

NATIONAL OPEN UNIVERSITY OF NIGERIA

AEM 203



Introduction to Home Economics Extension Module 2

Unit I Scope of Home Economics Foods and Nutrition

1.0 Introduction

You will recall that in Unit 2 the philosophy of Home economics was shown to be professional field concerned with strengthening the family and increasing the opportunities for family members to become productive citizens, capable of contributing to the social and economic values of the nations and basic disciplines in physical, biological and social sciences, arts and management are harmonized to synthesize knowledge that could be applied in various fields to increase happiness and satisfaction to family living, the society and the world at large.

Setting up and running a home is a very serious job requiring the homemaker to draw upon all her skills, knowledge and experience. Homemaking today is a very technical job requiring a scientific attitude and approach. The study of Home Economics as a subject helps her to achieve greater efficiency. The study of Home Economics not only prepares one for efficient homemaking but also prepares one for various vocational and specialist areas as well as many field interrelated with Home Economics e.g. Agric. teaching, catering, counseling and interior decoration. Home Economics consists of the following areas:

Food and Nutrition, Clothing and Textiles, and Home Management (Family Health, Consumer Education and Family Finances, Child Care and Family Relations, Family Housing and Utilities).

Home Management also draws from the principles and practices of other components of Home Economics e.g. family feeding and family clothing.

The scope of Home Economics has been contracted for simplicity and is depicted as shown in fig. 1.

HOME ECONOMICS

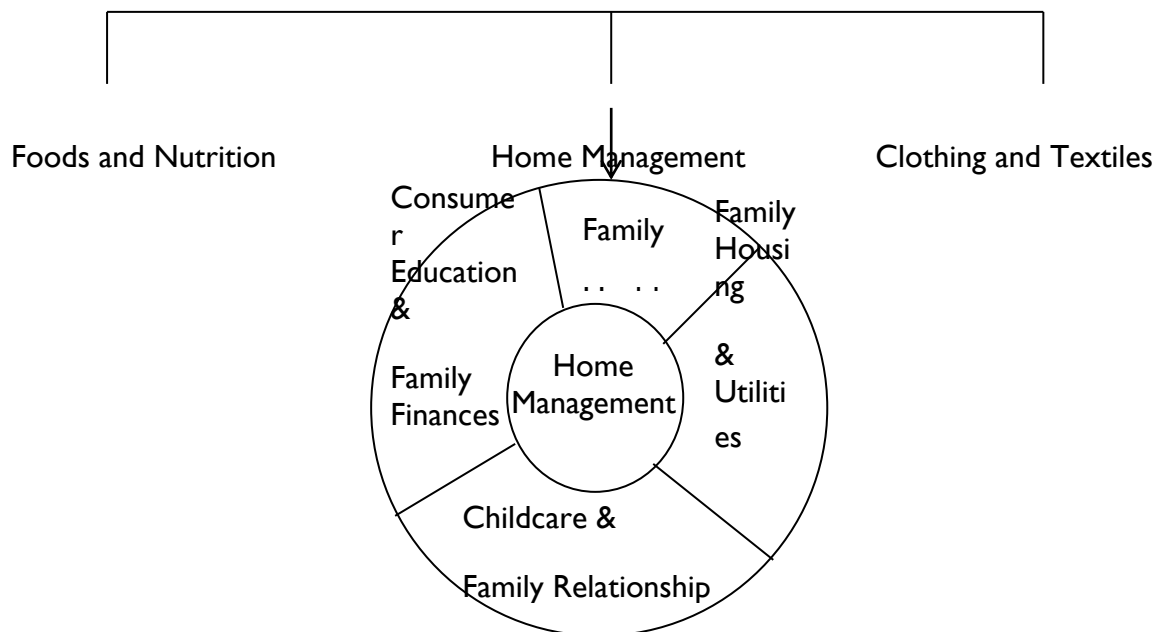


Fig. 1. Scope of Home Management adapted from Anyakaoha and Eluwa (1986)

It is seen that Home Economics is so wide in its scope that several of the subsequent units will be devoted to investigating these various areas, starting in this unit with the area of foods and nutrition.

2.0 Objectives

At the end of this unit, you should be able to:

- describe in general the scope of Home Economics in terms of its major areas of study and practice.
- explain the main contents of “Food” and “Nutrition” as further distinct areas of Home Economics.
- state the advantages of cooking foods.
- state various methods and principles of food preservation.
- discuss factors to be considered in meal planning.
- list major nutrients, their functions, and their food sources.

3.0 Main Content

3.1 Foods and Nutrition

As has been mentioned in the introductory part of this unit, Foods and nutrition is an area of study or professional specialization in Home Economics. However, this can be further fragmented (at very high level of specialization as obtains in post graduate studies and research) into two areas – i.e. area of Foods and area of Nutrition. Before we go further let us define “Food” and “Nutrition”.

Food is anything solid or liquid that has a chemical composition, which enables it, when administered to the body (either through swallowing or by intravenous or other means).

It is able to do one or more of the following:

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1. Provide the body with material from which it can produce heat, or any form of energy.
2. Provide material to allow growth, maintenance, repair or reproduction to proceed.
3. Supply substances which normally regulate the production of energy or the process of growth, repair or reproduction.

The number of different substances that can be used for food is very large, yet every one of these substances can only qualify to rank as food according to the definition given so far, it is itself made up of one or more special components called nutrients. So far as the chemistry of food as a whole is concerned there are certain facts that are useful and need to be considered:

- 1) The chemical composition of food must be such that the nutrients of which they are composed are able to dissolve in the liquid of the digestive tract and thence penetrate through the tract into the bloodstream.
- 2) In case the nutrient does not easily penetrate the living of the digestive tract then they must be capable of being split by the digestive enzymes into smaller parts which can then be absorbed by the bloodstream.
- 3) The chemical composition of components of food should be such that they can take part in the chemistry of the living cells of the body.

For example, glucose is a nutrient needed for energy. It quickly dissolves, and is absorbed into the bloodstream, when swallowed but glucose solution could be passed directly through the veins into the body. Glucose is a food. Protein in meat on the other hand is not soluble but readily broken down by the enzymes pepsin and trypsin and then absorbed into the bloodstream. Undigested meat protein cannot be passed to the body through the vein, but nevertheless meat is a food.

Nutrition is the science that deals with the study of all the various factors (nutrients) of which food is composed of as well as all the processes (ingestion, digestion, absorption, transportation, metabolism, and excretion) the nutrient containing food goes through to produce energy, growth, maintenance and repair of the body, and regulation of its processes. In other words, Nutrition is the process of nourishing the living body.

3.2 Foods as an Area of Study

Foods as an area of study is concerned with food cookery and service, diversification in food utilization, recipe development, food storage, processing and preservation. Study, research, or professionalism can be made in any of these mentioned contents of Foods.

3.2.1 Cooking of Food

Food is cooked either by the application of dry heat as in the case of baking and roasting, or by the application of moist heat as in steaming, boiling, stewing and frying.

Cooking is an art which requires, care, skill and planning. There are various methods of cooking food, each one having its own advantages. Whatever method of cooking is employed the following principles must always be kept in mind.

- 1) To keep the flavour in.
- 2) To draw the flavour out.
- 3) To preserve the full nutritive value of the food.

Reasons for cooking food;

- 1) Cooking develops new flavours which render food palatable and stimulating to the digestive juices.
- 2) Cooked food is pleasing to the eye, because of the physiological changes the food undergoes.
- 3) Cooking kills bacteria and other micro-organism, makes it safe for consumption besides assisting in keeping it for a long time.
- 4) Cooking changes the texture of food, promoting mastication and rendering it easy for digestion and assimilation.
- 5) It is easy to plan an attractive, palatable and balanced diet when food is cooked.
- 6) Cooking helps to introduce a variety in the daily diet.

Experimental food cookery will result in development of new recipes and diversified food utilization.

3.2.2 Food Preservation

Most crops produced in the world are seasonal, and hence have to be stored until the next crop is produced. Fish and meat too have to be preserved, as all that is killed or caught cannot be eaten at one time. Bacteria, fungi and yeasts attack food causing it to decay and making it no longer fit to eat. To preserve food, therefore it is necessary to get rid of spores of bacteria, fungi and yeasts. The old methods of preserving food, still in many parts of the world are:

- (a) Smoking
- (b) Drying in the sun
- (c) Salting
- (d) Pickling in vinegar and oil
- (e) Preserving in sugar.

Smoking and drying in the sun removes moisture from the food and are mainly suitable for meat, fish and some vegetable. Bacteria spore will not reproduce in the absence of moisture hence the food remains good. Salting and pickling preserve the food in a medium in which harmful bacteria are killed and spores if they are not killed cannot reproduce. Preserving in sugar kills bacteria, because in high concentration of sugar the bacterial cells lose water, but sugar is a good breeding ground for fungi and yeasts.

The modern methods of food preservation are:

- 1) by heating to kill bacteria (canning and bottling);
- 2) by freezing to reduce bacterial activity;
- 3) by dehydration; and
- 4) by preserving by the addition of chemicals.

3.2.3 Food Processing

Most crops are not directly utilizable for food as harvested but need to first pass through certain processing. For example in Nigeria cassava is processed into roasted dry flakes (gari), or soaked in water, dried and milled into flour. Cereals are dry-milled into flour, or wet-milled for use for porridge. Similarly, meat products are processed from animals and fish during which non-consumable parts are rid of. Meat could be further processed into, suya sausage, bacon etc. to provide diversified meat utilization in the diet.

3.3 Nutrition as an area of Study

One aspect of nutrition involves physiology. Physiology is the science which deals with the actual functioning of the body. Physiology deals with the entire mechanism of the body. The cardinal principles of human physiology are that the constancy of the interior environment must be maintained at all times. When physiological mechanism fails, disease and discomfort result inspite of he chemistry of food is as per requirements.

Good nutrition requires a satisfactory diet, which is capable of supporting the individual consuming it in a state of good health by providing the desired nutrients in required amounts. It must provide the right amount of fuel to execute normal physical activity. If there is a wrong proportion of one or the other of these nutrients for a longer time than the body can support, a condition of malnutrition will occur. If the total amount of nutrients provided in the diet is insufficient a state of undernutrition will develop. The most extreme form of undernutrition is starvation. Malnutrition may be caused by a wrong balance of nutrients as well as by simple inadequacy of one or the other of them.

The nutritional composition of food derived from the different meals of the day can only be calculated from the amounts of food actually eaten.

Meal Planning

Planning meals for the family entails consideration of the needs of each individual. No two individual or families have exactly the same needs. Nutrition education helps families to make the best use of their material, time, and financial resources to obtain meals that meet their physical, social and psychological needs. Scientific planning of diets, rather than guidance by hunger or instinct should form the basis to meet physiological needs (Mullick 2003). While planning meals for the family, one must take into account the following:

1. **The influence of activity:** Activity accounts for the largest energy expenditure. It must be considered as to how many members undertake heavy work and how many lead a sedantary life. Each member needs food to provide energy in accordance with the type of work done by him.
2. **Influence of climate:** It has been observed that there is about 0.5% increase in calorie requirement for each degree below 30°C. in warm climates, the tendency to conserve energy reduces calorie need. Thus more food or calorie rich food is needed in cold weather.
3. **Influence of growth:** The building of new tissues or when growth is rapid, nutrients required is higher, especially in pregnancy and early years of life. So if there is a pregnant woman in the family or growing children, special attention must be paid to their requirements.
4. **Influence of sex:** Women have a metabolic rate about 6-10% lower than that of men. The influence of sex hormones accounts for some of the differences.
5. **Influence of endocrine glands:** The thyroid gland regulates the rate of energy metabolism. If it over-active, then the metabolic rate is speeded up and *vis versa* when it is under-active. Other endocrine secretions may have a more transitory influence.
6. **Influence of health:** The type of food, and the nutrients required by a person in abnormal heath conditions vary.

Table I: Shows the main classes of nutrients, their functions, and food sources.

Table I – FOOD AS A SOURCE OF NUTRIENTS

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Sl. No.	Nutrient	Function	Food Source
1.	Protein	Promote growth, repair worn out tissues, help in blood formation and production of enzymes and hormones anti bodies.	Animal proteins from milk and milk products, poultry, fish and eggs. Vegetable proteins from pulses and grams, seeds, and nuts.
2.	Carbohydrates	Give energy, and add bulk, variety and flavour to food.	Sugar, cereals, roots and tubers.
3.	Fats	Provide energy, transport fat soluble Vitamins of A,D,E and K, add flavour to food, give a sense of satisfaction and fullness when eaten.	Oil and oilseeds, nuts, butter, meat, egg yolk and milk.
4.	Minerals: Calcium, Phosphorus Iron, Potassium Iodine, Zinc, Fluorine, Magnesium	Constituents of bones and teeth, giving them strength and rigidity. Constituents of body cells, muscles, blood corpuscles, liver etc.	
5.	Vitamin A	Needed in small amounts for the formation of haemoglobin, thyroxine, enzymes etc.	Milk and milk products, green leafy vegetables, cereals and pulses, fruits, nuts and seeds, fortified foods e.g. iodised salt.
6.	Vitamin B		
a)	Thiamine.		
b)	Riboflavin		
c)	Niacin		
		Needed for growth and development, fighting infection, helps in reproduction and vision in dim light.	
7.	Vitamin C	Helps with carbohydrate metabolism. Deficiency leads to mental depression, irritability, fatigue & nervousness, constipation, insomnia and loss of appetite.	Green leafy vegetables, yellow fruits and vegetables, liver, egg, milk and milk products and palm oil.
8.	Vitamin D		

9. Vitamin E

10. Vitam

Adapted from Mullick, P. (2003)

Self-Assessment Exercise

Identify, with reasons, which foundation courses (Natural and Social Sciences, Arts and Humanities) are applicable to the various areas in Home Economics.

4.0 Conclusion

Home Economics consists of the following areas:

Foods and Nutrition, Clothing and Textiles, and Home Management. Home Management further consists of Family Health, Consumer Education and Family Finances, Child Care and Family Relations, Family Housing and Utilities. Home Management also draws from the principles and practices of other components of Home Economics – i.e. from Foods and Nutrition (family feeding) and Clothing and Textiles (family clothing). Foods and Nutrition component can be further fragmented at higher levels of study and practice to area of “Foods” comprising food cooking and services, food processing and preservation, area of “Nutrition” essentially deals with processes involved in nourishment of the living body throughout life cycle, in health and in disease.

5.0 Summary

In this unit we have examined the very wide scope of Home Economics. We have started to consider each area of Home Economics, starting with the area of foods and nutrition, which itself has been further fragmented into the areas of “Foods” and “Nutrition”.

The contents of each sub-division were briefly examined.

6.0 Self-Assessment Exercise

1. Draw a chart to illustrate the scope of Home Economics.
2. Why is the scope of Home Economics so wide?
3. Describe briefly the contents of “Foods” and “Nutrition”.

7.0 References/Further Readings

Anyakaocha, E. and Eluwa, M. (1986). Home Management for School and Colleges, Africana – FEP publ. Ltd.

Mullick, P. (2003) (Ed). Textbook of Home Science. Kalyani Pub, New Delhi.

Unit 2 Scope of Home Economics – Clothing and Textiles

1.0 Introduction

In this unit we shall consider another major field of Home Economics – that is clothing and textiles. We shall be examining origins of textiles and factors involved in textiles studies. We shall also highlight clothing as it relates to construction of textiles for clothing and crafts.

2.0 Objectives

At the end of this unit, you should be able to:

- distinguish between the contents of textiles and clothing.
- narrate the historical development of textiles.
- list natural and synthetic fibres.

3.0 Main Content

3.1 Textiles Studies

Textile is the study of fibres, yarns, construction of fabrics and finishes.

The record of man's use of textiles dates back thousands of years. Our knowledge of the early development in textiles is very meagre because there are few written records. Textiles were first developed as handcrafts for carrying food and as mats in shelters. Later it was used as clothing. For these purposes grasses, reeds, strips of hide etc. were interlaced or knotted together. As people became more adept in weaving, new materials were used. Flax and wool were the first of the fibre to be used because they were easier to twist into yarn than cotton. For thousands of years the four natural fibres – flax, wool, silk and cotton – served most of man's need. Man made fibres made their entry only at the beginning of the 20th century.

From ancient times of the middle of the 18th century, spinning and weaving were done by hand. Progress in this area culminated in the Industrial Revolution, which was the start of the factory system and mass production. Colour has always been used on fabrics. Dyestuff from plant and insects were used until the synthetic dyes were discovered. Earlier few finishes other than colour were used, but today many fabric are finished to improve their appearance and characteristics.

Textile fibres can be classified into natural and synthetic (manufactured) in origin. Natural fibres consist cotton hair, flax, jute, hemp and rayon, silk, wool, and asbestos. Synthetic fibres (produced from chemicals by industries) consist manufactured rayon, nylon, Dacron, acrilan, Teflon and fibre glass.

Studies in textiles include fibre identification, fabric weaves, textile design (dyeing and printing), and textile laundry, including stain removal.

3.2 Clothing

Clothing is the area concerned with the following: use and care of a sewing machine, basic and decorative stitches, seams and plackets, fabric selection, clothing (garments) design for functional and age reasons, body measurements, clothing construction and modification, wardrobe planning etc.

In the home and institutions, clothing is also concerned with artful crafting of utilities such as curtains, bed spreads and covers, cushion covers, table covers, soft toys, wall hangings etc.

In the world of fashion designing the import of colour matching and mixing along with knowledge drawn from the various contents of textile and clothing, as highlighted in this unit, cannot be over-emphasized.

4.0 Conclusion

Clothing and Textiles is a field in Home Economics. Textiles are the study of fibres, yarns, construction of fabrics and finishes. Origin of textile fibres can be classified into natural or synthetic.

Clothing is the area concerned with the use and care of the sewing machine, informed selection of fabrics, and construction of garments, and utilities for the home and institutions.

5.0 Summary

The historical development and use of textiles were examined. Fibres were classified into natural and synthetic. The contents of textile studies were highlighted. The areas of focus in studies in clothing were highlighted and artful crafting of utilities for home and institutional use was shown to be inclusive in clothing.

6.0 Self-Assessment Exercise

1. Briefly narrate the historical development of textiles.
2. Mention 5 each of natural and synthetic fibres.
3. Differentiate between the contents of textiles and that of clothing.

7.0 References/Further Readings

Fisher H. (1978). "The clothes of the Naked. Social aspects of the Human Body. Ed. T Potliemas Penguin.

Lurie A. *The language of Clothes* (1971). New York Random House.

Millick, P (2003). *Textbook of Home Science*. Kalyani Pub, New Delhi, 2003 Ed.

Thomas J. (1973). *History of Fashions*, Newyork: John Wiley and Sons Inc.

Unit 3 Scope of Home Economics – Home Management I

1.0 Introduction

You may need to refer to Fig. 1 in Unit 7 to remind yourself of the various areas of Home Economics. You will recall that Home Management is the third and multifarious area of Home Economics consisting of the following sub-divisions: Family Health, Consumer Education and Family Finances, Child Care and Family Relations, Family Housing and Utilities.

In this Unit we will consider Management in general terms, as well as factors in Management process as related to Home Economics. In subsequent units we shall examine each sub-division of Home Management.

2.0 Objectives

At the end of this unit, you should be able to:

- define management in general terms
- define Home Management and identify the major sub-divisions of Home Management.
- list and define the motivators of Management.
- describe the steps involved in Management process.

3.0 Main Content

3.1 What is Management?

Management in general terms may be said to be planned activities directed towards accomplishing desired goals. It involves the weighing of values and making of decisions about utilization of limited resources. Everyone learns through experience to arrange in some manner the resources at his disposal according with his values, needs, likes and dislikes, standard and his goals. Values, resources, needs, likes and dislikes, standards and goals - these words, do they sound familiar? These are referred to as the Motivators (reasons for actions or behaviours) for management. We shall spend some time to define them mainly from the perspective of Home Economics before we move on.

3.1.1 Motivators of Management

The following are factors that motivate management:

Values

A value is a measure of worth placed on something. Your value represents your belief or view of feeling of what is good, important or desirable e.g. health, popularity, honesty, knowledge etc.

Resources

Resources are those things in families can use to achieve their goals. Can be grouped into two: human (non-material) resource and material (non-human) resources.

(a) Human - Those resources that exist within people e.g. energy, time, skills, knowledge, creativity, attitude etc.

(b) Material – Those resources that exist outside people but can be controlled, owned or used by the family e.g. tools, money, social facilities, goods etc.

Needs

Needs is the gap between where we are and where we want to be, or between what we have and what we want.

Types of Needs (Hierarchy of Needs) are:

1. **Physiological Needs** – Those need, for maintaining life e.g. food, shelter, sleep, elimination of waste. These needs are referred to as “Physiological Needs” – they must be met before the higher needs are felt.
2. **Safety Needs** – also known as basic needs are related to state of the mind e.g. freedom from fear, threat, danger or deprivation (hindering).
3. **Social Needs** – related to social interaction e.g. acceptance, love and a sense of belonging to a group.
4. **Esteem Needs** – i.e. need for self-respect, recognition and status – these are higher needs.
5. **Self – actualization Needs** – These are the highest needs, (e.g. “I have arrived” feeling).
 - not easy to meet these needs by all individuals.
 - people who feel they have attained everything they need in this world can say they have self-actualized.

Likes and Dislikes

Likes are those thing we prefer.

Dislikes are those things we do not wish to have or do.

Standards

Standards are measures of quality, quantity, and method attaining a goal. I.e. what a person or family or organization will accept as good and worthwhile.

For example, to pass the exam in this course is your goal, but to get an “A” instead of “C” is your standard – t his standard will influence your action i.e. motivates hardwork (resources) for an “A”.

Goals

Goals are aims, ends, things that individuals, or families or organizations are willing to work for or attempt to achieve e.g. your personal goal may be to get a B.Sc (Home Economics) that of a family may be shelter, that of an organization may be profit or reputation.

Having clarified some salient words we shall move on to consider the management processes.

3.1.2 Management Process

Involves four steps (elements or components of management); planning, organizing, implementation and evaluation.

Planning involves the following sub-steps:

- a) identify the needs
- b) establish priorities among needs – i.e. place them in order of importance
- c) identify resources available that could be used in meeting needs
- d) deciding how and when resources will be used to meet the needs.

Plan could be short-term e.g. providing lunch today or long-term e.g. building a house. Recall a decision you made recently. Describe how you arrived at taking the decision. Did it follow the steps enumerated here?

Organizing- This involves the establishment of proper relationship among the various activities planned, the people and other resources.

- a) Arranging activities in the plan in a logical sequence
- b) Sharing responsibilities – division of labour
- c) Showing the time frame for each of planned activities to be carried out.

Implementing- is the actual process of putting the plan into action, monitoring and making adjustments, if necessary.

Evaluation – is appraisal of the entire management procedure – checks how effective the resources have met the goals. Answers to following questions are provided through the evaluation process:

- a) Has the need been met?
- b) If so, to what extent?
- c) Any mistake or problems encountered?
- d) How problems can be avoided for the future?

Decision-making is necessary at each stage of management process.

Decision – Making - is the action taken in selecting from alternative courses of action – it involves a mental process. E.g. what equipment to purchase etc.

Steps in decision making include:

- a) identifying the problem e.g. to prevent food wastage you may decide to purchase refrigerator-freezer
- b) obtaining information and searching for alternatives e.g. information on different brands (makes) and prices of refrigerator.
- c) Considering consequences of each alternative by listing advantages of each alternative.
- d) Selecting an alternative – after considerations in step c above, the alternative considered as best is selected.

Self-Assessment Exercise

Recall a decision you made recently. Describe how you arrived at taking the decision. Did it follow the steps enumerated here?

What is Home Management?

Home Management is defined as the process of using the family's resources to meet the family's needs or goals. Family resources are limited, therefore, must be used wisely to meet as many needs as possible.

Good Home Management practices results in improvement of the quality of living and happiness in the home.

In the home as in business, good planning is essential to easy running. To run a home properly is an art, and a highly skilled one. Thus running a home is a skilled job and an important one. In fact having a mind trained for some sort of specialist's work is a distinct asset, for it teaches you how to think, plan, and how to carry out work efficiently without undue fatigue and loss of time and energy. If one brings in goodwill, interest and energy to the study and practice of domestic art, and to learning the different techniques, which need to be mastered, one is well rewarded in terms of pleasure and happiness.

Home Management is the natural outgrowth of human association in the home environment. As soon as family is established and the persons begin working together for a common purpose, a need arises; for the development of a plan of action, for the delegation of responsibilities and for organizing and controlling, the use of human and material resources of the home. Because of the multiplicity of the problems that must constantly be solved and the decisions that must be made, management becomes one of the major responsibility of family living.

Home management is the administrative side of family living. It involves decision-making that leads to action. It is the means of accomplishment. It makes use of findings of science and knowledge of the different aspects of family life-economics, social, psychological, spiritual and technological. It applies this knowledge to the use of family resources, to meet living situations, to solve problems and help resolve conflict. In short, home management is the planning, controlling and evaluating the use of resources available to family for the promotion of the satisfaction of the family.

4.0 Conclusion

Management in general terms is the process of planned activities that involve utilization of resources directed towards accomplishing desired goals.

Values, resources, needs, likes and dislikes, standards and goals are motivators of Management. The Management Process involves the steps of planning, organizing, implementing, and evaluation.

Home Management is defined as the process of using the limited family resources to meet the family's needs or goals and thus improve the quality of living in the family. In the home as in business good management is essential to achieving the desired goals.

5.0 Summary

In this unit Management has been defined in general terms. The motivating factors of Management have been examined and the steps involved in management process have been enumerated. Home Management has been defined, and the importance of good management of family resources has been discussed.

6.0 Self-Assessment Exercise

1. Define Home Management
2. Why is management considered one of the most important factors in family living?
3. List the motivators of management
4. Explain the steps involved in Management Process.

7.0 References/Further Reading

Anyakaoha, E. and Eluwa M. (1986). *Home Management for Schools and Colleges*. Africana – FEP Publ. Ltd.

Mullick, P. (2003). *Textbook of Home Science*, Kalyani Pub. New Delhi.

Unit 4 Scope of Home Economics – Home Management II

1.0 Introduction

In this unit we shall move on to examine one of the sub-divisions of Home Management that is child care and family relations. Child care is an area of specialization involving child development and developmental psychology.

Child development refers to a period of development of a human organism when development is both rapid and maximum. As children are the wealth and future of a nation, it is imperative that we seek ways and means to make this development rich and healthy, so that we have a mature adult, drawing upon their potential to build a strong and wealthy nation. In order to achieve this we must lay the foundation in the early years provide an atmosphere conducive to the well-being and healthy development of children. The child learns and masters skills, develops attitudes and beliefs, and becomes a social member of his group. What he learns and how quickly he masters the accepted or rejects the undesirable is largely determined by the help and environment that is available to him.

In the early years of life. Developmental psychology examines the impact of maturational processes and experience on behaviour.

Family is an important social network because the members of the family constitute the child's first environment and are the most significant people during the formative years.

If the members interact with each other in a harmonious pattern, the child will feel more secure and confident of himself. This will develop him into an integrated person. Study in family relations is therefore all important.

2.0 Objectives

At the end of this unit, you should be able to:

- state the contents of child care in the context of Home Economics
- define child development and child developmental psychology
- explain the three processes underlying development
- enumerate the advantages of studying developmental psychology
- list chronological order of the main expected developmental tasks of childhood
- discuss how family relationships in early childhood affect the future development and behaviour of the child.

3.0 Main Content

We shall consider in this unit three phenomena of child care and family relations (a sub-division of Home Management) – i.e. child development, developmental psychology and family relationships.

3.1 Child Development and Psychology

The term development is said to be difficult to define due to its intricacies. However, it is generally agreed that development is defined as the continuous and systematic changes in an individual's capacity for greater facility to function, or otherwise, from the stage of conception to death.

Development follows an orderly genetic sequence. The developmental order to be is due, primarily, to heredity growth factors. It follows a set pattern or sequence specific to a particular species. Thus if a child cannot perform one task of a known developmental series, it is unlikely that he will not be able to do one that regularly develop later. There are wide individual differences in developmental patterns and one cannot be content with averages. Rate of development may be rapid and follows a particular series, but still individual differences exist. Relative development rates of individuals tend to remain constant from infancy to maturity.

3.1.1 Processes of Development

Three important processes underlie development. They are growth (physical development in size, height etc), maturation (his inherent abilities and potentialities as contained in genes), and learning (process in which experiences produce permanent change in behaviour). Curiosity is normal in a developing child and creative behaviour is prominent.

Complex behaviour pattern as evident on maturity is the synthesis and integration of smaller elements. Development is a process of both differentiation and of integration. It is a matter of building up larger processes from smaller ones. Most skills demand selection and reorganization with other responses to form a new pattern. Thus differentiation and integration play a parallel role in development (Mullick 2003).

Expected development tasks of childhood include the following:

- (1) Learning to walk.
- (2) Learning to take solid food.
- (3) Learning to talk.
- (4) Learning to control elimination processes of body waste.
- (5) Learning sex differences and sexual modesty.
- (6) Achieving physiological stability.
- (7) Forming simple concepts of social and physical reality.
- (8) Learning to relate oneself emotionally to parents siblings, peers and other people.
- (9) Learning to distinguish right and wrong and developing consciousness.
- (10) Preparation and participation in formal education in schools and other institutions.

3.1.2 Developmental Psychology

According to Fayombo (2004) Developmental psychology is a field of psychology that examines the impact of maturational processes and experience on behaviour and it is said to be the largest multidisciplinary fields in the science of development in which home economists share interest. It is a study that encompasses child psychology, adolescent psychology, and psychology of aging development and psychology are the cognitive, emotional, physical, and social during the different stages of childhood.

Four advantages of studying developmental psychology are advanced as helping to do the following:

- 1) Knowing what to expect as typical normal development
- 2) Responding appropriately to children's actual behaviour
- 3) Recognizing when humans are deviating from normal behaviour.
- 4) Making individuals understand themselves by bringing their past experiences to play.

3.2 Family Relations

You will recall that at the beginning of this unit we stated that the family is an important social network and constitutes the child's first environment and family members are the most significant people during the formative years. Family members interact with each other, if the interaction is favourable it strengthens the relationships, and vice versa. The developmental psychology of a child is affected by the family relationships.

Thus child who are products of unfavourable relationship between the parents tend to have unfavourable parent-child relationship also. Such children feel insecure, deprived of affection and grow into poor adjusted adults. But children belonging to parents who have a happy and harmonious relationship with each other grow into constructive persons, better adjusted with self and others and view marriage favourably.

In short any influence inside or outside the family that affects the harmony of the parent's relationship will affect the relationship of the parents with the child.

A wholesome relationship between the parents tend to develop a favourable attitude towards the children. Happy well-adjusted parents develop healthy relations not only with each other, but with their children too. And in this environment of healthy interpersonal relationships in the family, the children grow into happy, friendly and well-adjusted adults. Such children are free from anxieties and tension and they enjoy a happy childhood.

The important factors that cause wholesome relationship between the parents are given below: -

- Respect, consideration and affection for each other.
- Sharing of common aspirations and goals.
- Understanding of each others needs.
- Satisfying each others needs.
- Respect for each other's different points of view.
- Sharing of leisure time, interest and activities.

Self-Assessment Exercise

Identify 2 factors that can strengthen family relationships, and 2 others that have negative effects.

4.0 Conclusion

Home Management is a multidisciplinary field of Home Economics. One of the sub-divisions of Home Management is child care and family relations. Child care is an area of specialization involving child development and developmental psychology. Development

takes place from the “womb to the tomb” – i.e. throughout life. Study of human development and psychology is advantageous in furnishing us with standards in development so that aberrations can be identified, or explained. Family relations is important to the effect that, being the child’s first environment, his development and behaviour throughout life are highly determined by family relationships in his early childhood.

5.0 Summary

In this unit child development and developmental psychology have been defined and the elements of development highlighted. Expected development tasks of childhood was listed. Advantages of studying developmental psychology were enumerated, family relations are explained as interaction between members. The fundamental influence of family relationships (favourable or otherwise) on the future development and behaviour of the child was discussed.

6.0 Self-Assessment Exercise

1. Define child development and child developmental psychology.
2. List and explain the three processes of human development.
3. Why study child developmental psychology?
4. Discuss 3 factors in your culture that contribute negatively to family relationships.

7.0 References/Further Readings

Anyakaoha, E. and Eluwa M. (1996). Home Management for Schools and Colleges. Africana – FEP Publ. Ltd.

Fayombo A (2004). Human Development Across Life Span (A Basic text in Developmental Psychology). Alafas Nig. Co. Ibadan.

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Unit 5 Scope of Home Economics – Home Management III

1.0 Introduction

In this unit we shall proceed to examine a second sub-division of Home Management – i.e. Consumer Education and Family Finances. This area of study enables the individual or homemaker to make informed decisions as to how, when, or where to consume needed goods and services within the available family resources.

You will recall that in Unit 9, decision making was said to be a very important process in Management. In the process we shall also look at information on some elements of Economics and Purchasing Practices available to the consumer in order to maximize skills in appropriating the family finances.

2.0 Objectives

At the end of this Unit, you should be able to:

- define consumer and consumer education.
- enumerate the benefits of consumer education.
- define “market”, list, and explain the various types of market.
- list the sources of consumer information.
- describe common purchasing practices and discuss their merits and demerits.
- discuss the consumer programmes organized by government or by the community.

3.0 Main Content

We are very familiar with the word, consumer. If you have never come across this word, look it up in a dictionary – it will probably define consumer as “use up”. A consumer is an end-user of a product or service to satisfy personal, family, or corporate needs or wants.

Consumer education is the process of helping individuals become informed consumer. The individual will possess the necessary knowledge, skills, and attitudes required to know his rights, discern information, and consume intelligently within their available resources (Mullick 2003). Infact the principles of consumer education is where, when, and how to buy.

3.1 Importance of Consumer Education

Consumer education enables:

- (1) Consumer know his/her rights – the right to safety of services and goods, to information about goods and services he is paying for, to choose what he wants (not forced), and the right to be heard (i.e. express his views about the goods and services).
- (2) Consumers discern or assess information on products and services (e.g. expiry date of products, rating of services etc).
- (3) Knowledge on how, when or where to buy goods or services – considering the forces of economics prevailing.
- (4) Best value for money.

- (5) Elimination of waste in consumption.
- (6) Protection of consumers against dangers arising from sharp practices of sellers.

3.2 Markets and Purchasing Practices

The consumer must have knowledge of market system and purchasing practices.

Market refers to all the activities in the process of exchange between buyers and sellers.

There are different types of market:

- Labour market, which deals with exchange of human labour.
- Consumer goods market (could be wholesale transactions made in large quantities or retail – transaction made in small quantities) of manufactured or agricultural products.
- Financial market deals with money exchange e.g. money borrowing or lending for profit, equity shares sales or buying.

3.2.1 Market Agents

Knowledge of the market agents of goods or services and how they operate would guide the consumer on how to buy:

- Consumer agents (distributors) get goods and services from producers to the consumers. He may be a wholesaler (who sells in bulk) or a retailer (who buys in bulk from wholesalers and sells in small quantities to the consumer).

Retailers in turn could be of two types:

- Small-Scale retailers e.g. hawkers, market place and roadside stall holders.
- Large-Scale retailers e.g. supermarkets, departmental stores.

Purchasing from wholesalers is more cost-effective than purchasing from retailers, but the former ties down family finances and makes it unavailable for other competing goals. Now a decision has to be made!

3.2.2 Purchasing Practices

At this stage it would be good to consider some purchasing practices and assess briefly their merits and demerits:

- Market survey involves the study of the prices of commodities from a number of market places and shops at different periods of years. This practice helps to identify places where specific goods are cheaper, show periods of the year specific items are abundant and afford the researcher encounter different brands of goods during the survey.
- Bulk purchasing is the process of buying a commodity in large quantities. Recall wholesaling. This practice saves money, and eventually energy and time.
- Hire purchasing is an arrangement in which there is an agreement to hire goods for a specified period of time for a nominal sum e.g. cars hire. The consumer can enjoy car services for the required short period without having to pay the huge amount required for car purchase. However, hire purchasing usually is the case whereby goods are hired and paid for instalmentally. The advantage for the consumer is that he can take possession and right to the use of the good on the payment of only a small deposit. It, however, comes with the disadvantages that buyers may be tempted to buy beyond

their financial resources; the article eventually becomes more expensive because hire purchasing comes with charged interests.

- Impulsive buying is the act of buying on the spur of the moment without previous plan or budgeting. This purchasing practice leads to money wastage and probable neglect of necessities which in turn can lead to conflicts in the home. However, this purchasing practice may provide a rare chance of obtaining a scarce commodity or of purchasing at a lower rate e.g. sales in a departmental store.

3.1 Sources of Consumer Information

Information on goods and services to be purchased acts as guide to better buying. Sources of consumer information include:

- 1) Consumer's own experience and that of his/her associates (friends, colleagues etc), although this is very limited.
- 2) Advertisement through print and electronic media, posters, and billboards. Advertisement can be informative or persuasive.
- 3) Sales agent or staff of the manufacturer or service provider.
- 4) Manufacturer's leaflets or labels on goods.

3.2 Money Management

Money is a material resource used to buy goods and services we need. Money management is an organized process of allocating money to achieve specified goals. Good money management will enable us purchase more and hence meet our needs.

There are principles guiding household money management but we shall examine some major aspects of monetary planning: i.e. budgeting, savings, insurance and investments.

Household Budgeting

Household budgeting is the plan for future expenditure of a given household. Budgeting offers the following advantages:

- 1) Helps to avoid use of limited family money for important items.
- 2) Allows expenditure of family income to be seen in perspective.
- 3) Enables making of decisions as to what to be included or omitted.
- 4) Helps to avoid or limit impulsive buying.

Good money management ensures economic security of the family – that is the family's ability to meet their present needs and still make provision for the future. Savings, insurance, and investment are means of provision for economic future of the family. Savings offers the following advantages:

- 1) for meeting future emergencies.
- 2) Could serve as sold income after earning cease e.g. retirement, or loss of job.
- 3) Can be use for investment or to increase wealth.

Savings could be through having accounts in commercial banks, traditional savings in which a group of people (co-workers, co-traders, friends etc) contribute some amount of money on regular basis, and the contributed money is collected by a member on rotating basis.

Insurance is the payment of an amount of money by an individual to an organization on the common understanding that in specified circumstances (e.g. fire, burglary, accident, death etc) that amount of money or usually more would be paid to the insured by the insurer.

Investments essentially mean the process of plunging money into venture that would yield profit. In this sense savings and insurance are indirect means of investing. Other types of investment include holdings shares and stocks in organization, obtaining loans from mortgage banks for investing into housing project or profit-yielding businesses. The actual content of these phenomena will be fully examined when family finances are studied as a course.

3.3 Consumer Programmes

Consumer programmes are those organized by government or community to protect and serve the interest of the consumer through ensuring safety of goods and services, or obtaining goods and services at reasonable prices, or obtaining goods when and where so desired.

Such consumer agencies include:

- I) Government agencies for control and regulations of consumable items, e.g. the Standard Organization of Nigerian, and NAFDAC (National Agency for Drug Administration and Control). These Agencies ensure safety consumption of the commodities by ensuring that manufacturers comply with government policy and standards.
- Community programmes which function through co-operative societies (business organizations formed by people within a community who have similar interests. Following are 3 types of co-operative societies:
- Producers' Co-operatives are association of producers of a product e.g. farmers, women dress makers etc, who sell their pooled products at designated period and venue and then share the profits.
- Consumer Co-operatives are organizations that are formed for the welfare of member consumers. Goods are bought at wholesale rate and retailed to members at lower retail prices than normal market values.
- Credit and Thrift Co-operatives are associations similar to consumers co-operatives, but also involved in giving loans to members at lower rates than regular finance houses, while non-members pay higher rates.

4.0 Conclusion

Consumer education and Management of the family finances is the process of helping individuals become informed consumers with the necessary knowledge, skills, and attitudes required to know his rights, discern information and consume wisely within the available family finances.

Market refers to all activities in the process of exchange between buyers and sellers and include the labour market, consumer goods market, and financial market.

Knowledge of market agents and their operations would guide the consumer on how to buy.

Purchasing practices such as market survey, bulk purchasing, hire purchasing, and impulsive buying have their merits and demerits. Sources of consumer information includes his own manufacturers leaflets or labels on goods.

Consumer programmes by government, and the community exist that seek to protect the consumer's interest and ensure safety of goods and services at reasonable prices when and where so desired.

5.0 Summary

Consumer education has been defined, importance of consumer education was enumerated, types of market and market agents were discussed. Sources of consumer information were listed, while merits and demerits of certain purchasing practices were examined. Examples of consumer programmes by government and by communities were mentioned.

6.0 Self-Assessment Exercise

1. What is consumer education and of what use is it to the homemaker?
2. List the sources of consumer information.
3. Describe 2 purchasing practices of the consumer and discuss their merits and demerits.
4. Discuss the activities of one governmental agency and one by the community which has as its aim the service of the consumer's interest.

7.0 References/Further Readings

Anyakoha, E. and Eluwa, M. (1996). Home Management for Schools and Colleges. Africana FEP Pub. Ltd.

Mullick, P (2003). Textbook of Home Science. Kalyani Pub., New Delhi.