



GLOBAL JOURNAL OF MANAGEMENT AND BUSINESS RESEARCH

Volume 11 Issue 12 Version 1.0 December 2011

Type: Double Blind Peer Reviewed International Research Journal

Publisher: Global Journals Inc. (USA)

Online ISSN: 2249-4588 & Print ISSN: 0975-5853

University Management: Resource Managerial Approach to Nutritional Intake of Undergraduates of Adekunle Ajasin University, Akunga - Akoko, Nigeria.

By Dr. C.A. Akinfolarin, Dr. G.O. Ayenigbara

Department Of Educational Management Adekunle Ajasin University, Akunga - Akoko.

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

Keywords : Nutrition, Marasmus, Obesity, Nutrient deficiency disorder, Vitamins.

GJMBR-A Classification : FOR Code: 150305, 150311, 150312, JEL Code: M12, D23, Q12



Strictly as per the compliance and regulations of:



University Management: Resource Managerial Approach to Nutritional Intake of Undergraduates of Adekunle Ajasin University, Akunga – Akoko, Nigeria.

DR. C.A. AKINFOLARIN^a, DR. G.O. AYENIGBARA^Q

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

Keywords : Nutrition, Marasmus, Obesity, Nutrient deficiency disorder, Vitamins.

I. INTRODUCTION

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

Individual constituting this body called "Management" has its offices and definite roles played in the development of the institution. Looking at the organizational structure, there are important posts which deals directly with the students welfare. These are the Deans of faculties, Dean of the students' affair, director of health services and other relevant organizations such as the Heads of Departments, staff advisers and

lecturers at large.

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

The university management seems to neglect what a total child is, concentration is only based on the mental aspect of the student forgetting that a well fed student will be able to carry out all the physical, mental, emotional and spiritual activities effectively. In the past early 60's to late 80's, the university management was observed to have treated the students then under a conducive and cultured environment, with good accommodation spaces, good dinning halls with balanced diets. Laundry services were also rendered at a meager amount. These services seem not to be rendered to the present day students. Students now struggle to get accommodation within and around the university town. These students were observed to leave a reckless life, they engage in anti-social activities such as stealing, cultism, adulterous acts and other criminal activities. The students were observed to be spending money on junks for survival this seems to be the order of the day, just to keep the body and the soul.

The basic university culture of looking good, decent and forming good eating habits seem not to be inculcated into these students. The health centre is another organ of the school environment where students can be helped especially when it comes to feeding. The nutrition unit of the health centre is probably not functioning. Some students may be sick probably because they lack a particular food nutrient, but on

Author ^{aQ} : Department Of Educational Management Adekunle Ajasin University, Akungba – Akoko. E mail^a : ajoro 123@yahoo.com.



getting to the clinic, students were observed to be diagnosed by the medical doctor and drugs were administered without finding out the feeding position of these students. Lucas and Gilles (2003) Identified errors of diagnosis as a result of lack or limited facilities, standard diagnostic criteria, poor laboratory services and health personnel. This as it may be, students feeding habits were observed not to be adequate and what they eat were injurious to their body system.

The management on the other hand could be of assistance to the students through the following management principle of planning, organizing, directing, controlling, coordinating, evaluating and staffing. The management through the visitor can plan for students by making bursary available so as to boost their financial stand, seminars or workshops could be organized and directed through the students affairs, faculties and departments. Students eating habit can be controlled if management provide an appropriate place where selling and buying of raw and prepared food could take place. The student's health can be evaluated through their academic performance. Appropriate staffing is very important, it was observed that staff members that ought to take care of students were not appointed in the hostels and the health care centre where a nutritionist ought to be on ground to assist the students, and also to give advice to the food vendors on the appropriate food items to prepare for sale.

II. ADMINISTRATIVE RESPONSIBILITIES OF THE STUDENTS AFFAIRS OFFICE

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

III. QUALITIES OF DEAN STUDENT'S AFFAIRS

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

He/she must recognize any informal group that are likely to influence the system negatively or otherwise.

IV. THE NEED FOR NUTRITION

Nutrition could be defined as the study and the uses of foods by the body system for growth, repair, and regulation of body temperature. Majority of the University undergraduates are still growing therefore need to replace the worn out tissues because they were very agile and because of the academic activities and rigors of trekking far distance due to non residential practices by the university authority .Where accommodation are provided within the campus, there was the problem of over crowded which was likely to cause fatigue hence the health of these students were observed to be hamper with because all the necessary and correct food nutrients were not eaten by these students. Aina (2009) observed the increase in chronic diseases such as diabetes heart diseases and obesity as a result and reflects of the complex interactions of biological, personal behavior and environment University students who were mostly adolescence, during this period grow very fast, physical changes usually affect the body's nutritional needs, while changes in ones lifestyle may affect eating habits and food choice.

Duyff (2002) stated that nutritional health during adolescence is important for supporting the growing body and for preventing future health problems. Contento (1995) and Birch (1999) were of the opinion that people's food choice could be influenced by biologically determined behavioral predispositions of liking and disliking experience with food through associative conditioning; both physically and socially, personal factors such as beliefs, attitude knowledge and social norms and environmental factors. All of these were believed to interact with one another.

The nutrients that are very essential for these students could be grouped into three namely

- a. Body building food
- b. Energy giving food
- c. Protective food.

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

The protective food consists of vitamins, minerals and water. These nutrients are usually found in different food items but in a small portion, for example iron is found in liver , kidney, meat, eggs. Calcium is found in bones and bone marrow. Water is most present in all fresh food. Vitamins are also present in all food stuffs examples are vitamin A in palm oil vitamin C in citrus fruits and others. Monica and Bennett (1978)

stated that food provides the body with materials which are needed for the following:

1. For the production of heat.
2. For the regulation of body processes.
3. For growth and repair and reproduction.
4. In the protection of the body against disease.
5. To provide the minerals required by the body for cells, body fluids and bones.
6. To keep a proper water balance.

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

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

1. What are the key roles of management members in appropriate nutritional intake of A.A.U.A student?

Table 1 : Key roles of management staff in nutritional intake of A.A.U.A students.

| | f | % | F | % |
|--|-----|----|-----|----|
| | Yes | | No | |
| a. Is bursary made available to students? | 136 | 68 | 64 | 32 |
| b. Is catering services made available to students in A.A.U.A? | 142 | 71 | 58 | 29 |
| c. Are seminars/workshops organized to create awareness on appropriate nutritional intake of A.A.U.A students? | 84 | 42 | 116 | 58 |
| Is portable water made available for students in A.A.U.A? | 175 | 88 | 25 | 12 |

Table 2 : Likely Problems hampering nutritional intake of A.A.U.A Students.

| | Yes | | No | |
|--|-----|----|-----|----|
| | F | % | F | % |
| a. Do A.A.U.A Students have money to buy required food nutrients for optimum health? | 96 | 48 | 104 | 52 |
| b. Are good food items appropriate for optimum health available for students in A.A.U.A? | 82 | 41 | 118 | 59 |
| c. Do you prepare your own food at home? | 66 | 33 | 134 | 67 |
| d. Do you buy meals outside? | 128 | 64 | 72 | 36 |

Table 3: The roles of director Health centre A.A.U.A

| a. Do medical doctors ask questions about your eating habits? | YES | | | NO |
|---|-----|----|-----|----|
| | F | % | F | % |
| | 60 | 30 | 140 | 70 |
| b. Do you go for medical check up? | 25 | 12 | 175 | 88 |
| c. Are only drugs prescribed for your ailment? | 192 | 96 | 8 | 4 |
| d. Have you been referred to a nutritionist in the health centre? | 3 | 2 | 197 | 97 |

VI. RESULT AND DISCUSSION

Table 1 presented the data on key roles of management staff in nutritional intake of Adekunle Ajasin University students. It was evident from the findings that bursary was made available to the students catering services was available along with portable water. Provision of bursary to students, provision of catering services and availability of portable water for the students supported Lucas and Gilles (2003), Ajala (2006) and Alade (2001) who opined that portable water hygienic food and money to buy them are essential for good health. However, the funding further showed that seminars for creating awareness on appropriate nutritional intake was grossly inadequate. This is contrary to Ayenigbara Omoniyi and Akinfolarin (2011) Ajala (2006), Lucas and Gilles (2003) and Alade (2001) who recommended that nutritional education should be made available to individuals to enable them chose appropriate diet for their optimum health.

Table 2 showed the data on likely problems hampering nutritional intake of Adekunle Ajasin University students. The data revealed that 104 (52%) had no money to buy required food items and 118 (59%) claimed that required food items were not available. The implication of this might be the consumption of poor nutrient which according to Ayenigbara Omoniyi and Akinfolarin (2011) and Ajala (2003) may lead to malnutrition. Furthermore, the data revealed that 134 (67%) and 128 (64%) of the respondents prepared their own meals at home and bought their meals outside respectively. These findings agreed with the observations of the researchers that students prepare and consume junks, and that they bought meals from local eating places where hygienic preparation of food, preservation and consumption were in doubt.

Table 3 indicated that 175 (88%) of the respondents do not go for medical check up and that medical doctors do not ask questions about the eating habit of 140 (70%) of the respondents. The finding also showed that while only drugs were prescribed for 192 (96%) of the respondents, 197 (97%) of them had never been referred to a nutritionist. These findings revealed

that malnutrition might be difficult to detect and prevent among the respondents and this according to Alade (2001), Ajala (2006) Lucas and Gilles (2003) Mayer (1969) and Deutseh (1976) may lead to nutritional health problems such as Marasmus and obesity.

VII. CONCLUSIONS AND RECOMMENDATIONS

As a result of data analysis, the following findings were made:

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

VIII. RECOMMENDATIONS

Consequent upon these findings, the following recommendations were made:

1. Relevant Units of Adekunle Ajasin University Akungba – Akoko should organize seminars and workshops to health educate the students on issues relating to appropriate nutrition.
2. All students should be mandated to go for regular medical check – up.
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.

REFERENCES RÉFÉRENCES REFERENCIAS

1. Ajala, J.A. (2006), Understanding Food and Nutrition, May Best Publications, Ibadan, Nigeria.
2. Alade, Ibukun – Olu (2001), Public Health Nutrition, 2nd ed., S.O.A. Tosco Ventures Press, Ilorin.
3. Aina, S.I. (2009) Nutrition Education; A Practicable Theory Towards Health Promotion. Journal of

Science and Technical Education 1, 183 – 187

4. Ayenigbara, G.O., Omoniyi, M.B.I and Akinfolarin, C.A. (2011) Malnutrition among primary school children in Nigeria: Causes, consequences and prevention. Unpublished paper.
5. Birch, L.L. (1999) Development of food Preferences Annu Rev. Nutr., 19: 41 - 62.
6. Content, L.R.(1995) The Effectiveness of Nutrition Education and Implications for Nutrition Education Policy, Program and Research. A review of Research, Journal Nutrition Education; 27; 279 – 418.
7. Deutsch, R.M. (1976) In Relations of Nutrition, Bull Publishing Co., California, U.S.A.
8. Duyff, Roberta Larson (2002). American Dietetic Association Complete Food and Nutrition Guide. New York Wiley.
9. Farant, J.S. (1964) Principles and Practice of Education. Longman Group Ltd. London.
10. Lucas, O.A., and Gilles, H.M. (2003), Short Textbook of public Health Medicine for the Tropics Book Power, Hodder Arnold.
11. Maslow, A (1970) Motivation and Personality, New York Harper and Row.
12. Mayer, J. (1969). Physiological Activity and Food Intake in Infants, Children and Adolescents. In Nutrition in Preschool and school Age, Symposia of the Sweedish Nutrition Foundation, VII, edited by G. Blix, P. 92, Almqvist and Wiksell, Uppsala.
13. Monica, Byrne and Benitt, F. J. (1978). Community Nursing in Developing Countries Oxford University Press, Walton Street Oxford London.



This page is intentionally left blank