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How Nigeria women negotiate family dynamics in the cause of malaria prevention

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Despite increases in awareness and knowledge of the effectiveness of Insecticide Treated Net (ITNs), there is still low usage among rural Nigeria women. Literature indicates the need for more social participatory research to explore taken for granted lived experiences of those engaged in the battle to prevent malaria. This paper explores how Nigerian women negotiate family dynamics in the cause of malaria prevention. It is part of a larger original research study based on experiential stories of 20 rural women who were selected purposively, based on their knowledge of ITN, ownership, age, education, marital and socio-economic status. Data collection involved in-depth individual interviews with mothers and focus group discussion with mothers and health care workers. The findings revealed that women undergo a form of ontological distress as they adjust their lives to negotiate family dynamics around the issue of malaria prevention. A sense of incompleteness was engendered as they struggled to maintain family harmony in the face of conflict between their own personal value systems and those of a patriarchal social structure. The study concludes that women's empowerment through knowledge and information acquisition and increased entrepreneurial skills are vital tools to alleviate the situation. In light of recent political change, a more philosophical approach to the study of these family dynamics may be needed, consonant with the aspirations of a new Nigeria.

Biography

Anastasia Nzute is presently a Doctoral student at the Faculty of Education, Health and Wellbeing at the University of Wolverhampton, United Kingdom. She has a degree in Health studies from University of Wolverhampton, UK (with expertise in Maternal and Child Health). She has lectured with the School of Midwifery St. Luke's Hospital, Zaria. She has five unpublished papers relating to her research interest and has presented in conferences. She is also an active Member of Centre for the Advancement of International Education (CAIPE).

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