with this objective.

Research question five: what are the values held by married female students on household chores related to child-care and development?

The summary of response on the items on this research question is presented in table 4.2.4.

Table 4.2.4: Summary of Response on Values Held by Married Female Students on Household Chores Related to child-care and development

S/no	Activities	Good health F(%)	Security F(%)	Comfort F(%)	Knowledge Positive of child raising	Peace F(%)	Proper growth of children F(%)	Pursuit of happiness F(%)	Freedom F(%)

					F(%)				
1.	Bathing the children	85	12	25	1	5	18	8	13
		(50.9)	(7.2)	(15.0)	(0.6)	(3.0)	(10.8)	(4.8)	(7.8).
2.	Feeding of children	106	24	9	2	4	12	5	5
		(63.5)	(14.4)	(5.4)	(1.2)	(2.4)	(7.2)	(3.0)	(3.0)
3.	Dressing children	32	15	71	2	3	27	8	9
		(19.2)	(9.0)	(42.5)	(1.2)	(1.8)	(16.2)	(4.8)	(5.4)
4.	Taking children for immunization	84	12	34	1	8	14	-	14
		(50.3)	(7.2)	(20.4)	(0.6)	(4.8)	(8.4)	-	(8.4)
	Total	61.4	12.6	27.8	1.2	4	14.2	4.2	8.2
		(46)	(9.5)	(20.8)	(0.9)	(3)	(10.65)	(3.15)	(6)

Table: 4.2.4 revealed that majority 85(50.9%) of married female students bath children because of good health, 25(15.0%) because of comfort and (4.92) only 1(0.6%) married female student indicated knowledge of positive child raising as the value for bathing children. Item 2 of table 4.2.4 revealed that majority 106 of married female students representing 63.5% feed children because of good health while only 2(1.2%) feed children because of knowledge positive child raising. Item 3 revealed that 71(42.5%) of married female students dress children because of comfort while 2(1.2%) dress children for knowledge positive child raising. The last

item of table 4.25 revealed that majority 84(50.3%) of married female students taking children for immunization because of good health, 34(20.4%) taking children for immunization because of comfort and none take children for immunization because of pursuit of happiness.

On the overall, the total 61.4 representing (46%) showed that all married female students perform household activities related to child-care and development because of good health.

4.2.5 Assessment of Differences Between Values Held by Married Female Students and Actual Participation in the Activities

The sixth objective of the study was to determine how the values held by married female students differ from actual participation in the activities. The sixth research question was formulated in line with this objective.

Research question six: To what extent do the values held by married female students differ from the actual participation in the activities.

The summary of responses on this research question is presented in table 4.2.5.

Table: 4.2.5: Actual Participation in Household Activities by Married Female Students

S/no	Item/ Statement	Respondents of married female students	Agreed F(%)	Disagreed (F(%)	Mean score	Remark
1.	Married female students dust and clean their house regularly	Undergraduate Post graduate	28 (37.3) 38 (41.3)	47 (62.7) 54 (58.7)	2.29	Disagreed
2.	Married female students generally do cooking and serving of the family meals themselves	Undergraduate Postgraduate	14 (18.7) 27 (24.3)	61 (81.3) 65 (70.7)	1.98	Disagreed
3.	Married female students fetch water by themselves	Undergraduate Postgraduate	14 (18.7) 24 (26.1)	61 (81.3) 68 (73.9)	1.95	Disagreed
4.	Married female students do go for shopping for the family needs	Undergraduate Postgraduate	60 (80.0) 65 (70.7)	15 (20.0) 27 (29.3)	3.01	Agreed
5.	As a married female student, I can clean the environment	Undergraduate Postgraduate	27 (36.0) 38 (41.3)	48 (64.0) 54 (58.7)	2.27	Disagreed
6.	As a married female student, I can still do everything to take care of my children	Undergraduate Postgraduate	48 (64.0) 68 (73.9)	27 (36.0) 24 (26.1)	2.88	Agreed
7.	Married female students wash family clothes themselves	Undergraduate Postgraduate	17 (22.7) 27 (29.	58 (77.3) 65 (70.7)	2.02	Disagreed
8.	As a married female student, I dress the living room daily	Undergraduate Postgraduate	19 (25.3) 29	56 (74.7) 63	2.07	Disagreed

			(31.5)	(68.5)		
9.	As a married female student, I iron family clothing myself	Undergraduate Postgraduate	15 (20.0) 29 (31.5)	60 (80.0) 63 (68.5)	2.01	Disagreed
	Aggregate mean score				**2.28**	**disagreed**

Table 4.2.5 revealed the respondents disagreed with item one that married female students dust and clean their homes regularly, the item had a mean score of 2.29. Item 2 of the table revealed that 6(81.3%) and 65(70.7%) of undergraduate and postgraduate married female students disagreed that married female students do cooking and serving of family meals themselves. This was supported by a mean score of 1.98. Item 3, of the table revealed also that respondents unanimously disagreed that married female students fetch water themselves 6(81.3%) of undergraduate and 68(73.9%) of postgraduate female students disagreed to this item and it was supported with the mean score of 1.95. Item 4 revealed that 60(80.0%) of undergraduates and 6(70.7%) of postgraduate married female strident agreed that married female students do go for shopping for the needs of the family. To support this the item had a mean score of 3.01. Item 5 of the table had a weighted mean score of 2.27 which signified that the respondents disagreed that married female students clean their environment themselves. Item 6 six revealed that 48 undergraduate married female students representing 64.0% and 68(73.9%) of postgraduate married female students agreed that married female students do

everything to take care of their children. This was supports with a mean score of 2.88. Item 7 had a weighted mean score of 2.02 which signified that respondents disagreed that married female students wash family clothes themselves.

Married female students disagreed that they dress living room daily which was seen from 56(74.7%) of undergraduate and 63(68.5%) of postgraduate married female students who disagreed. This was supported with a mean score of 2.07. The last of table 4.2.6 gave a mean score of 2.01 which implied that the respondent disagreed that married female students iron family clothes by themselves. 60(80.0%) of undergraduate and 63(68.5%) of postgraduate married female students disagreed to this item.

From the aggregate mean score of 2.28 it could be deduced that respondents disagreed with most (7) of the items of table 4.2.6 on actual participation of household activities by married female students. They agreed with only two items.

4.3 Test of Null Hypotheses

Five null hypotheses were postulated in the study aimed at further probing in to the research questions for the study. T-test statistic was used to test null hypotheses five, while chi-square statistic was used to test null hypotheses one, two, three, and four ($H0_1$ $H0_2$, $H0_3$, and $H0_4$). The choice of t-test for hypotheses five was because it provides an index for comparing means of two groups. The choice of chi-square for null hypotheses One, two, three, and four, was because it

provides an index for measuring the test of independence of two categorical variables in contingency table (Nworgu, 2006). All hypotheses were tested at 0.05 level of significance.

The decision was that if calculated values of chi-square and t-test is greater than the critical value the null hypothesis was rejected signifying that there is significant difference/relationship. On the other hand if the calculated value of chi-square and t-test is less than the critical value the null hypothesis is retained signifying not significant.

The summary of the results for the test of null hypotheses are presented in table 4.3.1. to 4.3.5.

$H0_1$: There is no significant relationship between married female students values on household chores related to foods and nutrition and family activities of female students.

This hypothesis was tested with the scores of the married female students on values placed on household chores related to foods and nutrition, exampled in table 4.2.4. The summary of the result is presented in table 4.3.2.

Table 4.3.1.: Chi-square result on married female students values on household chores related to foods and nutrition

Family activities	N	X-cal	Df	P-value	Decision
Values on household					

chores related to foods and nutrition	167	393.17	28	0.000	S

X-cal = 41.34 at 0.05

The result in the table revealed that there is significant relationship between family activities related to foods and nutrition because the calculated value of chi-square 393.17 is greater than the critical value 41.34. This was supported by the P-value of 0.000, less than the alpha level 0.05 ($P<0.05$). This means that the null hypothesis that there is no significant relationship between married female students' values on household chores related to foods and nutrition and family activities was rejected. Therefore there is significant difference between married female values on household chores on actual activities.

$H0_2$: There is no significant relationship between the values held by married female students on household chores related to home management family activities of female students.

This hypothesis was tested using chi-square statistics and the variables tested are family activities and values on household chores related to home management. The result of the test is as presented in table 4.3.3.

Table 4.3.2: Chi-square result on married female students' values on household chores related to home management

Variable	N	X-cal	Df	P-value	Decision
Family activities	167				

		639.08	56	0.001	S
Household chores related to home management	167				

X-crit. = 43.07 at 0.05

The result in the table revealed that there is significant relationship between family activities related to home management because the calculated value of chi-square 639.08 is greater than the critical value of 43.07 this was supported by the P-value of 0.001 less than the alpha level of 0.05 ($P<0.05$). This means that the null hypothesis that there is no significant relationship between married female students on household chores related to home management and family activities was rejected.

$H0_3$: There is no significant relationship between the values held by married female students on household chores related to clothing and textiles and family activities of female students.

The hypothesis was tested with chi-square statistics and the variables tested are family activities and household chores related to clothing and textiles. The summary of the test is as presented in Table 4.3.4.

Table 4.3.3: Chi-square result on married female students' values on household chores related to clothing and textiles

Variables	N	X^2-cal	Df	P-value	Decision
Family activities	167				
		163.83	24	0.001	S

Household chores Related to clothing and textiles	167	

X^2-crit. = 36.42 @ 0.05

The result in the table revealed that there is significant relationship between family activities related to clothing and textiles because the calculated value of chi-square 163.83 is greater than the critical value 36.42. This was supported by the P-value of 0.001 less than the alpha level 0.05 ($P \leq 0.05$). This means that the null hypothesis that there is no significant relationship between married female students on household chores related to clothing and textiles and family activities was rejected.

$H0_4$: There is no significant relationship between the values held by married female students on household chores related to child care and development and family activities of female students.

This hypothesis was tested with chi-square statistics and the variables tested are family activities and household chores related to child care and development and family activities of female students. The summary of the result is as presented in table 4.3.4.

Table 4.2.4: Chi-square result on married female students values on household chores related to child care and development.

Variables	N	X^2-crit	Df	P-value	Decision

Family activities	167				
		120.38	18	0.000	S
Household chores Related clothing and textiles	167				

X^2-crit. = 28.87 at 0.05

The result in the table revealed that there is significant relationship between family activities related to child care and development because the calculated value of chi-square 120.38 is greater than the critical value. This was supported by the p-value of 0.000 less than alpha level 0.05 (P<0.05). This means that the null hypothesis that there is no significant relationship between married female students on household chores related to child care and development and family activities was rejected.

$H0_5$: There is no significant difference between the mean scores of values held by married female students on household activities and mean scores of actual participation in the household activities.

This hypothesis was tested with t-test statistics, the variables are values on household activities and actual participation in household activities. The summary of the test is presented in table 4.3.5.

Table 4.3.5: t-test result on household values and actual participation of family activities

Variables	N	Mean	Std dev.	Df	Std error	t-value	p-value
Family activities	167						

		2.30	1.47	116	0.11	3.44	0.01
Actual participation	167						

t-critical. = 1.64 at 0.05

The calculated value of t-3.44 is greater than the critical value of 1.64. Also this was supported by probability value of 0.01 less than alpha level 0.05 ($P<0.05$). This means that the null hypothesis that there is no significant difference between the mean scores of values held by married female students on household activities and mean scores of actual participation in the household activities was rejected, therefore there is significant difference between values and actual participation of household activities by married female students.

4.4 Summary of Findings

The findings of the study are summarized as follows;

1. That academic demand is number one factor affecting married female students values on household activities.
2. Married female students value household chores related to foods and nutrition and home management because of good health of the family.
3. Married female students perform household chores related to clothing and textiles because of comfort

4. Married female students perform household chores related to child care and development because of family health that they provide.
5. Married female students values on household chores differ from actual participation on the activities.

4.5 Discussion of Findings

From the test of first hypothesis of the study, significance relationship between values of married female students placed on household chores related to foods and nutrition. It was observed that majority of the married female students perform household chores related to foods and nutrition because of good health. This finding agreed with Capenter (2000) who stated that most household values are based on the health of the family.

It was observed for research question three that married female students perform household chores related to home management because of good health. This was supported by null hypothesis two, where significant relationship was

observed between values placed on household chores related to home management and family activities. This implied that performance of household chores related to

home management depends on the values attached to them. This finding was buttressed by Galinsky, Kim and Bond (2001) who observed that all activities at home have their values depending on individual.

The test of the third hypothesis revealed a significant relationship between values on household chores related to clothing and textiles. This finding also was supported by Carpenter (2000) who stated that activities on clothing like sorting, cleaning, washing depend on the value one attached to it. It was also found that married female students perform household chores related to clothing and textiles because of comfort.

The test of the fourth hypothesis revealed relationship between married female students value on household chores related to child care and development and family activities. The finding agreed with Ben (1997) who stated that values on activities is related to the performance of those activities. It was also observed that married female students perform household chores related to child care and development because of good health of the family.

The fifth hypothesis revealed that the values of household activities by married female students differ significantly from the actual participation of the activities. It was also observed that in the analyses of the research question six that respondents disagreed to most of the items of the research question. This finding

agreed with Elders (2000) who stated that people values for things most atimes differ from the actual participation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study was designed to examine married female students' values on family activities in Ahmadu Bello University, Zaria, Nigeria. In order to achieve this objective, six specific objectives were raised; these include to determine the factors affecting the household activities most preferred by married female students. In line with this objectives, six research questions were formulated to guide the study, this include; what are the factors affecting household activities most preferred by married female students? Five null hypotheses were posited based on these research question which include; there is no significant relationship between married female students values on household chores related to foods and nutrition on family activities of female students. Survey research design was used for the study. A table of one hundred and sixty seven (167) respondents which made up of married female undergraduates and postgraduates students were used for the study. The data were collected with the use of questionnaire and they were analyzed using frequencies, percentages and weighted means scores. The null hypotheses were tested using t-test and chi-square statistics at 0.05 level of significance.

The findings include among others that:

- Married female students agreed that academic demand is the number one factor affecting household activities most preferred by married female students.
- Married female students perform household chores related to foods and nutrition and home management because of good health;
- A mean score of 3.28 showed married female students' values on household chores differ from actual participation in the activities.

5.2 Conclusion

From the findings of this research work, the researcher found out that married female students are aware of the necessity to undertake family activities. They value family activities because of the outcome of such activities, such as good health, comfort, peace, their taking part in activities that can afford the family peace. But they do not participate in most of them because of academic demands. It can therefore be concluded that academic demands deprive the family of the services of the mother in the home. This is affects family stability and happiness.

5.3 Recommendations

Based on the findings and conclusions of the study, the following recommendations are made:

1. There is the need for married female students to plan their time well so as to be able to balance the demands of academic with household activities.
2. Home Economist should organize seminars/workshops to enlighten married female students on how appropriate values could be placed on household activities in order to save their marriages.
3. Housekeepers should be trained by individuals, Home Economist, NGO and Government so that they can be employed by families as housekeepers
4. There is the need for married female students to be helped by husbands in carrying out household activities.
5. Married female students should make household activities as a thing of priority because it is the peace of the home that will facilitate other activities.
6. Married female students should not perform household chores related to clothing and textiles only for comfort but for other values like morality, honesty, knowledge and others.

5.4 Limitation of the Study

The limitation of this study was lack of cooperation from the respondents as to the filling and returning of the questionnaire, because of this, the researcher had to sit and direct the respondent on how to go about filling it

.

5.5 Suggestions for Further Study

It is suggested that further study be carried out in other universities on Nigeria and in the following areas

Influence of married female students value on the actual participation of the household activities in Ahmadu Bello University, Zaria.

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APPENDIX I

LETTER TO RESPONDENTS

Home Economic Section,
Department of Vocational and Technical Education,
Faculty of Education,
Ahmadu Bello University,
Zaria.
3rd April, 2011.

Dear Respondent,

REQUEST TO RESPOND TO QUESTIONNAIRE

I am a postgraduate student of Home Economics carrying out research work on the "married female students values on family activities in Ahmadu Bello University, Zaria, Nigeria. Therefore, this questionnaire is to solicit for your assistance and cooperation in providing the required information by ticking the items, it is purely an academic exercise for the award of Masters in Home Economics. The information provided will be treated confidentially and strictly for educational purpose.

Thanks for your cooperation.

Yours faithfully,

Ekpo, Ndifreke Asuquo
M.ED/EDUC/50215/2005/2006

APPENDIX II

Ahmadu Bello University, Zaria.
Information and Communication Technology (ICT) Directorate Management Information System (MIS) Unit

Statistics of Married Female Postgraduate Students 2010/2011 Session

Faculty	**Department**	**No**
Administration	Accounting	38
	Business Administration	66
	Local Government and Development Studies	-
	Public Administration	43
Administration Total		**147**
Agriculture	Agricultural Economics and Rural Sociology	14
	Agronomy	8
	Animal Science	11
	Crop Protection	3
	Plant Science	2
	Soil Science	2
Agriculture Total		**40**
Arts	Archeology	2
	English	37
	French	13
	History	4
	Nigerian and African Languages	11
	Theatre and Performing Arts	8
Arts Total		**75**
Education	Education	178
	Library and Information Science	42
	Physical and Health Education	32
	Vocational and Technical Education	98
Education Total		**350**
Engineering	Agricultural Engineering	1

	Chemical Engineering	7
	Civil Engineering	3
	Electrical Engineering	6
	Metallurgical Engineering	1
	Water Resources and Environmental Engineering	3
Engineering Total		**21**
Environmental Design	Architecture	9
	Building	9
	Fine Arts	8
	Industrial Design	11
	Quantity Surveying	3
	Urban and Regional Planning	4
Environmental Design Total		**44**
Law	Civil Law	24
	Commercial Law	1
	Public Law	8
	Sharia Law	1
Law Total		**34**
Medicine	Chemical Pathology	2
	Community Medicine	5
	Human Anatomy	1
	Human Physiology	5
Medicine Total		**13**
Pharmaceutical Sciences	Pharmaceutical and Medicinal Chemistry	3
	Pharmaceutics and Pharmaceutical Microbiology	7
	Pharmacognosy and Drug Development	2
	Pharmacology and Clinical Pharmacy	12
Pharmaceutical Sciences Total		**24**
Science	Biochemistry	13

	Biological Sciences	15
	Chemistry	8
	Geography	24
	Geology	5
	Mathematics	11
	Microbiology	15
	Physics	3
	Textile Science and Technology	2
Science Total		**96**
Social Science	Economics	12
	Mass Communication	9
	Political Science	26
	Sociology	14
Social Science Total		**61**
Veterinary Medicine	Veterinary Parasitology and Entomology	2
	Veterinary Public Health and Preventive Medicine	11
	Veterinary Surgery and Medicine	5
Veterinary Medicine Total		**18**
Grand Total		**923**

APPENDIX III

Ahmadu Bello University, Zaria.

Information and Communication Technology (ICT) Directorate

Management Information System (MIS) Unit

Statistics of Married Female Undergraduate Students 2010/2011 Session

Faculty	**Department**	**No**
Administration	Accounting	21
	Business Administration	18

	Local Government and Development Studies	20
	Public Administration	28
Administration Total		**87**
Agriculture	Agricultural Economics and Rural Sociology	2
	Agriculture	6
Agriculture Total		**8**
Arts	Archeology	9
	English	19
	French	3
	History	3
	Nigerian and African Languages	58
	Theatre and Performing Arts	1
Arts Total		**93**
Education	Education	139
	Library and Information Science	45
	Physical and Health Education	8
	Vocational and Technical Education	61
Education Total		**253**
Engineering	Agricultural Engineering	5
	Chemical Engineering	2
	Civil Engineering	-
	Electrical Engineering	-
	Mechanical Engineering	1
	Surveying	-
	Water Resources and Environmental Engineering	1
Engineering Total		**4**
Environmental Design	Architecture	2
	Building	1
	Fine Arts	6
	Industrial Design	5
	Quantity Surveying	3
	Urban and Regional Planning	1

Environmental Design Total		**18**
Law	Civil law	12
	Sharia Law	23
Law Total		**35**
Medicine	Human Anatomy	1
	Human Physiology	8
	Medicine	4
	Nursing Science	86
Medicine Total		**95**
Pharmaceutical Sciences	Pharmacy	10
Pharmaceutical Sciences Total		**10**
Science	Biochemistry	11
	Biological Sciences	8
	Chemistry	3
	Geography	6
	Geology	1
	Mathematics	16
	Microbiology	10
	Physics	1
	Textile Science and Technology	2
Science Total		**78**
Social Science	Economics	3
	Mass Communication	14
	Political Science	9
	Sociology	12
Social Science Total		**38**
Veterinary Medicine	Veterinary Medicine	3
	Grand Total	**722**

APPENDIX IV

MARRIED FEMALE STUDENTS QUESTIONNAIRE

SECTION A

PERSONAL DATA

Department: ……..

Instruction:

Please tick the appropriate box as it applies to you

Level:

a. 100 [ ]

b. 200 [ ]

c. 300 [ ]

d. 400 [ ]

e. 500 [ ]

f. Masters [ ]

g. Ph.D [ ]

Age in Years:

a. 21 – 30 [ ]

b. 31 – 40 [ ]

c. 41 – 50 [ ]

d. 51 – 60 [ ]

e. 61 and above [ ]

SECTION B

Instruction:

Please tick the appropriate response column as it applies to you.

Key: SA - Strongly Agreed, A - Agreed

D - Disagreed SD - Strongly Disagreed

Factors affecting the household activities most preferred by married female student in Ahmadu Bello University, Zaria.

S/No	Items	SA	A	D	SD
1.	Cultural belief is a factor affecting household activities most preferred by married female students.				
2.	Amount of time and energy already spent on other activities affect household activities most preferred by married female students.				
3.	Technology (e.g. labour serving devices) affects household activities of married female students.				
4.	Type of relationship have effect on household activities preferred by married female students.				
5.	Influence of friends and associates affect household activities most preferred by married female students				
6.	Family hobbies affect household activities of married female student.				

7.	Academic demand affects the type of household activities preferred by married female student.				

MARRIED FEMALE STUDENTS' VALUES ON FAMILY ACTIVITIES

I performed the following Household Activities because of the stated values

		Values placed by married female students on household chores related to foods and nutrition							
No	**Activities**	**Good Health**	**Security (Hygiene Safety)**	**Comfort**	**Nutritional Knowledge**	**Peace & Harmony**	**Pleasure**	**Status**	**Proper growth for children**
1	Cooking								
2.	Serving of meals								
3.	Preserving foods								
4.	Washing dishes								

		Values held by married female students on household chores related to Home Management							
S/N	**Activities**	**Good Health F(%)**	**Family Security F(%)**	**Comfortable life F(%)**	**Knowledge of home management**	**Peace and happiness F(%)**	**Clean and friendly environment F(%)**	**Saves time F(F)**	**Inner Harmony F(%)**

					F(%)				
1.	Fetching of water								
2.	Sweeping								
3.	Dusting								
4.	Mopping								
5.	Arranging the house								
6.	Organizing								
7.	Shopping for the need of the family								
8.	Gardening								
9.	Cleaning toilets								

		Values Held by Married Female Students on Household Chores Related to Clothing and Textiles							
S/N	**Activities**	**Good Health F(%)**	**Security F(%)**	**Comfort F(%)**	**Knowledge of Consumer Education F(%)**	**Durability F(%)**	**Beauty F(%)**	**Status F(F)**	**Modesty F(%)**
1.	Sewing								
2.	Knitting								
3.	Washing of family clothings								
4.	Ironing								
5.	Folding of clothes								

		Values Held by Married Female Students on Household Chores Related to child-care and development							
S/no	**Activities**	**Good health F(%)**	**Security F(%)**	**Comfort F(%)**	**Knowledge Positive of child raising F(%)**	**Peace F(%)**	**Proper growth of childre n F(%)**	**Pursuit of happiness F(%)**	**Freedom F(%)**
1.	Bathing the children								
2.	Feeding the children								
3.	Dressing the								

	children								
4.	Putting the children to sleep								

ACTUAL PARTICIPATION IN THE HOUSEHOLD ACTIVITIES BY MARRIED FEMALE STUDENTS

1	Married female students dust and clean their homes regularly				
2	Married female students generally do their cooking and serving family meals themselves.				
3	Married female students fetch water by themselves.				
4	Married female students do go for shopping for the family needs				
5	As a Married female student, I can still clean the environment				
6	As a Married female student, I can still do everything to take care of my children				
7	Married female students wash family clothes themselves.				
8	As a Married female student, I dress the living room daily				
9	As a Married female student, I iron family clothing myself				