

Household Endowment and Adolescents' time Allocation to Chores in Rural Areas of Ogun State, Nigeria

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Abstracts: This study examines the relationship between household assets and demographics as well as adolescents' time allocation to school attendance and helping in household chores. We found that overtime, patrimonial society has positively influenced girls in Nigeria by spending more time on school works. The study found that commitment to educational achievement of adolescents is household assets sensitive. The study also revealed that human capital development in Ogun state is improving, most importantly girls' education but recommend more aggressive building of schools close to the settlements and encouragement for compulsory early school enrolment because the time allocation to studies becomes lower as the adolescents' age increases.

Keywords: adolescents, household assets, household chores, rural endowment, time allocation.

Introduction

Educational achievement is regarded as one of the most important predictors that may contribute to children's future economic well-being (Zhan, 2005). Previous studies have identified the impact of parental characteristics, such as family income and parental education, on children's educational outcomes (Axinn et al., 1997; Duncan et al., 1998; Duncan et al., 1994). These studies have emphasized household income as the main determinant of education. However, recent development especially in the developing world has differentiated income from household assets. Some empirical studies (Page-Adams & Sherraden, 1997; Scanlon & Page-Adams, 2001) have also found that assets holding has independent effects on children educational attainment. Furthermore, there are important distinctions between income and wealth. Basic empirical patterns has shown that wealth inequality is generally more skewed than income inequality (Wolff, 2000).

Recent estimates show that the sub-Saharan Africa region accounts for 52% of the global out-of-school children. 22% of primary school age children in sub-Saharan African were out-of-school (GIOSC-Nigeria, 2012). Nigeria's Demographic and Health Survey (NDHS) data for 2008 in fact show that some 7.3 million children of primary school age were out of school. When the junior secondary school component is taken into account, the out of school children (OOSC) problem becomes even larger, with wide regional, geographical and gender disparities across the country. Among 38,061,333 children aged 5-17 years covered in a survey, 39.4 per cent were outside the school system (UNDP, 2009). Approximately, 13.1% engaged in economic activities, 26.3% were domestic helps; only 57.5% concentrated on their schooling alone (UNDP, 2009).

Different countries have developed strategies to meet MDG goal by 2015 but the growing numbers of adolescents out of schools is a concern. Approximately 67 million young adolescents are estimated out of school with no significant gender inclination globally (EFA-GM report, 2015). Studies have commonly treated education as an investment as the basis for analysing the reason why some students leave school earlier than others especially older students. High school students decide whether to drop out or stay by weighing the expected rewards from obtaining a degree against the effort required to get it (Oreopoulos, 2006). Time and its uses are expected to have significant effect on young adults' educational attainment and the development of gendered roles within families (Hsin, 2007). Adolescence is an ideal developmental stage at which to examine the potential impact of social change on family relationships and values, particularly the tradition of family obligation. By the teenage years, most children have

developed the capacity to provide direct support to their families. Available job and household's livelihood activities in sub-Saharan African gives insights on how many of the adolescents use their time. This study was set to examine time allocation to household activities and school attendance and the influence it has on adolescent educational attainment.

Methodology & Analytical methods

The study was carried out in Ogun state, South West Nigeria. Primary data was collected through personal interviews, using structured questionnaire. A systematic random sampling technique based on every third house were employed to select 102 households in the study area (Odeda LGA, Ogun State) out of which 95 that were adequately filled were used in the analysis. Five communities in the study area were randomly selected. These were Alabata, Camp, Odeda, Obantoko, Osiele and Olodo communities.

Household heads, including the father and mother were interviewed and the first adolescent that the enumerators come in contact with in the household was also interviewed. Each respondent was asked the time spent on household chores and other activities in the previous week. The data collected also include the household income and the assets owned by the households. The assets taken into consideration were land ownership and some few essential household assets such as bicycles, radio/television which were converted to Naira per household. The household's chores are time spent on farm, time spent on vegetable garden, cooking, water fetching, and time spent on other non-agricultural businesses.

The influence of household wealth on the time spent in both school and household chores were also captured by the asset tercile. The estimation of the human capital development determinants are guided by the familiar Household Economics model of household decision making as pioneered by Becker (1965) and, in particular, the extensions to the model described by Strauss and Thomas (1995).

Results and Discussion

The first section of the result which is the household's demographic characteristics of both adolescents and the parents are shown in Tables 1 and 2. The second section which is the adolescents' time allocation to household chores as well as the impact of assets tercile on educational attainment is shown in Table 3.

Household Socio-economic characteristics

The socio-economic characteristics of the households and the adolescents sampled are presented in Tables 1 and 2. The distribution of the respondents (adolescents) according to their age, sex, and grades are presented in Table 1. Approximately 23% of the adolescents were in the early adolescent age bracket while 77% are in the late adolescent age bracket. Adolescent boys (10-14 years) formed 11% of the total adolescent respondents sampled, while girls in the same age bracket represented 13%. In older adolescents' age bracket (15-19 year), both boys and girls accounted for 70% of the total adolescent interviewed. Girls above 19 years however represents one percent of the sampled population. Male adolescents accounted for 47% of the total interviewed while 53% respondents are female.

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Table: 1 Distribution of Adolescents by Socioeconomic characteristics in Odeda Local Government Area.

| Age (Years) | Frequency | Percent (%) |
|------------------|-----------|-------------|
| 10 | 2 | 2.10 |
| 12 | 1 | 1.10 |
| 13 | 11 | 11.60 |
| 14 | 9 | 9.50 |
| 15 | 22 | 23.50 |
| 16 | 11 | 11.60 |
| 17 | 12 | 12.60 |
| 18 | 16 | 16.80 |
| 19 | 9 | 9.50 |
| 20 | 1 | 1.10 |
| Total | 95 | - |
| Boys (10-14) | 11 | 11.50 |
| Girls (10-14) | 13 | 13.60 |
| Boys (15-19) | 35 | 36.82 |
| Girls (15-19) | 35 | 36.82 |
| Girls (above 19) | 1 | 1.10 |
| Total | 95 | - |
| Sex | | |
| Male | 47 | 49.47 |
| Female | 48 | 50.52 |
| Total | 95 | - |
| Grades | Frequency | Percent |
| Primary | 1 | 1.10 |
| Jss 1 | 10 | 10.50 |
| Jss 2 | 14 | 14.70 |
| Jss3 | 16 | 16.80 |
| Sss 1 | 18 | 18.90 |
| Sss 2 | 20 | 21.10 |
| Sss 3 | 14 | 14.70 |
| Post secondary | 2 | 2.10 |
| Total | 95 | |

Source: Field survey

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Table 2: Household Demographic characteristics

| Demographic characteristics | | Household Head | |
|-----------------------------|--|----------------|----------------|
| 1. Sex | | Frequency | Percentage (%) |
| a Male | | 75 | 78.90 |
| b Female | | 20 | 21.10 |
| Total | | 95 | |
| 2. Age (Years) | | | |
| a 20-29 | | 2 | 2.20 |
| b 30-39 | | 14 | 14.90 |
| c 40-49 | | 40 | 54.80 |
| d 50-59 | | 24 | 25.50 |
| e 60-69 | | 15 | 15.80 |
| Total | | 95 | |
| 3. Marital status | | | |
| a Married | | 88 | 92.60 |
| b Divorced | | 3 | 3.20 |
| c Widow | | 3 | 3.20 |
| d Widower | | 1 | 1.10 |
| Total | | 95 | |
| 4. Father's education | | | |
| a No formal education | | 21 | 22.10 |
| b Primary education | | 40 | 42.10 |
| c Secondary school | | 17 | 17.90 |
| d Post secondary school | | 17 | 18.00 |
| Total | | 95 | |
| 5. Mothers education | | | |
| a No formal education | | 22 | 23.20 |
| b Primary education | | 42 | 44.30 |
| c Secondary education | | 20 | 21.10 |
| d Post secondary education | | 11 | 11.60 |
| Total | | 95 | |

Only 1% of the adolescent interviewed are in primary school while 42% were in classes between Junior Secondary Schools grades 1-3 (J.S.S 1-3). The study observed that 55% were in Senior Secondary School grades 1-3 (SSS 1-3). Similarly, only 2% of the interviewed adolescents were in post-secondary school level. Furthermore, 22% of the fathers have no formal education or are illiterates, 41% attended primary school, 18% were secondary school graduates, while 16% percent attending up to post-secondary level. On the other hand, 23% of the interviewed mothers in the household had no formal education while 43% finished primary school education and approximately 12% had education up to post-secondary level. Giving this scenario, adolescents' education is expected to be positively correlated with parents' level of education.

Furthermore, Table 2 provides the summary of the households and household head characteristics of the studied population. Majority (78.90 %) of the household head were male. The presence of the household heads at home is expected to have a positive influence on the participation of the adolescents in the household chores most especially the boys in farming activities. It is also expected to ensure more participation of girls in household chores like cooking and fetching of water. Approximately, 72% of the household heads aged between 20-49 years which indicated that majority of them were still in prime productive age. On the aggregate, the mean age of the household head was 48years. This implies that given adequate opportunities and resources, the household heads have the

potential to meet the educational requirements of their children. Similarly, 88% of the household heads were married, 3% divorced, 3% widow and 1% was a widower.

Adolescents' time allocation to household activities

The information from Table 3 indicates that time spent in school is by far the highest for the adolescents. However, older adolescent boys drastically reduce the time they spend in school compared with their younger brother. This is necessary for them to spend more time on household farm because of their age and the need to help parents monitor farming activities. It is evidently clear that the adolescents in the study area spend most of their time in school. Averagely, girls within the age bracket 10-14 years spend 7.85 hours/day in school. This is higher than the numbers of hours spend in school by boys in the same category of age. Boys within the age bracket of 10-14 years spend 6.22 hours/day in the study area. On the other hand, boys in the age bracket 15-19 years spend more time in school than their female counter part in the same age bracket (see figure 4.5) boys in age bracket 15-19 years spend 7.13 hours/day while daughter of the same age bracket (15-19 years) spend average hours of 6.75 hours/day in school. Averagely, girls spend more time in school (7.30 hours/day) while boys spend less time in school (6.67 hours/day) in the study area.

Table 3: Household's assets and adolescents time allocation to household's chores and school attendance.

| Types of Household member and age/ assets tercile | Own farm | Tend vegetable garden | Household chores | Other business | School attendance | Total hour |
|---|----------|-----------------------|------------------|----------------|-------------------|------------|
| Girls (10-14) | 3.63 | 0.00 | 1.50 | 0.00 | 7.85 | 12.98 |
| 1 | 0.00 | 0.00 | 1.25 | 0.00 | 9.25 | 10.50 |
| 2 | 5.00 | 0.00 | 1.75 | 0.00 | 6.65 | 13.40 |
| 3 | 2.25 | 0.00 | 1.50 | 0.00 | 7.72 | 11.47 |
| Boys (10-14) | 1.58 | 0.00 | 1.08 | 0.00 | 6.22 | 8.88 |
| 1 | 0.50 | 0.00 | 1.25 | 0.00 | 6.50 | 8.25 |
| 2 | 0.00 | 0.00 | 1.00 | 0.00 | 6.50 | 7.50 |
| 3 | 2.67 | 0.00 | 1.00 | 0.00 | 5.67 | 9.34 |
| Girls (15-19) | 0.60 | 0.35 | 2.55 | 0.37 | 6.75 | 10.62 |
| 1 | 1.17 | 0.00 | 2.58 | 0.00 | 7.17 | 10.92 |
| 2 | 0.08 | 0.00 | 2.00 | 0.09 | 7.00 | 9.72 |
| 3 | 0.55 | 0.35 | 3.09 | 0.65 | 6.09 | 10.73 |
| Boys (15-19) | 0.53 | 1.33 | 1.54 | 0.30 | 7.13 | 10.83 |
| 1 | 0.08 | 1.08 | 1.50 | 0.00 | 6.50 | 9.16 |
| 2 | 0.83 | 0.25 | 1.87 | 0.00 | 8.53 | 11.48 |
| 3 | 0.73 | 0.00 | 1.27 | 0.30 | 6.36 | 8.66 |

1 is the lowest assets tercile

Asset tercile and Adolescents' time allocation to household activities

The socio-economic characteristics of the farming households showed that majority were headed by males with its impact on decision making. The study observed that majority of the household heads were in their active stages with ability to provide for their family if endowed with resources. Analysis of time spent in the sampled households revealed that girls in early adolescent age bracket 10-14 spent the highest hours on schooling activities, most importantly in the lowest asset category. This situation is plausible because of the prevailing inheritance norms where females are not considered in sharing. This might have influence girls getting serious with their studies early enough.

The study revealed that older adolescent boys drastically reduce the time they spend in school compared with their younger brother. This is necessary for them to spend more time on household farms because of their age and the need to help parents monitor farming activities. It is evidently clear that the adolescents in the study area spend most of their time in school. The time spent by the adolescents on farming activities is negligible compared to the time spent on the farm by the father and mother. The reason for this is that 88% of the adolescents go to school five days in the week at an average hour of eight hours/day. They only have to work on the farm on Saturdays or any week day when there is more work on the farm. This situation is further explained by the fact that only 20% of the household took farming as main occupation while approximately 79% of the household heads engage in non-farming activities as their main occupation. Averagely, girls within the age bracket 10-14 years spend 7.85 hours/day in school. This is higher than the numbers of hours spend in school by boys in the same age category.

Boys within the age bracket of 10-14 years spend average 6.22 hours/day in school in the study area. On the other hand, boys in the age bracket 15-19 years spent more time in school than their female counter part in the same age bracket. Boys in age bracket 15-19 years spend 7.13 hours/day while girls of the same age bracket (15-19 years) spent average hours of 6.75 hours per day in school. Averagely, girls spent more time in school (7.30 hours/day) while boys spend less time in school (6.67 hours/day) in the study area. The study revealed that as adolescents' age increases, both boys and girls spent less time in school as the households' assets increases.

Conclusion

The study showed current dynamics and trends involved in the education attainment and drop out tendencies of adolescents in agrarian communities in Odeda local government of Ogun State, Nigeria. The new trends showed that young girls are responding well to the changes in the socio-economics dynamics and willing to adjust to the reality of African society on inheritance. The study revealed that human capital development in Ogun state is improving, most importantly girls' education but recommend more aggressive building of schools close to the settlements and encouragement for compulsory early school enrolment because the drop-out rate becomes higher as the adolescents' age increases.

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