

ATTITUDES AND TIME USE OF SECONDARY SCHOOL ADOLESCENTS IN THE COVID-19 LOCK DOWN IN RELATION TO THEIR HOME MILIEU- A CASE OF IBADAN SOUTHWEST, NIGERIA

¹ Tokede, A. M, ² Appah O. R. ,² Tunde-Francis A.A, Adedeji M.S. and ² Owolola O. I.

¹ Forestry Research Institute of Nigeria.

² Federal College of Forestry, Ibadan, Oyo State, Nigeria

ABSTRACT

Adolescence, a period of self-search and identity formation, often characterized by storm and stress is influenced by many factors. However, since the secondary school adolescents among many others were restricted to their various homes during the COVID-19 lock down, everything accessible within the home milieu remains the strongest influence on the adolescent's attitudes and time-use. In view of this, the study focused on the attitudes and time use of secondary school adolescents in the COVID-19 lock down in relation to their home milieu. The survey was conducted on 160 senior secondary school adolescents in four different secondary schools in Ibadan South west Local Government Area, in Oyo state, Nigeria. The instrument for data collection is a questionnaire titled. Adolescent Attitude Scale, Adolescent Time-Use Scale and Adolescent Home Milieu Scale. The result revealed a significant relationship between adolescent' attitudes and home milieu and also time-use and home milieu. However, more awareness should be created to parents and guardians on the influence of various home environmental factors on the attitudes and time-use of their adolescents.

Key Words: Adolescence, Covid-19, Home milieu, Attitude, Environmental Factors.

1. INTRODUCTION

There are so many factors ranging from school environment, school teachers, peer pressure, social media, family, home milieu (environment) that generally inform the attitude and time-use of an adolescent. However, during the COVID-19 lockdown, all factors related to the school are cut off, there is also a limit on the influence of peer pressure as a result of the quarantine. Basically, the home environment will have a greater influence on the attitude and time-use of the adolescent more than any other factor. The home milieu refers to the total home circumstance surrounding an individual or groups of individuals. In this work, it will involve a combination of the external physical home conditions such as parent's social status; parent's abode as well as income that affects their attitude and time use during the COVID-19 lock down. Globally, the home milieu of an adolescent is one of the critical factors influencing his attitude and time use. According to Ogbemudia and Aiasa (2013), the parents or guidians of these secondary school adolescents are responsible for providing the right home environment that will facilitate effective learning for their wards. There are lots of home-related factors that have negative as well as positive consequences on adolescents' attitude and time use.

Attitudes have been defined in diverse ways thereby depicting people's various perceptions of the concept. It is widely used by the public to denote a psychological state that predisposes a person to act favorably or unfavorably to an event or situation. Eagly and Chaiken (1998) define an attitude as a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour. This synchronizes with the definition propounded by Katz (1960) who proposed that an attitude is the predisposition of the individual to assess a particular object in a favorable or unfavorable manner. This definition implies that an attitude is a general disposition of adolescents which may be positive or negative towards the achievement of their goals and visions in education and life in general. Allport (1935) opines that an attitude is "a mental and neural state of readiness, organized through adequate experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which they are interlinked. Usually attitudes are developed as a result of some kind of learning experiences, or can also be formed simply by adapting the example and opinion of others. During the COVID-19 lockdown, the others adolescents can learn from are usually in the home milieu of the adolescent Attitude as a concept is all about individual way of thinking, acting and behaving. Generally, adolescents are secondary school students, so their attitude has a very serious effect on their studying and performance, which can be positive or negative.

Time-Use survey explained how the adolescents use their time during the COVID-19 lock down. This is done by attempting to account for activities carried out by the individual adolescent during a specified period. Information collected was used to meet a variety of objectives, particularly those relating to social, behavioural and educational concerns. Time use studies, has a long history, and started over a century before its social, educational and behavioural relevance was ever imagined (Bauman, Bittman and Gershuny, 2019). Everything an adolescent did during the lock down, was done using time. Time-use has been found to be related to individuals' everyday functioning, including educational outcomes, psychological wellbeing, and risky behaviour among adolescents (Donatiet *al.*, 2018). For instance, positive attitudes toward the future are positively correlated with psychological wellbeing.

Time-use perspectives emerge during adolescence, when individuals first develop the ability to consider multiple time dimensions and plays an important role in the process of identity formation (Piaget, 1955). Time use perspective predicts – respectively, positively and negatively (Boyd and Zimbardo, 2005). The time-use perspective profiles of adolescents in Children's Homes (a population characterised by increased risk-taking tendencies) was also found to differ from adolescents growing up in a family environment (Morsanyi and Fogarasi, 2014), with characteristic differences in the past and present perspectives. Time-use, attitude and home environment are related. For instance, Mello and colleagues (2017) found that adolescents who ran away from home reported less positive and more negative attitudes toward time compared to adolescents who did not run away. Having positive Time-use attitude (TA) was also associated with responsible attitudes to alcohol consumption and lower reported alcohol use (Wells, Morgan, Worrell, Sumnall and McKay, 2018). Additionally, TAs have been found to be related to grade point average, optimism, hope, perceived stress, and self-esteem among adolescents (Mello *et al.*, 2016).

Educators and psychologists believe that the home provides the basic ingredient that propels the adolescents for wholesome development (Amale, 2000; Spring, 2002; Hamilton-Ekeke,2011). The way an adolescent is trained at home influences his or her attitude Whatever the home life is, it can reflect on the adolescents. An adolescent who is cherished and well cared for, usually have proper attitude while on the other hand, adolescents who lack parental affection; love and tender care find it difficult to form a stable relationship with other children. According to Onyehalu (2003) the home environment could pose many handicaps or be a source of special advantage in the life of adolescents. Onyehalu (2003) further opined that a poor or an impoverished home environment may adversely influence the child's effectiveness in the society. Moreso, in assessing the parental marital status on secondary school adolescents' attitude, time-use and academic performance, much attention will be given to sound human relations, as the home environment that is tensed due to divorce or unhealthy atmosphere of quarrelling, fighting due to polygamy cannot favour adolescent attitude, time-use and learning, in the home as the mind of the adolescents will not be settled in order to give room for creativity. Ekanem (2004) stated that harmonious home creates emotional stability in the adolescent at home and subsequently throughout his adult life. Amale (2000) said most homes lack sound moral environment. Like teachers; parents ought to live exemplary life style for their children and wards to emulate. Parents and guardians' lifestyle influence the attitude and time use of adolescent at home. According to Baumrind and Berger (2005) there are 3 parenting styles- permissive, authoritarian and authoritative that can be adopted by the parents of the adolescent which to a large extent determine the time use on social media and could also inform the attitude of the adolescents during the lock down.

Hence this study examined the influence of the home milieu on the attitude and time-use of the secondary school adolescents in the COVID-19 lock down.

2. OBJECTIVES

The main objective of this study is to examine the attitudes and time use of secondary school adolescents in the COVID-19 lock down in relation to their home milieu

Specific Objectives

- 1) To describe the demographic characteristics of the participants.
- 2) To ascertain the relationship between attitudes of secondary school adolescents towards the COVID-19 lock down and their home milieu
- 3) To determine the relationship between the time use of secondary school adolescents in the COVID-19 lock down and their home milieu
- 4) To verify the type of home milieu of the Secondary School adolescents in the COVID-19 lock down.

Research Questions

1. What are the socio-demographic characteristics of the participants?
2. Is there any relationship between the secondary school adolescents' attitude towards COVID-19 and their Home milieu?
3. Is there any relationship between the level of time use of secondary school adolescents during COVID-19 lock down and their home milieu?
4. What is home environment like among secondary school adolescents during COVID-19 lock down in relation to the parental style in their home milieu?

3. METHODOLOGY

Descriptive and correlational survey were adopted for this study. Descriptive survey study is a type of study where data collected are described in a systematic manner based on the characteristics, features and facts about a given population. While correlational survey seeks to establish the relationship that exists between two or more variables. The study was carried out in Ibadan South West Local Government Area (LGA) of Oyo state. The target population for this study comprised all public and private senior secondary school three (SSS 3) adolescents in Ibadan South West Local Government Area of Oyo State. The reason for this chosen population is because they form those in the adolescent group and set of students that were available in the school to resume classes after the lockdown. Simple random sampling procedure was used to select the sample for this study. Four (4) secondary schools, two (2) public and two (2) private senior secondary schools were randomly selected. Forty (40) adolescents were randomly selected from each of the schools, making a total of 160 adolescents.

A structured questionnaire known as Attitudes, Time-use and Home Milieu (ATTUHM) was used in collecting data. The questionnaire consisted of sections A, B, C & D. A consisted of respondent's demographic variables. Section B consisted of 25 items used to elicit information on adolescents' attitude, measured on a four-point scale (strongly agree, agree, disagree and strongly disagree). Section C comprised of 27 items that sought information on adolescents' time-use, a four-point scale (frequently, occasionally, rarely and never). While Section D comprised of 30 items that sought information on adolescents' home milieu, a four-point scale (all of the time, most of the time, some of the time and not at all). All responses were measured on a four-point scale (strongly agree, agree, disagree and strongly disagree). The instrument was subjected to face and content validity and empirical validities were ensured also. Lawshe Content Validity (CVI) was used to establish the content validity and the value obtained was 0.82. The internal consistency and reliability of the instrument in sections B, C, D and E were established using Cronbach Alpha to get the values of 0.83, 0.79, 0.82 and 0.78 respectively. This was considered adequate for the study. The instrument was then taken to the sampled senior secondary schools, the researchers administered the questionnaires personally. Thereafter face to face method was adopted to make sure that the respondents filled the questionnaire effectively. Data collated were analysed using descriptive analysis (frequency tables and percentage) and product moment correlation coefficient.

4. RESULTS

Research Question 1: What are the socio-demographic characteristics of the participants?

Table 1 Socio-demographic information of participants (N=160)

Socio-demographic information	Frequency	Percent	Mean
Age categories (years)			
12-14	7	4.4	16.7
15-16	72	45.0	
17-19	81	50.6	
Gender			
Male	91	56.9	
Female	69	43.1	
Religion			
Christianity	125	78.1	
Islam	33	20.6	
Traditional	2	1.3	
Where you staying in your usual home environment and family throughout the lockdown?			
Yes	138	86.3	
No	22	13.8	
Socio-demographic information	Frequency	Percent	Mean
If “No” Where were you staying			
Relation			
Friend	10	45.5	
Neighbour	8	36.4	
Religious Leader	2	9.1	
	2	9.1	
Birth Order			
1 st Child	47	29.4	
2 nd Child	68	42.5	
3 rd Child	16	10.0	
4 th Child	14	8.8	
Last child	12	7.5	
Any other	3	1.9	

Household Size		
≤ 3	21	13.1
3-5	117	73.1
6-8	16	10.0
≥ 10	6	3.8
Guardian's (father) educational status		
No formal education	2	1.3
Primary education	34	21.3
Secondary education	18	11.3
Tertiary education	106	66.3
Guardian's (mother) educational status		
No formal education	5	3.1
Primary education	16	10.0
Secondary education	57	35.6
Tertiary education	82	51.3
Guardian's (father) Occupation		
Civil servant	33	20.0
Sole Proprietorship	51	31.9
Working with private establishment	38	23.8
Artisan	25	15.6
Clergy	13	8.1
Guardian's (mother) Occupation		
Civil servant	32	20.0
Sole Proprietorship	62	38.8
Working with private establishment	23	14.4
Artisan	29	18.1
Retiree	2	1.3
Clergy	1	0.6
Unemployed	11	6.9
What kind of apartment do you live in?		
Wing	33	20.6
Flat	80	50.0
Boys quarters	18	11.3
Duplex	29	18.1

Family type		
Monogamy	128	80.0
Polygamy	18	11.3
Divorced/ Single parenthood	14	8.8

Table 1 presented the result of the socio-demographic information of the respondents. 50.6% were between age 17-19 years, 45% between 15-16 years while the remaining 4.4% were between age 12-14. The mean age of the adolescents was 16.7. 56.3% were males while the females were 43.1%. Majority (78.1%) of the respondents were Christians, 20.6% were Moslems and 1.3% practiced traditional religion. Majority (78.1%) were staying in their usual home environment and family throughout the COVID-19 lockdown, while just 13.8% were not staying in their usual home during the lock down. Among those staying outside their usual home, 45.5% stayed with relations, 36.4% with friends, while 9.1 stayed with neighbours and religious leaders. 29.4% of the adolescents were 1st born, 42.5% 2nd born, 10% 3rd born, 8.8% 4th born, 7.5% last born, while 1.9% occupied other birth orders within the family. Majority (73.1%) of the adolescents were from 3-5 household size while the least percentage (3.8%) were from ≥10 household size. In respect to adolescent’s male guardian’s educational status, 66.3% had tertiary education, followed by 21.3% with primary education, 11.3% had secondary education while the remaining 1.3% had no formal education. For the respondent’s female guardian’s educational status, 51.3% had tertiary education, 35.6% had secondary education, 10% had primary education while 3.1% had no formal education. As regards the male guardian’s occupation, 20% were civil servant, 31.9% were sole proprietor, 23.8% were working with private establishment, 15.6% were artisan and 8.1% clergy. For the female guardian’s occupation 20% were civil servant, 38.8% were sole proprietor, 14.4% were working with private establishment, 18.1% were artisan, 1.3% were retirees, 0.6% were clergy and 6.9% were unemployed. 50% of the respondents lived in flats, 20.6% stayed in wings apartment, 11.35 in boys’ quarters and 18.3% in duplex. 80% of the adolescents were from monogamous families, 11.3% from polygamous homes while 8.8% lived with single or divorced guardian

Summarily, the result showed that majority of the adolescents were Christians, between the middle and late teenage years, staying in their usual homes of 3-5 household size with guardians who had tertiary education, operated a monogamous family and lived in comfortable apartments. The implication is that the adolescents were from stable and harmonious homes with parents who were educated and with moderate standard of living.

Research Question 2. Is there any relationship between adolescents’ attitude towards COVID-19 lockdown and home milieu?

Table 2 Correlation coefficient showing relationship between attitude towards COVID-19 lockdown and home milieu of adolescents

S/N	Result relationship	Correlation	Sig	P-Value
1	Attitude and Home milieu	0.371	0.000	0.05

** Correlation is significant at the 0.05 level.

Table 2 shows a correlation coefficient (r) of 0.371 which reveals that there is positive significant relationship between attitude towards Covid-19 lockdown and home milieu of adolescents. This implies that secondary school adolescents' attitude towards Covid-19 lockdown influenced their home milieu.

Research Question 3. Is there any relationship between students' attitude towards COVID-19 lockdown and home milieu?

Table 3 Correlation coefficient showing relationship between home use during COVID-19 lockdown and home milieu of adolescents

S/N	Result relationship	Correlation	Sig	P-Value
1	Home use and Home milieu	0.387	0.000	0.05

** Correlation is significant at the 0.05 level.

Table 3 shows a correlation coefficient (r) of 0.387 which reveals that there is positive significant relationship between time-use during Covid-19 lock down and home milieu. This implies that secondary school adolescents' home use during Covid-19 lockdown influenced their home milieu.

Research Question 4: What is he nature of the home milieu of the secondary school adolescents during COVID-19 lock down in relation to the parental style in their home milieu?

Table 4: Nature of home milieu (parental style) among secondary school adolescents during COVID-19 lock down

Items	Statements	All the time	Most of the time	Some of the Time	Not at all
1.	My guardians allow me to play for a definite period of time	32(20.0%)	62(38.8%)	39(24.4%)	32(20.0%)
2.	My guardians become too much anxious when I am sad	48(30,0%)	38(23.8%)	28(17.5%)	46(28.8%)
3.	My guardians get angry against me when I am careless	55(34.4%)	40(25,0%)	49(30.6%)	16(10.0%)
4.	My guardians make me obey rules and regulations	100(62.5%)	34(21.3%)	19(11.9%)	7(4.4%)
5	My guardians do not allow me go out with my colleagues	43(26.9%)	44(27.5%)	50(31.3%)	23(14.4%)
6.	My guardians appreciate me when I solve problems successfully.	93(58.1%)	42(26.3%)	16(10.0%)	9(5.6%)
7	My guardians do not respond to	19(11.9%)	34(21.3%)	65(40.6%)	42(26.3%)

	me when I ask them many questions regarding somethings				
8.	My guardians manifest only good behaviour that is worthy of emulation	70(43.8%)	45(28.1%)	24(15.0%)	21(13.1%)
9.	My guardians criticize my ideas too much	33(20.6%)	32(20.0%)	21(13.1%)	74(46.3%)
10.	My guardians allow me to purchase any item without obtaining prior permission	18(11.3%)	36(22.5%)	41(25.6%)	65(40.6%)
11.	My guardians keep strict discipline at home	84(52.5%)	31(19.4%)	30(18.8%)	15(9.4%)
12.	My guardian worry too much when I am severely ill	92(57.5%)	34(21.3%)	20(12.5%)	14(8.8%)
13.	When I quarrel with anyone, my guardians punish me	47(29.4%)	26(16.3%)	59(36.9%)	28(17.5%)
14.	My guardians like that I follow family traditions	38(23.8%)	28(17.5%)	49(30.6%)	45(28.1%)
15.	Whenever I do any work wrong, then all the family persons stop talking with me	20(12.5%)	32(20.0%)	17(10.6%)	91(56.9%)
16.	My guardians express so much love to me, when I work sincerely	85(53.1%)	32(20.0%)	26(16.3%)	17(10.6%)
17.	My guardians ask me to do more work in the form of punishment.	41(25.6%)	41(25.6%)	16(10.0%)	62(38.8%)
18.	My guardians take pleasure in talking with me	65(40.6%)	50(31.3%)	26(16.3%)	19(11.9%)
19.	When I am unable to solve problems, my guardians ridicule me	26(16.3%)	31(19.4%)	44(27.5%)	59(36.9%)
20	I can invite opposite sex colleague to my house	20(12.5%)	17(10.6%)	36(22.5%)	87(54.4%)
21	My guardians don't allow me mingle with others	29(18.1%)	24(15.0%)	58(36.3%)	49(30.6%)
22	My guardians don't allow me go anywhere dangerous	106(66.3%)	27(16.9%)	9(5.6%)	18(11.3%)
23	On any misbehaviour,my guardians scold me	88(55.0%)	33(20.6%)	30(18.8%)	9(5.6%)
24	My guardians give example of	104(65.0%)	34(21.3%)	12(7.5%)	10(6.3%)

	any particular person to make me learn some behaviour				
25	My guardians don't allow me play with my siblings when I am rude to an elder	41(25.6%)	32(20.0%)	22(13.8%)	65(40.6%)
26	When I am inquisitive, my guardians tell me about it	25(15.6%)	36(22.5%)	41(25.6%)	58(36.3%)
27	I do not get breakfast on the day I wake up late	21(13.1%)	28(17.5%)	8(5.0%)	103(64.4%)
28	My guardians help me in my studying	76(47.5%)	32(20.0%)	25(15.6%)	27(16.9%)
29	My guardians do not really worry for my future	28(17.5%)	21(13.1%)	7(4.4%)	104(65.0%)
30	I read only when I wish, my guardians don't force me	43(26.9%)	34(21.3%)	29(18.1%)	54(33.%)

Table 4 presented the result of the nature of the home milieu of secondary school adolescent in relation to the parental style and physical home. 20% indicated that their guardians did not allow them play at all even for a definite period of time, while 28.8% stated that never became anxious when they were sad. Just 10% agreed that their guardians were never went angry with them when they were careless, while the remaining were angry with them at different frequencies. Only 4.4% stated that guardians never enforced their compliance to rules and regulations and 14.4% confirmed that guardians never stopped them to go out with colleagues. Just 5.6% indicated that guardians never appreciated them when they solve problems. 26.3% stated that guardians did not respond when they asked questions regarding to somethings. Only 13.1% disagreed that their guardians only manifested good behaviour that is worthy of emulation, 46.3% stated that their guardians never criticized their ideas too much. 40.6% adolescents confirmed that guardians never allowed them purchase any item without obtaining prior permission. 90.6% of the adolescents stated that guardians keep strict discipline at home, while 8.8% responded that their guardian never get worried when they were severely ill. 17.5% indicated that their guardians never punished them when they quarreled with anyone. 28.1% also stated that guardians did not care that they follow family traditions. 56.9% responded not at all to the statement that when they were wrong family members stopped talking to them. Just 10.6% denied guardians expressing love to them, when they work, sincerely, 38.8% reported that guardians never used additional work as a form of punishment. Just 11.9% adolescents reported that guardians did not take pleasure in talking to them, while the majority (87.2%) stated that guardians enjoyed talking with them. 35.7% indicated that guardians often ridicule them when they were unable to solve problems. 54.4% of the adolescents were never allowed to invite opposite sex to their houses, 30.6% of the adolescents were never stopped from mingling with others. 11.3% of the adolescents were never stopped from going to dangerous places and 5.6% were never scolded by guardian for any misbehaviour. 6.3% of the respondents stated that their guardians had never given example of any particular person to make them learn some behaviour. 40.6% adolescents still allowed them play with siblings when they were rude to an elder.63.7%

adolescents indicated that guardians responded to them, when they were inquisitive. 64.4% stated that they were never denied breakfast even when they woke up late. Only 16.9% indicated that their guardians never helped them in studying, 17.5% also stated that their guardian never worry for their future. 26.9% stated that they were never compelled to read by guardian but only at their wish while the remaining adolescents indicated that guardians compelled them to read at different frequencies.

Summarily, the result of the study showed that the home milieu of adolescents is monogamous and healthy. The guardian operated democratic style. Just a minority indicated that their guardians manifested laissez faire approach or authoritarian approach. The implication is that adolescents' home environment has tremendous impact on their behaviour, attitudes, time-use. and life in general. In other words, since the home was stimulated, harmonious, emotionally stable and able to provide the adolescent with basic necessities, the adolescent was not vulnerable to negative peer group pressure that could consequently predispose them to disruptive and risky sexual behaviour.

5. DISCUSSION

The result revealed that there is a significant relationship between the profile of the secondary school adolescents' attitude towards COVID-19 lock down and their home milieu. The home milieu mainly represented in the study by the adolescents' guardian style of parenting was found to influence adolescents' attitude towards the lock down The result is in tandem with the findings of Peharet *al.*, (2020) which indicated that parental styles (home milieu) influence adolescents' attitude and also it corroborated the result of a longitudinal study of Milkolikowska, (2017) that parents (home milieu) influenced children's attitudes throughout their adolescence The study also supported the study of Buzzi *et al.*, (2020) which indicated that the adolescents manifested some level of fears in their reaction to COVID-19

The result of this study showed that there is a significant relationship between the level of time-use of adolescents during the lock down and their home milieu. In other words the result of the study indicated that parental or guardian style had influence on the time-use of the adolescent This is in line with the study of Graciaet *al.*, 2019 which reported that parental education usually led to more time-use in educational activities. The majority of adolescents had parents who attained tertiary level of education, hence majority (70%) spent time studying in the COVID-19 lock down.

The study revealed that the home milieu (external physical home conditions such as parent's social status; parent's abode as well as income) of adolescents is healthy and also favoured adolescents' attitude, time-use and learning, in the home as the mind of the adolescents was settled. The study is against the study of Amale (2000) that most homes lack sound moral environment because parents do not live exemplary life style for their children and wards to emulate. The study is in support of Ekanem (2004) which stated that harmonious home creates emotional stability, appropriate attitude and time-use in the adolescent at home

6. CONCLUSION

The study examined the attitudes and time-use of secondary school adolescents in relation to their home milieu during the COVID-19 lock down. The home milieu was found to have a significant relationship with the attitude and the time-use of the adolescent. The home milieu of the adolescent during the lock down was found to be harmonious, stable, democratic and such that foster positive attitudes and time-use among the adolescents during the lock down.

7. RECOMMENDATION

More awareness should be created on the influence of various home environmental factors on the attitudes and time-use of their children. It is recommended that teachers, educationists and leaders should try to create awareness in parents on the importance of parental control on the time their adolescents spend on social media and the limits to its usage. Parents and guardians need to be informed that they can contribute to the education of their children through encouragement, provision of learning facilities, and active assistance among other strategies.

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