

## **Construction Criteria for Functional Apparel for Caregivers in Day Care Centres in Delta State**

**Azonuche, J. E.**

Department of Vocational Education  
Delta State University, Abraka

and

**Anyakoha, E.U.**

Department of Home Economics and Hospitality Management Education  
University of Nigeria, Nsukka

### **Abstract**

The main purpose of the study was to evolve the construction criteria for functional apparel for caregivers in day care centres in Delta state. Specifically the study identified child care tasks performed by caregivers in the day care and construction criteria for functional apparel based on their tasks. Study was guided by two research questions. Its design was survey and was carried out in Delta state, Nigeria. Population of the study was 2620 caregivers. Multi-stage random sampling methods were used to select 297 caregivers for the study. Data were collected with observation checklist and functional clothing requirement assessment questionnaire for caregivers (FCRAQC). The data were analysed using frequency, percentages, mean and standard deviation. Findings revealed 41 tasks performed by caregivers and as such desired apparel made for comfortable in fit and durable in use, safe to prevent fall and injury to the children and wearer and allow easy movement for daily performance of child care tasks among others. Conclusively caregivers require functional apparel in child care for safety and job efficiency. It was recommended that apparel producers should utilize findings to produce functional apparel for caregivers and other occupational jobs.

**Key words:** Functional, Apparel, Criteria, Caregivers, Children

### **Introduction**

A child is a young person within the stage of birth till puberty. This child is unique and special in terms of development, characteristics, personality and behaviour. Childhood

is a period of rapid development in a human's life. Good nutrition, health, love, care and environment (home, school and society) are important conditions necessary for the child's optimal development and survival.

Child's Rights Acts (2003) stipulated that every child have the right to an education and care. The United Nations Educational Scientific and Cultural Organization (UNESCO) in cooperation with UNICEF (2004), initiated early childhood care development education (ECCDE) policy review, to help children have smooth transition from home to school. This comprises of day-care, play group, nursery, pre nursery and kindergarten. The Universal Basic Education (UBE) Act (2004) also expanded the scope which includes programmes and initiatives for early childhood education and development.

Children need appropriate condition such as proper care; that facilitates their optimal development. "Child care is the responsibility of parents and guidance, teachers, or any other person under whose protection the child is" (United Nations Convention on the Right of the Child (CRC) (2009). Presently, however due to the economic situation many parents (both fathers and mothers alike) work for extended periods outside the home with minimal time to spend on childcare. They depend on services of crèche and childcare centres for the long period they engaged outside the home. Formal childcare is carried out by caregivers in the day care settings.

Day care is a supervised care usually outside the home for children. Day-care centre is an institution where children whose parents are engaged in

work or business outside the home are given care until their parents come back. Maduewesi (1999) and Tombowua (2013) posit that day care is a "semi - formal education arrangement outside home where young children 0-2 years of age are exposed to learning through play like activities". In the day care, children are left in the care of caregivers who provide happy, healthy and understanding environment in which children grow and develop. The child caregiver takes care and nurtures children who are not ready to enter kindergarten. The caregivers give the children quality support and stimulation necessary for development. They have the responsibility to protect the children from harm and in time of rest / play. They undertake all daily care tasks of the children necessary for their survival. Childcare Worker (2014) reported caregivers duties to include; "feeding, changing clothing, supervision, engaging the children in social interaction, providing safe environment for play and exploration" In carrying out these tasks, caregivers are exposed to some hazards. These tasks involve range of motions and carrying equipment, toys and other care items. They carry out these odious tasks of childcare for prolonged period of time. This constitutes major challenge in apparel selection and usage. These operations require functional apparel informed by the tasks these caregivers carryout.

Apparels are articles of clothing put on the body for protection, beautification and convey different message and impression about the wearer. Agbo and Unom(2011) see apparel as garment worn to protect the body against elements and work conditions as well as for modesty and socio-economic affiliation. "Apparel therefore cannot be separated from human" (Chen, Yan and Gao, 2016) such include: dresses, shirts and trousers used for aesthetic and functional roles. Apparel promotes peoples' health and safety, protects against various forms of environmental hazards, and improves workers efficiency. In some jobs as fire fighting and construction, special clothes are needed to carry out the jobs and achieve safety. Day care centres as an organization require appropriate clothing that protects the worker from hazards and improve efficiency of task performance. This implies need for functional apparel by caregivers in the day care centres. "Functionality in clothing use is important in occupational jobs where optimal performance, productivity and safety are needed" (Kaiser, 1997).

Functional apparel is garment that is designed with special features to aid work performance. "It has a well defined functionality which distinguishes it from other clothing allows individual users to perform certain tasks and protects them from certain hazard on the job" (Man and Swan, 2007 and Dunne, 2004). "It is clothing that serves to provide specific

utility such as comfort, warmth, and durability" (Cass, 2001). The functionality of clothing has been discussed by some authors as Leone (2009), Agbo and Unom (2011), Nwadi and Anyakoha (2011), Gupta (2012) and Agbo and Igbo (2017) in relation to physical, psychological, socio-economic and cultural purposes. Functional apparel is constructed based on attributes needed for it to serve its purposeful use. Dedhia (2016) noted "construction, design, materials and finish as physical aspects in apparel". Further stating that construction is the methods used in assembling the apparel.

Construction criteria are the attributes required to produce the functional apparel and which it should possess when production is finished. Functional apparel needs of caregivers led to the development of criteria based on tasks performed in the day care. Gupta (2012) identified users clothing needs in terms of physiological, ergonomics and biomechanical to serve its specific use in performing tasks. The necessary criteria for caregivers' functional apparel needs based on tasks should include; comfort, safety, mobility, serviceability and utility. In today's market functional apparel for caregivers are not readily available. As such garment used are devoid of attributes necessary to perform task in the day care centres. There is need for proper construction of functional apparel for caregivers to serve its function in use.

Apparel should not obstruct activities or impede safety in the work environment. But inappropriate apparel negatively affects caregivers' productivity and tasks performance in the day care centres. As observed apparels worn by caregivers for child care restrict mobility around work area and different tasks postures. Caregivers encounter problems of stains, fluid spillage on the body and clothes, such as urine which impact apparels. Apparels are not durable due to frequent washing. Some apparel styles constitute safety hazards to children and the wearer in form of falls and injury. Clothes used by caregivers were not constructed to suit or aid the performance of child care tasks in day care centres. Chen, Yan and Gao (2016) noted lack of functionality and safety in apparel as a challenge for user to interact with the environment. Thompson and Anyakoha (2012) indicated that the conflicting criteria generated in clothing construction pose some challenges to designers since the criteria for each design problem are endless. Dedhia (2015) stressed that inadequate apparel quality affects its physical and performance expectations. Caregivers lack suitable clothes to efficiently perform tasks in the day care. Ugwu (2012) opined that workers' use of functional laboratory coats make operations easy, protect them from hazards and help meet work demands in the laboratories. Therefore, caregivers need appropriate apparel informed by day care tasks

operations. This will provide comfort, safety and allow different movements within work area for efficiency. This is why the study focused on determining construction criteria for functional apparel for caregivers in day care centres in Delta state based on the tasks performed.

### **Purpose of the Study**

The main purpose of the study was to evolve functional clothing requirements of caregivers in day-care centres in Delta State. Specifically, the study:

- 1) identified the tasks performed by caregivers in the day-care centres in Delta State;
- 2) determined the necessary construction criteria for functional apparel for caregivers based on the tasks performed in day-care centres.

### **Research Questions**

These research questions guided the study.

- 1) What are the tasks performed by caregivers in the day-care centres in Delta State?
- 2) What are the necessary construction criteria for functional apparel of the caregivers based on their tasks in day-care centres.

### **Methodology**

**Design/Area of the study:** The study utilized survey design. This is considered suitable for the study to collect information from the caregivers that can be generalized. Area of the study was Delta State. Nigeria with 25

local government areas (LGA) and 1,059 public day care centres.

**Population of the study:** The study population comprised of all the caregivers in all the day care centres in the 25 LGAs of Delta state. The population of caregivers is 2620 (State Universal Education Board (SUBEB) 2017).

**Sample for the study:** The sample size for the study was 297 subjects from the 25 LGAs in Delta state. Firstly, simple random sampling technique was used to select 13 LGAs out of the 25 LGAs, constituting 50 percent of the population because the population was small. Secondly, from the 13 LGAs selected, 297 day care centres were randomly selected. From each day care centre, one caregiver was purposively selected that has working experience of five years and above. A total of 297 subjects sampled were used for needs assessment.

**Instrument for data collection:** Functional apparel needs assessment questionnaire for caregivers (FANAQC) was used for data collection. Section A of the questionnaire contained the demographic information of the subjects. Section B had item questions

constructed based on the study purpose, and literature review. It had four-point scale.

The instruments were face validated by three clothing and textile lecturers from University of Nigeria, Nsukka. A final copy was made based on their modifications/ corrections. It was pilot-tested on 20 caregivers from Enugu state for reliability. Internal consistency was determined. Cronbach alpha reliability coefficient of 0.89 was obtained.

**Method of data collection and analysis:** The researcher and research assistants distributed 297 copies of the instruments at scheduled visits. Only 293 copies were retrieved. Data obtained were analysed using descriptive statistics. Frequency and percentages were used to analyse observation checklist. Construction criteria were analysed with mean and standard deviation. Mean of 3.50 and above was considered strongly agreed and below 3.50 was strongly disagreed.

**Research Question 1:** What are the tasks performed by caregivers in the day-care centres in Delta State?

**Table 1: Percentage Responses on the tasks Performed by Caregivers in Day care Centres in Delta State**

| s/n | Tasks Performed by Caregivers            | F (%)      | Remarks |
|-----|------------------------------------------|------------|---------|
| 1   | Receiving the children from the parents  | 291 (99.7) | Yes     |
| 2   | Handing children over to their parents   | 289 (99)   | Yes     |
| 3   | Feeding the children                     | 292 (100)  | Yes     |
| 4   | Winding/burping the babies after feeding | 288 (99.0) | Yes     |
| 5   | Petting the baby to sleep                | 290 (99.3) | Yes     |

|    |                                                                     |            |     |
|----|---------------------------------------------------------------------|------------|-----|
| 6  | Helping children get in and out of beds and chairs                  | 292 (100)  | Yes |
| 7  | Changing babies napkin/diapers when necessary                       | 291 (99.7) | Yes |
| 8  | Changing babies clothes when dirty                                  | 291 (99.7) | Yes |
| 9  | Handling babies soiled napkins/diapers                              | 287 (98.6) | Yes |
| 10 | Monitoring children so that they do not fight or injure themselves  | 291 (99.7) | Yes |
| 11 | Guiding children in playing to avoid rough play                     | 291 (99.7) | Yes |
| 12 | Carrying children on their lap                                      | 288 (98.6) | Yes |
| 13 | Carrying children on the side                                       | 288 (98.6) | Yes |
| 14 | Carrying children on the shoulder                                   | 284 (97.3) | Yes |
| 15 | Carrying children on the back                                       | 291 (99.7) | Yes |
| 16 | Playing with the children using toys                                | 291 (99.7) | Yes |
| 17 | Cuddling the baby                                                   | 288 (98.6) | Yes |
| 18 | Keeping children bag intact and safe                                | 290 (99.3) | Yes |
| 19 | Keeping children care items intact and safe                         | 289 (99)   | Yes |
| 20 | Washing feeding bottles and feeding utensils after feeding          | 291 (99.7) | Yes |
| 21 | Tidying up the room                                                 | 290 (99.3) | Yes |
| 22 | Cleaning up messes in the room                                      | 291 (99.7) | Yes |
| 23 | Making children bed/cot                                             | 292 (100)  | Yes |
| 24 | Teaching children to develop traits like sitting, standing, walking | 290 (99.3) | Yes |
| 25 | Teaching children of 1-1½ years to sing, read and recite poems      | 289 (99)   | Yes |
| 26 | Giving children toilet training                                     | 288 (98.6) | Yes |
| 27 | Cleaning their nose and mouth when dirty                            | 289 (99)   | Yes |
| 28 | Rubbing children powder when sweating                               | 291 (99.7) | Yes |
| 29 | Knowing when they are pressed to (urinate or toilet)                | 286 (97.9) | Yes |
| 30 | Taking them out to urinate                                          | 288 (98.3) | Yes |
| 31 | Watching out for challenging behaviour in children                  | 285 (97.3) | Yes |
| 32 | Keeping parents informed of children's behaviour                    | 289 (98.6) | Yes |
| 33 | Calling parents in emergency                                        | 289 (98.6) | Yes |
| 34 | Keeping eyes on children at all times                               | 283 (98.6) | Yes |
| 35 | Not allowing children put anything dangerous in their mouth         | 288 (98.6) | Yes |
| 36 | Not leaving children alone in the room                              | 288 (98.3) | Yes |
| 37 | Not allowing strangers around the children                          | 283 (96.6) | Yes |
| 38 | Keeping children out of trouble                                     | 279 (95.2) | Yes |
| 39 | Discipline children                                                 | 223 (79.1) | Yes |
| 40 | Perform basic first aid emergency                                   | 273 (97.8) | Yes |
| 41 | Take children out for outdoor play                                  | 273(97.8)  | Yes |

N = 293, F = Frequency, % = Percentage

Table 1 shows the percentage of responses of Caregivers on task performed in day care centres. Result from the Table showed that 79.10% and above of the respondents identified items 1 to 40 as the activities



performed by caregivers in day-care centres. Some 293 respondents representing 100% identified task performed as feeding the children, helping them in and out of bed and making their bed/cot. Some 291 respondents representing 99.7% perform tasks as receiving children, changing diapers and clothes, monitoring, guiding, playing and carrying children at the back, washing feeding utensils, rubbing powder and clean the room. Other 290 respondents representing 99.30% carry

children on the shoulder and teach traits. Another 289 respondents representing 99.00% hand over children to parents, burp, keep care items intact, teach reading, clean up dirty nose and call parents in emergency among others.

**Research Question 2:** What are the functional apparel construction criteria for caregivers based on the tasks they perform in day-care centres?

**Table 2: Mean responses on functional apparel construction criteria for caregivers based on tasks in day care centres.**

| S/N | Construction criteria                                                        | X    | SD   | Remark |
|-----|------------------------------------------------------------------------------|------|------|--------|
|     | Caregivers apparel should:                                                   |      |      |        |
| 1   | be made with correct pattern size for fit,                                   | 3.64 | 0.87 | SA     |
| 2   | be made with appropriate seams                                               | 3.91 | 0.41 | SA     |
| 3   | be made to provide protection from stains to the wearer                      | 3.75 | 0.99 | SA     |
| 4   | be produced with safe fasteners to prevent injury to the children and wearer | 3.86 | 0.54 | SA     |
| 5   | have styles safe to prevent fall,                                            | 3.80 | 0.76 | SA     |
| 6   | allow wearer move freely to perform tasks                                    | 3.71 | 0.81 | SA     |
| 7   | made with large armhole for free arm movement                                | 3.78 | 0.92 | SA     |
| 8   | be comfortable in fit                                                        | 3.82 | 0.78 | SA     |
| 9   | be comfortable in use                                                        | 3.88 | 0.63 | SA     |
| 10  | be well finished to serve its purpose in use                                 | 3.83 | 0.74 | SA     |
| 11  | be made with attractive fabric colour                                        | 3.79 | 0.82 | SA     |
| 12  | be made with durable fabric                                                  | 3.57 | 0.98 | SA     |

X mean, SD- Standard Deviation SA- Strongly Agreed

Result in Table 2 shows mean of all the items were between 3.57 – 3.91 indicating strongly agreed. This shows that to perform tasks effectively caregivers apparel should; be made with correct pattern size for fit, appropriate seams, safe fasteners to

prevent injury to the children and wearer and durable fabric, be comfortable in fit and use, provides protection from stain, have safe styles to prevent fall, allow wearer move freely to perform tasks among others. Standard deviation ranged from 0.41 –

0.99, meaning caregivers were close in their responses.

### **Discussion of Findings**

The findings of the study in Table 1 identified 41 tasks performed by caregivers in the day care centres in Delta State. Result shows that caregivers perform all childcare tasks since they are important for the child's wellbeing. They perform all the tasks from receiving the children from parents to handing them over to parents at the end of the day. The findings indicated that caregivers feed, carry, change babies' diapers and clothes, curdle and play with children, cleaning up messes and soiled floor, discipline, supervise and teach older ones. This is in line with the report of Sitter (2012) that the general tasks of child caregivers depend on children's age and include; receiving and handing over babies to parents, feeding, carrying, teaching, playing and supervising children among others. The basic job of caregiver is to protect, love, play with and teach the children in her care and share her insight with parents. Finding supports Childcare Worker (2014) who asserts that caregivers provide stimulating and safe environment for play and exploration, manage children behaviour and maintain working area. Azonuche (2016) reported that caregivers undertake "all tasks related to the daily care of the children for survival, proper growth and development". To achieve this, Groark and McCall (2003) pointed that caregivers are duly trained to promote

warm and sensitive responsive care giving for mutual relationship between children and caregivers. Caregiver holds the child with fondling, thereby displaying the love necessary for the child's social and emotional development. Anuna (2008) highlighted caregiver's responsibility to the children under their care to include; "changing children's clothes anytime they are dirty and making clean clothes always available for the children to wear". This care gives the children comfort, reduce stress, protect them from exposure to pathogens and provide safe environment for survival and development. As noted by Anyakoha (2015), a baby is helpless, and depends on any person taking care to meet his/her needs of love, warmth, food, clothing and comfort. In the day care, emphasis is on custodial care which mostly concerned with meeting the needs of the children.

Finding showed the functional apparel for caregivers should be made with correct pattern size for fit, appropriate seams, safe fasteners and trimmings to prevent injury to the children and wearer, durable and attractive fabric, be comfortable in fit and use, provides protection, safe styles to prevent falls, among others. This apparel will prevent interference with care giving tasks while providing greater accessibility to care items. Finding of this study agrees with Dedhia (2015) who reported that durability, serviceability, utility, fit and comfort are functional



performance necessary in a functional apparel to function. Watkins (1995) stressed that the purpose of functional clothing is to address both task – related and individual’s needs to ensure wearer safety, improve job efficiency, comfort, movement and concept of self. Chen, Yan and Gao (2015) noted safety design in apparel as an important criteria which producers translate into attributes to develop safe apparel for consumers. Caregivers need safety and comfort in apparel usage in the day care. Dhinakaran, Sundarasan and Dasaradan (2011) and Thompson and Anyakoha (2012) reported comfort, mobility and fit as foremost background factor in the choice and production of functional apparel to meet user’s needs in tasks accomplishment. As observed, user’s clothing comfort is paramount in garment use in the day care for tasks effectiveness and children’s comfort. This finding supports Merenstein and Gardner (2002) who stressed the effects of swaddling neonates in the intensive care unit to ensure maximum comfort and survival of the new born. Children in day care require care, love, curdling, petting for comfort and survival. Agbo (2011) reported in her study that appropriate garment assist the wearer to comfortably attend to his / her daily activities. Though Connel (2010) buttressed colour choice of people as dependent on individual preference, caregivers apparel require bright colour as children are easily attracted

to such apparel. Bright colour makes dirt visible for quick attention. For hygiene and sanitation, gown should be made with durable fabric that can withstand frequency washing and not easily worn out.

### **Conclusion**

Apparel producers are often challenged with meeting functional apparel needs of different occupational jobs because of diversities of work. It becomes imperative to handle these needs in constructing and assembling of the functional apparel for multipurpose uses. The conflicting criteria generated by different apparel situation makes the construction problem endless. Study showed 41 tasks performed by caregivers in the day care centres from the time when parents bring their children in the morning to when they collect them from the day care centres. Therefore, to perform these tasks effectively, caregivers desired apparel made with right size for fit, appropriate seams for comfort, safe and prevent injury to the children and wearer, comfortable in use and allow easy movement in daily task performance.

### **Recommendation**

These recommendations were made.

- ❖ Apparel designer should utilize findings to construct functional apparel that will tackle clothing problems caregivers face daily in performing their child care tasks in the day care centres.

- ❖ The findings should be made available to apparel producing industries to encourage the production of functional apparel for different occupational jobs based on their activities/duties.

## References

- Auna, E. U. (2008). *Child care practices of Caregivers in Motherless babies home in Imo and Abia States*. Unpublished M. Ed Thesis, Department of Vocational Teacher Education, University of Nigeria, Nsukka.
- Anyakoha, E.U (2015) *Home Management for Schools and Colleges (Revised Edition)*. Onitsha: Africana First Publishers Plc
- African Charter on the rights and welfare of the child (1990). *Rights and welfare of the child*. Monrovia: OAU Document.
- Agbo, D.A. and Unom, W.(2011). Role of Parents in Clothing Children (4-11years) n Benue State. *Journal of Home Economics Rsearch*. 14, 193-203.
- Agbo, D.A. (2011). *Development of functional garments for physically challenged wheel chair and bedridden females in Benue State*. Unpublished P.hD Thesis, Dept. Of Vocational Teacher Education, University of Nigeria, Nsukka.
- Ahsan, N. (2012). *Functional clothing for natural disaster survivors*, Mathesis. Ryerson University, Canada.
- American Child Care Worker. (2012) *childminder and assessment reports*. Washington DC: US Bureau of Labour Statistics.
- Aurora Health Care System Administrative Manual, (2014). Caregiver Appearance: Dress that Instils Confidence in the Patient Experience. Policy. No. 5.
- Azonuche, J.E.(2016) *Development of Functional clothing for caregivers in day care centres in Delta state*. Unpublished Ph.D. Thesis. Dept. of Home Economics and Hospitality Management Education, University of Nigeria, Nsukka.
- Brock, M. K, Ulrich,V, and Connell, L. J (2010). Exploring the Apparel Needs and Preferences of Twin Girls and their other. *Clothing and Textiles Research Journal*. Retrieved April 24 2018 from <http://www.sagepublications.com>.
- Cass, A. (2011), Consumer self monitoring materialism and involvement in fashion clothing. *Australasian marketing journal*, 9(1), 46-60.
- Chen, L, Yan, X. and Gao, C. (2016). Apparel Design Safety and Production Criteria and Models. *Fibres and Textiles in Eastern Europe*. 24. 6(120). Retrieved April 22 2018.
- Child's Right Act (2003) *Rights of the child*. Lagos: Federal Government Press.
- Childcare workers.(2014) Retrieved July 17, 2014 from file//C/user/use/Desktop/childcare task.htm.
- Clayton, N. (1990). *Young Living*, (6<sup>th</sup> ed).New York: Glencoe. McGraw-Hill.
- Dedhia, E M. (2015).Functional and Aesthetic Aspects of Apparel. Retrieved April. 22 2018 from *Aspects in Apparel* <http://www.textilevaluechain/index.php/article/technical/item/166-functional-and-aesthetic-aspects-in-apparel>.
- Dhinakaran, M, Sundarasan, M and Dasaradan, B.S. (2011). Comfort Properties of Apparels. *The Indian Textile Journal*. [www.indiantextilejournal.com](http://www.indiantextilejournal.com). Retrieved April 22 2018.
- Dunne, L.E. (2004). *The Design of wearable technology addressing the human -device*

- interface through functional apparel design. M.A. Thesis. Cornell University. New York.
- Federal Republic of Nigeria (2004). *National Policy on Education (4<sup>th</sup> Ed)*, Lagos: NERDC Press.
- Federal Republic of Nigeria (2004). *The compulsory Free Universal Basic Education and other Related Matters Act*. Lagos: Government Printer.
- Gupta, D. (2012). Functional Clothing: Definition and Classification. *ACTIF Magazine* 05.
- Gupta, D. (2011). Design and engineering of functional clothing. *Indian journal of fibre and Textile Research* 36, 327-335.
- Groark, J.C. and McCall, R. B. (2003). *Development Project Description: The effect of Improving Caregivers on Early Development*. Peterburg, Russia.
- Jha, S. (2009). *Exploring design requirement for a functional patient garment: hospital caregiver's perspective*. Unpublished master's thesis. North Carolina state university, Raleigh, North Carolina.
- Kaiser, S.B. (1997). *The social psychology of clothing: Symbolic appearance in context (2<sup>nd</sup> ed. Revised)*. New York: Fairchild publications.
- Kaka, H.J and Agwa, S. L. (2008). Challenges of Emerging Technology innovations in Dress and Textiles. *Journal of Home Economics Research*. 9, 176-184.
- Leones, K. (2009). Origins and Functions of Clothing. Retrieved 8<sup>th</sup> June 2011 from <http://ezinearticle.com/origin-and-functions-of-Clothing-and-3470541>.
- Maduewesi, E. J. (1999) *Early Childhood Education, Theory and Practice*. Lagos: Macmillan Nigeria Publishers Limited.
- Man, X and Swan, C. (2007). A mathematical modelling framework for analysis of functional clothing. *Journal of Engineered fibers and fabrics*. 2(3). 10 – 28.
- Merenstein, G.B and Gardner, S. I (2002) *Handbook of National Intensive Care (5<sup>th</sup> ed)* Missouri: Mosby.
- National Institute for Children Health And Human Development (NICHD). Early child care research network (1997a). The effects of infant child care on infant-mother attachment: Result of the NICHD study on early child care. *Child Development* 68(5). Retrieved August, 26, 2014 from <http://www.nchi.nih.gov/pubmed>.
- Neat child care (2011). *Maid uniform – work attire promotes work happiness*. file:///c:/users/user/desktop/maid-uniform-work-attire-promotes-work. Retrieved February, 10 2013.
- Oluah, E. And Igbo, C.A (2008). Improving the practices adopted by mothers in management of their children clothing in Enugu State. *Journal of Home Economics Research*. 9, 227-233.
- Sitter, S. (2012) A Comprehensive search and review of local nannies: Information blogs about finding the right nanny. [www.nanny.com](http://www.nanny.com).
- State Primary Education Board (2011). *Ministry of (Basic and Secondary Education Bulletin*. Asaba.
- Tesman Health and Community Service (2014). Appropriate clothing policy. Tasman early learning centre and out of school hours care (OSHC). File:///c:/users/user/desktop/appropriate-clothing-policy.htm. Retrieved July, 17, 2014.
- Thompson, D. (2011). *Development of functional apparel for cosmetologists in Lagos, Nigeria*. Unpublished Ph.D. Thesis. University of Nigeria, Nsukka.
- Thompson, D. and Anyakoha, E.U. (2012) Determinant of Design criteria for the Development of Functional Apparel

- for Cosmetologists in Lagos, Nigeria. *Journal of Home Economics Research*. 16, 51 – 60.
- Tombowua, S. (2013). Early Childhood Education in Nigeria: Issues and Problems. *Journal of Educational and Social Research*. 3(5).
- United Nation International Children's Educational Fund (2004) *Early child care development education policy review*.
- United Nations Convention on the rights of the child (CRC) (2009) *implementing child rights in early childhood 11<sup>th</sup> session*. Geneva: United Nations Press.
- United Nations Educational, Scientific and Cultural Organization (UNESCO) 2004. *Early childcare development education policy review*.
- Ugwu, E.N. (2012). Development of Functional Laboratory Coat for Clothing and Textile Students in Tertiary Institutions in South East Zone of Nigeria. *Journal of Home Economics Research*. 16, 133 – 142.
- UNESCO (2007). *Nigeria Early Childhood Care and Education (ECCE:) Programmes; International Bureau of Education (IBE)*, Retrieved from [efareport@unesco.or](mailto:efareport@unesco.or). On the 11<sup>th</sup> June 2011.
- Watkins, S.M. (1995). The design process: *In clothing the portable environment* (2<sup>nd</sup> ed) 334-355).