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## ATTITUDINAL EFFECTS OF BENEFICIARIES INVOLVEMENT ON LAGOS STATE EMPOWERMENT AND RESOURCES NETWORK PROGRAMME IN CATERING SKILLS.

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### **Abstract**

*The study investigates attitudinal effects of Beneficiary Individuals on Lagos State Empowerment and Resources network Programme in Catering Skills. Two research questions and hypotheses were formulated for the study. Lagos state Empowerment Vocational Centres were used. Multiple sampling techniques was used in selecting 60% of L.E.A.R.N and 40% Ministry of Women Affairs Centres. 150 respondents were used to answer a well structured and validated questionnaire. 5-Likert scale questionnaire was used for the research questions. Descriptive statistics of frequency, percentages and mean were used to describe the data. Inferential statistics to test the null hypotheses was pearson product moment correlation. The data revealed some findings. Conclusion was drawn. Based on the findings, recommendations it was suggested that the beneficiaries in catering L.E.A.R.N Vocational Centres should be supported with more incentives.*

**Keywords:** Attitude, Effect, Involvement, Beneficiary and Catering skill.

### **Introduction**

The Nigerian Government introduced various programmes aimed at improving the lives of people. Different agencies were set in motion. Among them is the National Directorate of Employment that was established in the year 1986. It comprises of various programmes that are meant to impact knowledge and skills that will bring sustainable living to the people in the society. Non governmental agencies embarked on various programmes also. This is to assist in self employment in preference to wage employment. In line with this, Lagos State Empowerment and Resources Network Programme (L.E.A.R.N), a non – governmental organization and non-profit initiative structured to provide viable alternative platforms for young people to learn in dynamic and exciting environment was established. L.E.A.R.N's mission is to groom young leaders and to make them socially confident, responsible, responsive and self reliant through exposure to wholesome education, vocational skills and recreational activities. As a result oriented and purpose driven organization L.E.A.R.N have various programme. Some of the several programmes designed to realize the objectives are listed below:

1. Training of trainers
2. Induction of volunteers
3. Excursion visits
4. Time out with youth
5. After school programme
6. Youth empowerment programme
7. Employability Training Programme

8. L.E.A.R.N telephone helpline service
9. Indigent scholarship scheme
10. Vocational skills and training programme
11. Partnership with cooperate organization
12. Open day for sponsors
13. Collaboration with Lagos State Government for children (Nigeria Institute for Social and Economic Research 2009)

The catering aspects of vocational skills provide the beneficiaries with the knowledge required in carrying out practical in catering services activities such as : Family food processing, Food preparation; Wedding, Naming, Anniversaries, all manners of parties, Basic principles of health, Nutrition, Food handling and storage. This is necessary as it facilitates retention of knowledge in vocational skills and subsequent application of such knowledge (Adeyemo 2009). Obudu (2008) pointed out that young people often achieve a great deal of satisfaction from the outcome of practical activity. This feeling of satisfaction assist to increase their self-esteem and confidence. Akinbode (2001) and Oguh (2007) asserted that high and moderate level of involvement in catering activities will assist them to be self reliance. Involvement and competency in catering skills will make the beneficiaries become entrepreneurs (Akinsola 2010).

According to Yusuf and Soyemi (2012), they explained why vocational education and training is widely acknowledge for its vital role in preparing people for active engagement in occupations of utilitarian value. It has been identified globally as one of the most effective source of skilled work force. Ekong (2013) and Olaitan (2001) opined that this programme is an income generating, prospect, self sustaining and its contribution to improving the standard of living of families as well as reducing the problem of unemployment, poverty and mal nutrition is achievable. Digbori-Besmart (2006) and Baiyelo (2001) explained further that favorable attitude of the programme is expected to lead the beneficiaries to better involvement. In addition, it would encourage and increase the number of enrolment of interested people in this vocation. It is on this platform that the attitude and involvement of L.E.A.R.N Beneficiaries was investigated on catering skills.

### **Objective of the Study**

The broad objective of the study is to investigate attitudinal effects of beneficiaries' involvement on Lagos State Empowerment and Resources Network Programme in Catering Skills.

Specifically, this study sought to:

1. Determine level of involvement of beneficiaries on Lagos State Empowerment and Resource Network Programme in Catering Skill.
2. Investigate the attitudinal effects of L.E.A.R.N catering skills.

### **Research Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance

HO<sub>1</sub>: There is no significant relationship between the level of involvement of participants and Their performances in catering training unit of L.E.A.R.N

HO<sub>2</sub>: There is no significant relationship between the attitude of the beneficiaries and their Involvement in L.E.A.R.N catering skills.

### **Methodology**

**Study Area:** The study was carried out in Lagos. It is a Yoruba speaking environment. The socio-cultural melting pot attracting people from all parts of the country and foreigners alike. According to National Population Commission (2010), Lagos State population was five million, seven hundred and twenty-five thousand, one hundred and sixteen (5,725,000,116) people. Lagos State has six educational districts which are: Agege, Eti-osa, Ikoyi, Lagos-mainland, Amuwo-odofin and Oshodi districts.

**Population:** The population was made up of one hundred and fifty (150) beneficiaries. It includes secondary and post secondary schools and Lagos state Empowerment and Resource Network Programme from the seven (07) centres: Surulere, Egbeda, Ijebu-Lekki, Agidingbi, Lagos Island and Mushin Districts.

**Sample and Sampling Technique:** Multi-stage sampling techniques was used in selecting respondent. Seven (7) skills acquisition centres of L.E.A.R.N are used. In addition, seventeen (17) skill acquisition centres of Ministry of Women Affairs and Poverty Alleviation were used. 60% of L.E.A.R.N and 40% of Ministry of Women Affairs Centres were selected. There are thirty beneficiaries in each of the centres (180:120), 50% of them were selected randomly (90:60) which gives a total sample size of 150 boundaries.

**Instrument for Data Collection:** Primary method of data collection was used for the study through the use of well structured and validated questionnaire consisting of open and close ended questions. It was administered to beneficiaries of Catering Vocational Skill training of L.E.A.R.N and Ministry of Women Affairs Centres in the study areas.

**Validation of Instrument:** The instrument for data collection was subjected to face and content validity with the assistance of experts and researcher in Department of Home Economics and Food Science. Faculty of Agriculture, University of Ilorin, Ilorin, Kwara State.

**Methods of Data Analysis:** 5-Likert scale of strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and strongly Disagree (1) for each of the items were given. The highest obtainable score (100) and lowest obtainable score (20) were used as decision rule. Both descriptive and inferential statistics were used to analyze the collected data. The descriptive statistics used were frequency, percentages, and mean to describe the data. An index of Attitude was obtained for each of the respondents. This was used to categorize their attitude into favourable (score  $\geq$  mean and unfavourable (score  $\leq$  mean) attitude towards catering services. The inferential statistic used to test for the two (2) null hypotheses were Pearson Product Moment Correlation.

## Results

**Table 1: Level of Involvement of respondent on L.E.A.R.N in catering skills**

| Activities                        | Not Involved | Partially Involved | Fully Involved |
|-----------------------------------|--------------|--------------------|----------------|
| <b>1. Food preparation</b>        |              |                    |                |
| a) Indigenous African             |              |                    |                |
| i. Appetizer                      |              |                    | 150(100)       |
| ii. Main meal                     |              |                    | 150(100)       |
| iii. Deserts                      |              |                    | 150(100)       |
| b) Intercontinental Meals         |              |                    |                |
| i. Appetizer                      |              |                    | 150(100)       |
| ii. Main Meal                     |              |                    |                |
| iii. Deserts                      |              |                    |                |
| <b>2. Cake Baking</b>             |              |                    |                |
| i. Measuring of ingredients       |              | 2(1.3)             | 148(98.7)      |
| ii. Mixing                        |              | 1(0.7)             | 149(99.3)      |
| iii. Baking                       |              |                    | 150(100)       |
| iv. Decoration/ Icing             |              | 18(5.3)            | 142(94.7)      |
| v. Oral presentation              |              | 13(8.7)            | 137(91.3)      |
| vi. Group/ Individual Assignments |              | 3(2.0)             | 147(98.0)      |

|                                                            |         |           |
|------------------------------------------------------------|---------|-----------|
| <b>1. Small chops/ Snacks</b>                              |         |           |
| i. Measuring of ingredients                                | 2(1.3)  | 148(98.7) |
| ii. Mixing                                                 | 1(0.7)  | 149(99.3) |
| iii. Snacks design/ patterns                               | 2(1.3)  | 148(98.7) |
| iv. Frying/ Baking                                         | 2(1.3)  | 148(98.7) |
| <b>2. Others (specify)</b>                                 | 8       | 136(90.7) |
| Attendance at recreation/ events trip                      | 9(6.0)  | 141(94.0) |
| Asking questions during training                           |         |           |
| Class and recreation/ events trips                         | 9(6.0)  | 141(94.0) |
| Engagement in after class further Practice                 |         |           |
| a. Consulting other experts for                            | 9(6.0)  | 141(94.0) |
| b. Researching about training                              |         |           |
| Received as group/ individual                              | 1(0.7)  | 149(99.3) |
| c. Participation in take home group assignments /exercises | 3(2.0)  | 147(98.0) |
| Purchase of ingredients and necessary                      |         |           |
| Materials for school, group and self-practices             | 10(6.7) | 140(93.3) |

**Source;** Field Survey (2014)

Table 1 indicates the percentage distribution of respondents' level of involvement on L.E.A.R.N Catering Vocational Skills. A very large proportion of the respondents in the study area were fully involved in all the activities especially in food preparation (100%), cake mixing (99.3%) and cake baking (100%) activities. This could be due to the practical and participatory nature of teaching used by their facilitators. The study further reveal that partial involvement of respondents in activities such as oral presentation of work done (8.7%), consultation of the caterer expert for further enquiries (60%) and purchase of ingredient and necessary materials for school groups and practical (6.7%).

**Table 2: Distribution of Respondents Involvement on their Attitude towards Catering Skills**

| Attitudinal Statements                                                                                                | SA        | A         | U        | D         |
|-----------------------------------------------------------------------------------------------------------------------|-----------|-----------|----------|-----------|
| SD                                                                                                                    |           |           |          |           |
| 1. Catering involves a lot of training which is difficult to acquire                                                  | 9(6.0)    | 3         | 2(21.3)  | 109(72.7) |
| 2. Little or no capital may be require to start catering services                                                     | 62(41.3)  | 86(57.3)  | 2(1.3)   |           |
| 3. Catering is one of the best vocation that promotes self –reliance and generate employment opportunities for others | 127(84.7) | 23(15.3)  |          |           |
| 4. Catering vocation could give immediate financial returns                                                           | 61(40.7)  | 89(59.3)  |          |           |
| 5. Health hazards and fatigue associated with catering is so enormous                                                 | 103(68.7) | 4(2.7)    |          | 43(28.7)  |
| 6. Catering are prone to harassments from some clients                                                                | 148(98.7) |           | 1(0.7)   |           |
| 7. Catering is for people that love cooking                                                                           | 5(3.3)    | 65(43.3)  | 3(2.0)   | 77(51.3)  |
| 8. Catering is better practiced as part-time vacation than full time                                                  | 6(4.0)    | 57(38.0)  | 2(1.3)   | 83(55.3)  |
| 9. Competition and creativity in catering is increasing everyday                                                      | 58(38.7)  | 91(60.7)  | 1(0.7)   |           |
| 10. I am hardly proud to be a caterer since they are seen as servants by the society                                  | 3(2.0)    | 112(74.7) | 35(23.3) |           |
| 11. Caterer can help prevent food contamination illness due to their professional etiquette                           | 141(94.0) | 9(6.0)    |          |           |
| 12. With or without L.E.A.R.N, I have enough knowledge and                                                            |           |           |          |           |

|                                                                                                                                                                    |           |           |          |        |        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|----------|--------|--------|
| skill about catering practices already                                                                                                                             | 136(90.7) | 14(9.3)   |          |        |        |
| 13. Caterers are not fashionable, since they are confined to the kitchen almost all day                                                                            | 24(16.0)  | 108(72.0) | 18(12.0) |        |        |
| 14. Personal and kitchen hygiene practices are too burdensome\ to abide with every time                                                                            | 14(9.3)   | 98(65.3)  | 38(25.3) |        |        |
| 15. Catering offers the avenue to give information on nutritional and safety status of various food types and preparation methods cum hygiene practices to clients | 141(94.0) | 9(6.0)    |          |        |        |
| 16. Catering is very interesting to learn                                                                                                                          | 102(68.0) | 48(32.0)  |          |        |        |
| 17. The high technical know-how required in the operation of some catering equipment discourages me quite often                                                    | 3(2.0)    | 134(89.3) | 13(8.7)  |        |        |
| 18. Catering venture allows for proper planning and management of time and other resources                                                                         | 97(64.7)  | 53(35.3)  |          |        |        |
| 19. Catering will afford me the opportunity of meeting new people occasionally                                                                                     | 101(67.3) | 49(32.7)  |          |        |        |
| 20. Catering training is time consuming and makes me have less time to spend with my family and friends                                                            | 32(21.3)  | 110(73.3) | 4(2.7)   | 3(2.0) | 1(0.7) |

Source: Field Survey (2014)

Table 2 shows attitudinal effects of respondents on catering of L.E.A.R.N. the data revealed that 127 (84.7%) of the respondents strongly agreed that catering promote self-reliance and generate employment opportunities for others, 141 (94.07%) also strongly agree that caterer can help prevent food contamination, illness due to their profession etiquette. In addition , 141 (94%) strongly agree that catering offers the avenue to give information on nutritional and safety status of various food types and preparation method cum hygiene practices to clients, 103(68%), catering is interesting to learn and 97(64.7%) respondents see catering as a venture that allow for proper planning and management of time and other resources. In addition, 101(67.30%) of respondents strongly agree that catering afford them the opportunity of meeting new people occasionally.

**Table 3: Distribution of Respondents Based on Attitude towards Catering Activities**

N=150

| Attitude scores      | Frequency | Percentage | Mean | Standard Deviation |
|----------------------|-----------|------------|------|--------------------|
| Unfavourable (69-78) | 67        | 44.7       |      |                    |
| Favourable (78.8-87) | 83        | 55.3       | 78.3 | 4.30               |

Source: Field Survey, 2014

Table 3 shows distribution of respondents on attitude towards catering activities. The majority 83(55.3%) of the respondents had favourable attitude while 67(44.7%) had unfavourable attitude towards the catering training programme. The mean score was 78.3

**Table 4: Distribution According to Level of Involvement in L.E.A.R.N Catering Activities**

N=150

| Involvement | Score | Frequency | Percentage | Mean | Remark |
|-------------|-------|-----------|------------|------|--------|
| Low         | 36-42 | 18        | 12.0       |      |        |
| High        | 43-44 | 132       | 88.0       | 43.0 | S      |

Source: Field Survey, 2014

Table 4 shows the distribution according to level of involvement of the respondents in L.E.A.R.N Catering training activities. The involvements mean score of 43.0 was obtained. The findings also shows that majority 132(88%) of the respondents were involved in catering training skills on a high level.

**Table 5: Correlation of Respondents Attitude towards Catering Training with their Level of Involvement in Catering Services**

| Variable                | N   | r-Value | R-value | Remark |
|-------------------------|-----|---------|---------|--------|
| Attitude<br>Involvement | 150 | 0.163   | 0.046   | S      |

**Source:** Field Survey.2014.

Key: S- Significant

The result on table 5 reveals the relationship between respondents attitude towards catering training skills and their level of involvement. A positive and significant relationship ( $r = 0.3$ )  $p = 0.046$ ) existed between respondents attitude towards catering training and their post-training involvement in catering service.

### Discussion of Finding

Table 1 indicates a high level of involvement in some of the catering activities of L.E.A.R.N programme with however, partial involve in some activities. This implied that efforts and good supervision should be directed towards this area. Every beneficiaries should be given the chance to express and involve themselves fully. Yusuf and Soyemi (2012) explained that the training is widely acknowledge for its vital role in preparing people for active engagement in occupation of utilitarian value. This is necessary as it facilitates retention of knowledge in training vocational skills and subsequent application of such knowledge (Adeyemo 2009)

Table 2 revealed that majority of the respondents had favourable attitudes toward catering vocational skill programme. Olaitan (2001), pointed out that this may be due to income generating prospect of catering and its contribution to improving the standard of living of families as well as reducing the problem of unemployment, poverty and malnutrition. Although the difference between favourable and unfavorable attitude of respondents is quite minimal, this suggests that the respondent were not too varied in their attitude towards catering. The slight difference in attitude may suggest need for more orientation on the prospects and opportunities that abound in catering service. Digbori-Besmert (2006) and Baiyelo (2001) reported that a favourable attitude is expected to lead to an enhancement in catering involvement as this would encourage and further increase the number of enrolment of people interested in catering as a vocation.

Table 4 shows distribution according to level of involvement in L.E.A.R.N catering activities. This may be due to more emphasis placed on practical knowledge than theoretical knowledge for the various training activities involved in catering which could help improve their capability and hereby increase their performance level. According to Obudu (2005), he pointed out that young people often gain a great deal of satisfaction from the outcome of practical activity help to increase their self-esteem and confidence for better involvement. The high level of involvement may also be due to the fact that respondents were given adequate support and advice by their sponsors. Akinbode (2001) and Oguh (2007) opines that the involvement of the beneficiaries in catering programme assist them to be self-reliant and to maintain sustainable living.

Table 5 reveals the relationship between the attitude of the beneficiaries and their involvement in catering services. This implies that the respondents in the study area with favourable attitude to training involved themselves better than their counterparts with unfavourable attitude in catering service. This result corroborates Digbori- Besmert (2006) and Baiyelo (2001) that explained that favourable attitude is expected to lead to an enhancement in catering involvement.

### Conclusion

Education in form of vocational skill acquisition and training is an important tool for nation building and development. Catering which is a vocational skill can help in the realization of this and also include the achievement of millennium development goals, geared towards education for all and poverty eradication, and reduction in the rate of unemployment in the study area. This is because

catering is noted for its capability of equipping learners with saleable skills that make for self-reliance, self employment and paid employment.

Respondents were fully involved in catering training activities due to the interesting topics as well as the practical and participatory teaching methods used by the facilitators in catering activities such as food preparation, baking of cakes and small chops etc. Respondents were fully involved in catering training activities which make them benefit greatly from the catering lessons received. In addition, the catering aspect of L.E.A.R.N programme was effective in building the attitude of the beneficiaries.

### Recommendations

The following recommendations are necessary in the light of the above conclusion drawn from the study.

1. Beneficiaries in catering L.E.A.R.N programme should be supported with more incentives in term of financial packages. Micro finance banks should also assist these participants by making loans available to them with little or no interest rate to set up their own enterprises in realization of the goal of self employment at all levels of the society. Also catering societies can be formed which will serve to protect the interest of members and support them as the need arises.
2. Government, Non Government and Private Vocational Institutions being used should be better and adequately equipped with the needed facilities and required facilitators. Man-power source and buses for events, field trips to facilitate more effective and efficient involvement of registered participants in all the catering training activities by their respective owners are advocated

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