

# 1 University Management: Resource Managerial Approach to 2 Nutritional Intake of

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## 6 **Abstract**

7 The study investigated the University resource managerial approach to nutritional intake of  
8 undergraduates of Adekunle Ajasin University Akungba Akoko, Nigeria Descriptive Survey  
9 research design was used for the study. The population comprised of all undergraduate  
10 students of the University from which 200 respondents were randomly selected as sample self  
11 constructed and validated questionnaire was used for data collection. The reliability index of  
12 the instrument was 0.07. The instrument was personally administered by the researchers with  
13 help of trained assistants. The retrieved questionnaire forms were coded and analyzed with  
14 simple percentage statistic. The findings revealed that seminars and workshops which would  
15 create awareness on appropriate nutritional intake for Adekunle Ajasin University students  
16 were not organized for them, they also lack food items appropriate for optimum growth. The  
17 finding also revealed that majority of the students bought their meals outside even though  
18 they lack money. They also lack adequate medical attention on nutritional health problems.  
19 Consequent upon their findings, it was recommended, among other, that seminars and  
20 workshop on adequate nutrition be organized for the students and that conducive and  
21 hygienic eating places be provided for them.

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23 **Index terms**— Nutrition, Marasmus, Obesity, Nutrient deficiency disorder, Vitamins.

## 24 **1 INTRODUCTION**

25 The University management could be defined as representatives of entire body of the institution of learning. This  
26 body includes the visitor (Governor or President of the Nation), the Chancellor, Vice-Chancellor, Deputy Vice  
27 Chancellor, Registrar, Bursar, University Librarian, the Director of works and the Director of health services.

28 Individual constituting this body called "Management" has its offices and definite roles played in the  
29 development of the institution. Looking at the organizational structure, there are important posts which deals  
30 directly with the students welfare. These are the Deans of faculties, Dean of the students' affair, director Author  
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32 123 @ yahoo. Com. lecturers at large.

33 The Deans of faculties are primarily concerned with the administration of the faculty and probably see to  
34 the welfare and academic progress of the students within their faculty and department. The Dean Students  
35 affair is primarily in-charge of students formal and informal activities and probably sees to the welfare of these  
36 students. It was observed that students' welfare is limited to some important needs such as provision of partial  
37 accommodation, extra curricular activities such as sports excursion and other social devices. Farant (1964) was of  
38 the opinion that a total child ought to be taken care of mentally, socially, physically, emotionally and spiritually.  
39 ??aslow (1970) emphasized the needs of the individuals as physiological needs among others.

40 The university management seems to neglect what a total child is, concentration is only based on the mental  
41 aspect of the student forgetting that a well fed student will be able to carry out all the physical, mental, emotional  
42 and spiritual activities effectively. In the past early 60's to late 80's, the university management was observed to  
43 have treated the students then under a conducive and cultured environment, with good accommodation spaces,

## 6 THE NEED FOR NUTRITION

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44 good dinning halls with balanced diets. Laundry services were also rendered at a meager amount. These services  
45 seem not to be rendered to the present day students. Students now struggle to get accommodation within and  
46 around the university town. These students were observed to leave a reckless life, they engage in anti-social  
47 activities such as stealing, cultism, adulterous acts and other criminal activities. The students were observed to  
48 be spending money on junks for survival this seems to be the order of the day, just to keep the body and the  
49 soul.

50 The basic university culture of looking good, decent and forming good eating habits seem not to be inculcated  
51 into these students. The health centre is another organ of the school environment where students can be helped  
52 especially when it comes to feeding. The of health services and other relevant organizations such nutrition unit of  
53 the health centre is probably not functioning. Some students may be sick probably as the Heads of Departments,  
54 staff advisers and because they lack a particular food nutrient, but on getting to the clinic, students were observed  
55 to be diagnosed by the medical doctor and drugs were administered without finding out the feeding position of  
56 these students. Lucas and Gilles (2003) Identified errors of diagnosis as a result of lack or limited facilities,  
57 standard diagnostic criteria, poor laboratory services and health personnel. This as it may be, students feeding  
58 habits were observed not to be adequate and what they eat were injurious to their body system. The management  
59 on the other hand could be of assistance to the students through the following management principle of planning,  
60 organizing, directing, controlling, coordinating, evaluating and staffing. The management through the visitor can  
61 plan for students by making bursary available so as to boost their financial stand, seminars or workshops could  
62 be organized and directed through the students affairs, faculties and departments. Students eating habit can be  
63 controlled if management provide an appropriate place where selling and buying of raw and prepared food could  
64 take place. The student's health can be evaluated through their academic performance. Appropriate staffing is  
65 very important, it was observed that staff members that ought to take care of students were not appointed in  
66 the hostels and the health care centre where a nutritionist ought to be on ground to assist the students, and also  
67 to give advice to the food vendors on the appropriate food items to prepare for sale.

### 68 2 II.

### 69 3 ADMINISTRATIVE RESPONSIBILITIES OF THE STU- 70 DENTS AFFAIRS OFFICE

71 The student's affairs office deals directly with the student's welfare. This office ought to work and be linked  
72 up directly with the office of the Vice-Chancellor for effectiveness and coordination. The Students Union  
73 representatives suppose to be linked to the student's affairs for consultation and necessary advice. Students  
74 are probably not given talk on their nutritional needs, even during orientation. Instead, they are usually warned  
75 against some ill practices such as exam-malpractices, fighting, stealing and other vices.

### 76 4 III.

### 77 5 QUALITIES OF DEAN STUDENT'S AFFAIRS

78 ? He/she must be a lecturer within the university system. ? He/she must understand psychology of human  
79 behavior especially student. ? He/she must be firm and tolerant ? He/she must be accessible to the students ?  
80 He/she must always be ready to assist the students if need arises.

81 IV.

## 82 6 THE NEED FOR NUTRITION

83 Nutrition could be defined as the study and the uses of foods by the body system for growth, repair, and regulation  
84 of body temperature. Majority of the University undergraduates are still growing therefore need to replace the  
85 worn out tissues because they were very agile and because of the academic activities and rigors of trekking far  
86 distance due to non residential practices by the university authority .Where accommodation are provided within  
87 the campus, there was the problem of over crowded which was likely to cause fatigue hence the health of these  
88 students were observed to be hamper with because all the necessary and correct food nutrients were not eaten by  
89 these students. Aina (2009) observed the increase in chronic diseases such as diabetes heart diseases and obesity  
90 as a result and reflects of the complex interactions of biological, personal behavior and environment University  
91 students who were mostly adolescence, during this period grow very fast, physical changes usually affect the  
92 body's nutritional needs, while changes in ones lifestyle may affect eating habits and food choice. Duyff (2002)  
93 stated that nutritional health during adolescence is important for supporting the growing body and for preventing  
94 future health problems. Contento (1995) and Birch (1999) were of the opinion that people's food choice could  
95 be influenced by biologically determined behavioral predispositions of liking and disliking experience with food  
96 through associative conditioning; both physically and socially, personal factors such as beliefs, attitude knowledge  
97 and social norms and environmental factors. All of these were believed to interact with one another.

98 The nutrients that are very essential for these students could be grouped into three namely a. Body building  
99 food b. Energy giving food c. Protective food.

100 The body building foods are protein which could be first class or second class protein. The first class proteins  
101 are usually animal source for example meat and eggs, milk and other animal products. Second class proteins are  
102 of vegetable origin such as beans, pulses and nuts. The energy giving food are mainly carbohydrates and fats  
103 , these include tubers, cereals and fruits like bread fruit and plantain. In fact these are in form of margarine ,  
104 palm oil, groundnut oil and others.

105 The protective food consists of vitamins, minerals and water. These nutrients are usually found in different  
106 food items but in a small portion, for example iron is found in liver , kidney, meat, eggs. Calcium is found in  
107 bones and bone marrow. Water is most present in all fresh food. Vitamins are also present in all food December  
108 He/she must recognize any informal group that are likely to influence the system negatively or otherwise. stuffs  
109 examples are vitamin A in palm oil vitamin C in citrus fruits and others. ??onica and Bennett (1978) stated  
110 that food provides the body with materials which are needed for the following: 1. For the production of heat.  
111 2. For the regulation of body processes. 3. For growth and repair and reproduction. 4. In the protection of the  
112 body against disease. 5. To provide the minerals required by the body for cells, body fluids and bones. 6. To  
113 keep a proper water balance.

114 If the above nutrients are not taken in the right proportion and utilized by exercising the body and going  
115 about different activities there is likely hood of developing nutrient deficiency disorders, sight disorder, nerves  
116 disorder and other minor ailment associated with malnutrition that are commonly found among students.

117 The aim of this paper is to identify the role of management staff and other resources that could be of help in  
118 nutritional intake of students in A.A.U.A. The specific questions for this study are as follows:

119 2. What are the problems hampering appropriate nutritional intake of A.A.U.A students? 3. What are the  
120 roles of the director of health centre in handling health problems due to the inappropriate nutritional intake of  
121 A.A.U.A students?

122 V.

## 123 7 METHODOLOGY

124 The study is designed to find out the roles of management members on the nutritional intake of A.A.U.A students.  
125 Survey design was used for this study and the population of this study consists of all A.A.U.A students. In all,  
126 two hundred (200) students were sampled and randomly selected, comprising of 25 males and 25 females from  
127 each faculty (Arts, Education, Law and Social Sciences).

128 Questionnaire was developed by the researcher in relation to the objectives of the study. The data collected  
129 were presented in tables. Frequency counts and simple percentage was used to analyze the findings.

130 Table1 : Key roles of management staff in nutritional intake of A.A.

## 131 8 RESULT AND DISCUSSION

132 Table ?? presented the data on key roles of management staff in nutritional intake of Adekunle Ajasin University  
133 students. It was evident from the findings that bursary was made available to the students catering services  
134 was available along with portable water. Provision of bursary to students, provision of catering services and  
135 availability of portable water for the students supported Lucas and Gilles (2003), Ajala (2006) and Alade (2001)  
136 who opined that portable water hygienic food and money to buy them are essential for good health. However,  
137 the funding further showed that seminars for creating awareness on appropriate nutritional intake was grossly  
138 inadequate. This is contrary to Ayenigbara Omoniyi and Akinfolarin (2011) Ajala (2006), Lucas and Gilles (2003)  
139 and Alade (2001) who recommended that nutritional education should be made available to individuals to enable  
140 them chose appropriate diet for their optimum health.

141 Table 2 showed the data on likely problems hampering nutritional intake of Adekunle Ajasin University  
142 students. The data revealed that 104 (52%) had no money to buy required food items and 118 (59%) claimed  
143 that required food items were not available.

144 The implication of this might be the consumption of poor nutrient which according to Ayenigbara Omoniyi  
145 and Akinfolarin (2011) and Ajala (2003) may lead to malnutrition. Furthermore, the data revealed that 134  
146 (67%) and 128 (64%) of the respondents prepared their own meals at home and bought their meals outside  
147 respectively. These findings agreed with the observations of the researchers that students prepare and consume  
148 junks, and that they bought meals from local eating places where hygienic preparation of food, preservation and  
149 consumption were in doubt.

150 Table ?? indicated that 175 (88%) of the respondents do not go for medical check up and that medical doctors  
151 do not ask questions about the eating habit of 140 (70%) of the respondents. The finding also showed that while  
152 only drugs were prescribed for 192 (96%) of the respondents, 197 (97%) of them had never

## 153 9 CONCLUSIONS AND RECOMMENDATIONS

154 As a result of data analysis, the following findings were made: 1. Seminars and Workshops which would create  
155 awareness on appropriate nutritional intake for Adekunle Ajasin University students were not organized for them.  
156 2. Food items appropriate for optimum health of the respondents were not available, they had no money to buy  
157 them. 3. The findings also revealed that majority of the students bought their meals outside the campus. 4.  
158 Adequate medical attention was not paid to the nutritional health problems of the students.

159 VIII.

### 160 10 RECOMMENDATIONS

161 Consequent upon these findings, the following recommendations were made: 1. Relevant Units of Adekunle  
162 Ajasin University Akungba -Akoko should organize seminars and workshops to health educate the students on  
163 issues relating to appropriate nutrition. 2. All students should be mandated to go for regular medical check -up.  
164 3. Efforts should be made by the University authorities to provide conducive and hygienic eating places for all  
the students on campus and prices of meals made affordable for the students. <sup>1 2 3 4 5</sup>



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Figure 1: T 29 Global

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<sup>3</sup>© 2011 Global Journals Inc. (US) © 2011 Global Journals Inc. (US) XII 2011 December been referred to a nutritionist. These findings revealed that malnutrition might be difficult to detect and prevent

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**2**

	f	%	F	%
a. Is bursary made available to students?	Yes		No	
	136	68	64	32
b. Is catering services made available to students in A.A.U.A?		142	71	58
c. Are seminars/workshops organized to create awareness on appropriate nutritional intake of A.A.U.A students?		84	42	116
Is portable water made available for students in A.A.U.A?		175	88	25
a. Do A.A.U.A Students have money to buy required food nutrients for optimum health?	Yes		No	
		F	%	F
		96	48	104
b. Are good food items appropriate for optimum health available for students in A.A.U.A?		82	41	118
c. Do you prepare your own food at home?		66	33	134
d. Do you buy meals outside?		128	64	72
				59
				67
				36

Figure 2: Table 2 :

## **10 RECOMMENDATIONS**

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