

## **Parental Roles: Implication for Sustainable Early Childhood Care and Education (ECCE) Development in Kosofe Local Government Area of Lagos State, Nigeria**

Olayinka Samson Alade<sup>1</sup> & Adekunle Victor Owoyomi<sup>2</sup>

<sup>1</sup> Department of Arts and Social Sciences Education (Early Childhood Care and Education Unit), University of Lagos, Akoka, Yaba Lagos State, Nigeria

<sup>2</sup> Department of Sociology, University of Lagos, Akoka, Yaba Lagos State, Nigeria

Correspondence: Adekunle Victor Owoyomi, University of Lagos, Nigeria.

Email: owoyomivictor@gmail.com

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**Abstract:** This study investigates parental roles as the implication for sustainable Early Childhood Care and Education (ECCE) development in Kosofe Local Government Area of Lagos State. The study employed cross-sectional survey research design method. A sample size of 100 families made of male and female in Kosofe Local Government Area, Lagos State were selected using four multi-stage sampling techniques to participate in the study. The questionnaire used for gathering data was a self-structured questionnaire. A Cronbach-alfa value of 0.88 was obtained from the pilot study carried out on the instrument. The data collected was analysed at univariate using simple percentage and bivariate using chi-square tool for hypothesis testing at the 0.05 level of significance. Finding from the study revealed that non-availability of a parent at home can significantly affect children's effective learning in Early Childhood Care and Education (ECCE). Also, findings revealed that parent supportive roles can influence effective learning in Early Childhood Care and Education (ECCE). Based on the study findings, it was recommended that: parents should devote more of their time to the upholding of their children by providing academic imperative like textbooks, good nutrients, writing materials etc pay less attention to their business or other activities and that government should endeavour to make work-place policies accommodating for a flexible working hours in order to encourage nursing parents to bond with their wards.

**Keywords:** Parental Roles, Sustainability, Early Childhood Care and Education (ECCE)

### **1. Introduction**

Parent involvement, family involvement, and family engagement are terms that have been defined in similar ways in the early care and education and K-12 literature. These interconnected and overlaid ideas have something in common with the mind-set of improving children's learning and development through a strong association between schools/programs and parents (Epstein, 1995; Halgunseth, 2009; Weiss, Caspe & Lopez, 2006b; Weiss, Lopez & Rosenberg, 2010).

The concepts of parent and family involvement in early care and education reechoed an array of child effects including cognitive and psychosocial development (Weiss et al., 2006b).

No doubt, Parents remain the first teacher in any home front. At every point in time, a supportive parental role is essential to an early childhood care and education. As such, the impact of a stable family life is very significant to a child's well-being and development in later life. A family represents the subset of any larger society where the child's nurturing must emanate from his birth, yet in the very early life. Meanwhile, a study argues that the benefits arising from supportive and full parental participation and cooperation with their child's education actors are mutually inclusive for all the involved participants including the child (Weiss et al., 2006b). In a reviewed meta analysis studies on the paybacks of parental participation, it was noted also that parental participation actions that well planned and properly articulated brings about huge amount assistance to the children, parent, school actors and authorities (Olsen & Fuller, 2010; Henderson & Berla, 1994). Such benefits are evident in the children because they tend to perform better academically, full of aspirations, high self-esteem, and well-motivated in all spheres of influence right from childhood through to their later life endeavours irrespective of their parental background or socio-economic status.

In terms of having parent available at the home front, such home environment gives room for more time to cuddle, show affection, love and comfort, commitment to children's school curriculum, activities and policies that affect their interest and needs, improve social interaction, bonding and deepening relationship among all the family members, school actors/authority while this invariably impact immensely on children's effective learning, academic performance and psycho-social development.

According to Desforges & Abouchaar (2003) among the forms of parental participation are get in touch with schools for logic sharing; taking part in their children home-works from the school and play a vital role in school control etc. However, their submission corroborates the Epstein's (1995) six categories of parental participation i.e. parenting, communicating, volunteering, become skilled at home, decision-making and work in partnership with the community. The central thrust of all their arguments is that parents should be involved in all areas of school activities such as making instructional materials available, implementing curriculum and participating in administration. When schools work together with families to support learning, children tend to succeed not just in school, but throughout life. No doubt, the most reliable determinant factors for an effective performance in school for any child is not parental socio-economic class or social standing, but rather the extent as to which parent is availing a child adequate time at home front and in school-showing commitments towards the child school activities and future career interest.

## **2. Statement of the Problem**

Ideally, a family type where both parent play their roles as estimated and where there are indisputable support and friendly relationship among the members of the family, the children will truly achieve well in their academic pursuits and other spheres of human development. However, in a pathological family where there is always conflict, or either of the parent or both of them are irresponsible towards proper parenting, it will invariable posits an adverse effect on their children academic achievements.

A lot of children have been hampered or discouraged from reaching their apex level in academic pursuit due to some negative factors emerging from home. These include lack of parental encouragement, lack of enabling environment, poor income and shelter, poor nutrition, ill-health and lack of interest on the part of the pupils. Children whose school needs (physical and emotional) are not provided for at home

may forever remain underachievers and this could affect the general development (physical and human resources) of the country. The socio-economic consequences of ugly academic achievement during early school years are usually difficult to detach even later at adulthood and sadly, this is evident in the alarming rate of school dropouts in our society, conduct disorders, youth violence and even high rate of delinquency among the Nigerian young population. However, this precarious situation of many Nigerian children propel the two researchers to attempt investigating the parental roles as the implication for sustainable Early Childhood Care and Education (ECCE) development in Kosofe Local Government Area of Lagos State which has not received sufficient attention in the extant Nigeria literature. As such, the following research questions will guide the focus of this study.

### **2.1 Research Questions**

- i. Whether non-availability of parents at home affects children's effective learning in Early Childhood Care and Education (ECCE) or not?
- ii. Will parents' supportive roles influence children's effective learning in Early Childhood Care and Education (ECCE)?

### **2.2 Research Hypothesis**

**H<sub>0</sub>:** Non-availability of parents at home will not significantly affect children's academic performance in Early Childhood Care and Education (ECCE).

**H<sub>1</sub>:** Non-availability of parents at home will significantly affect children's academic performance in Early Childhood Care and Education (ECCE).

**H<sub>0</sub>:** Parents' supportive roles will not significantly influence children's effective learning in Early Childhood Care and Education (ECCE).

**H<sub>1</sub>:** Parents' supportive roles will significantly influence children's effective learning in Early Childhood Care and Education (ECCE).

## **3. Methodology**

### **3.1 Research Design**

This study employed cross-sectional descriptive survey design for this study in order to minimise possible errors by maximising the reliability and validity of data collection.

### **3.2 Study Location**

The study location is Kosofe Local Government Area, Lagos, Nigeria. Kosofe is situated in Lagos State, Nigeria, in the continent of Africa and came into existence on 27<sup>th</sup> November 1996 with the population of 682,772 based on the 2006 National Population Census with a geographical area of 17,85sq/km. The Kosofe community is viewed from different perspectives. It is a crowded community that boasts of hustling and bustling inhabitants, at least in the majority. Kosofe is one of the populous communities in Lagos State with inhabitants from the East, West, and Northern part of the country. This area can be

seen as the hub for economic and commercial nerve centre of Lagos State as well as West Africa. This area consists of the middle, lower class men and few higher income earners. Kosofe L.G.A. consists of seven (7) wards by the Independence National Electoral Commission (INEC); Oworonshoki I, Oworonshoki II, Gbagada, Ifako/Sholuyi, Anthony Village-Ajao Estate, Mende, Ojota and Ogudu.

### **3.3 Study Population and Sample Size**

The population of study consists of male and female parents residing in Kosofe Local Government Area of Lagos-state. A sample of 100 parents was recruited for the study. However, the proportion of the respondents selected was based on simple random sampling and specifically lottery due to the non-existence of sample frame (i.e. the list of all parents between the ages of below 20-51 years and above in Lagos State) in the study area as at when the study was conducted.

### **3.4 Sampling Techniques**

Four multi-stage and simple random sampling techniques were utilised for this study to select a sample size of one hundred (100) respondents. Lack of sampling frame list for the inclusion of the selected respondents necessitated the adoption of this sampling technique.

### **3.5 Research Instrument/ Data Collection**

A structured self-completed questionnaire is employed to collect data in the survey. A total of 100 copies of the questionnaire were administered to the study population through a method of personal interview. This was highly appropriated since the method avails the researchers an opportunity to fill the questionnaire appropriately in order to avoid misleading responses. However, the survey was structured in such a way that adequate information was elicited on research objectives and hypotheses. The instrument was divided into two major sections, namely section A and B. Section A of the questionnaire was designed to collect information on respondents socio-demographic variables, while section B was designed using scales in accessing responses to statement made to answer the stated research questions. Prior to the main study, a pilot study was carried out to ascertain the validity and reliability of the instrument and a result of 0.88 was obtained using Cronbach-Alfa. The instrument was administered with the help of trained research assistants and the data was collected within 5 weekends. Weekends were purposefully selected for easy access to the selected families/parents in the study location.

### **3.6 Data Analysis**

The quantitative (self-completed questionnaire) method of data collection was adopted for this study. The statistical package for social sciences (SPSS) version 20.0 was employed in the analysis of the variables of the study. For example, the researcher ran the frequency for all the variables by way of univariate analysis and for the bivariate analysis; the cross-tabulation of the hypotheses of the study was carried out using the Chi-square ( $X^2$ ) tool.

### 3.7 Ethical Consideration (Informed Consent)

Written and oral informed consent was obtained from each of the respondents and confidentiality of the information was received. The responses which formed our data eventually were analyzed and interpreted in aggregate without any link to a specific respondent. Besides, the information was kept confidential and was used purposely for this research work and its publication.

## 4. Data Analysis and Interpretation

Table 1: Socio-Demographic Characteristics of Respondents

Socio-Demographic Data	Frequency n=100	Percentage 100%
<b>Gender</b>		
Male	41	41.0
Female	59	59.0
Total	100	100
<b>Age</b>		
20 years and below	10	10.0
21-30 years	35	35.0
31-40 years	46	46.0
41-50 years	8	8.0
51 and above	1	1.0
Total	100	100
<b>Educational Level</b>		
Primary education	2	2.0
Secondary education	7	7.0
Tertiary education	91	91.0
Total	100	100.0
<b>Religion</b>		
Christian	71	71.0
Muslim	29	29.0
Total	100	100.0

**Source:** Researchers' Field Survey, 2016.

Table 1 presents percentage distribution of respondents by socio-demographic variable. From the table, 41% were male while 59% were female. From the table, 10% of the respondents were 20 years and below, 35% were between ages 21-30 years, 46% were between ages 31-40 years, 8% were between ages 41-50 years and 1% was 51 years and above. Also from the table, 71% were Christian while 29% were Muslim. However, 2% of the respondents had primary education, 7% had secondary education and 91% had tertiary education.

### Hypothesis Testing I

**H<sub>0</sub>:** Non-availability of a parent at home will not significantly affect children’s effective learning in Early Childhood Care and Education (ECCE).

**H<sub>1</sub>:** Non-availability of a parent at home will significantly affect children’s effective learning in Early Childhood Care and Education (ECCE).

Table 2: Relationship between non-availability of parents at home on children’s effective learning in Early Childhood Care and Education (ECCE)

Parents absent from home affect children’s academic performance	Children’s effective learning in early childhood care and education depend on parent constantly providing school needs		Total
	Agree	Disagree	
Agree	91(97.8%)	2(2.2%)	
Disagree	2(28.6%)	5(71.4%)	7(100%)
Total	93(93%)	7(7%)	100(100%)
X <sup>2</sup> Value = 47.994	df = 1	P-Value = 0.000	

**Source:** Researchers’ Field Survey, 2016.

Table 2 reveals that the calculated value ( $X^2$ ) is 47.994 at a degree of freedom 1 and the ‘p’ value is 0.000, which is less than the level of significance of 0.05. Hence, the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_1$ ) is accepted. Conclusively, this implies that non-availability of a parent at home will significantly affect children’s effective learning in Early Childhood Care and Education (ECCE).

### Hypothesis Testing II

**H<sub>0</sub>:** parental supportive roles will not significantly influence children’s effective learning in Early Childhood Care and Education (ECCE).

**H<sub>1</sub>:** parental supportive roles will significantly influence children’s effective learning in Early Childhood Care and Education (ECCE).

Table 3: Relationship between the influence of parental supportive roles on children’s effective learning in Early Childhood Care and Education (ECCE)

Children perform better when their parents are supportive in their roles	Children’s effective learning in early childhood care and education depend on parent constantly providing school needs		Total
	Agree	Disagree	
Agree	77(86.5%)	12(13.5%)	89 (100%)
Disagree	0(0.0%)	11(100%)	11 (100%)
Total	77(77.0%)	23(23.0%)	100(100%)
$X^2$ Value = 41.378	df = 1	P-Value = 0.000	

**Source:** Researchers’ Field Survey, 2016.

Table 3 reveals that the calculated value ( $X^2$ ) is 41.378 at degree of freedom 1 and the ‘p’ value is 0.000, which is less than the level of significance of 0.05. Hence, the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_1$ ) is accepted. Conclusively, this implies that parental supportive roles will significantly influence children’s effective learning in Early Childhood Care and Education (ECCE).

### 5. Discussion, Conclusion and Recommendations

This study examined parental roles for sustainable early childhood education development. The study covers parents in Kosofe Local Government Area of Lagos State. A sample size of 100 families participated in the study.

Finding from the study revealed that non-availability of parent at home will significantly affect children’s effective learning in early childhood care and education (ECCE). This result is consistent with Adewunmi et al. (2012) findings that parental involvement- availability at home to support their children has a significant impact on childhood development and academic attainment. This was further buttressed by Sacker et al. (2002) findings from the UK NCDS for adolescents. However, parental participation was positively associated with what in England would be termed ‘staying on rates’ and with an increased likelihood of making challenging course optional. As such, parent availability at home will definitely affect their children’s effective learning in Early Childhood Care and Education (ECCE) as statistically put forward in this study.

Also, finding from this study notes that parental supportive roles will significantly influence children’s effective learning in Early Childhood Care and Education (ECCE). This supported Desforges and Abouchaar (2003) conclusion in their study that parents should be supportive in their roles toward their children’s educational pursuits. They further argue that when schools work together with families to support learning, children tend to succeed not just in school, but throughout life. This is to go without saying that parents with supportive roles will definitely influence their children’s effective learning and



academic attainment in Early Childhood Care and Education (ECCE) as statistically indicated in this study.

## 6. Conclusion

In conclusion, home is where schooling originated from. As such, parental roles which often manifest through parental participation vary across the age range. For younger pupils, direct assistance with school relevant skills is essential and fundamental. With older students, activities which promote independence and autonomy more generally become more germane. The earlier a parent get involved in their children or wards educational process the stronger the effects on those children's academic achievement all through their lives. To this end, this study however, concluded with a fact that parent involvement in activities that are effectively appropriated and well executed result in huge amount of productive benefits for the overall development of the children, family, community and the society at large.

The following recommendations were made based on the findings from the study:

- Parents should devote more of their time to the upholding of their children by making themselves available, accessible and affordable for their children to reach them and providing academic imperative like textbooks, good nutrition, writing materials etc. pay less attention to their business or other activities.
- For children to become responsible adults, parents should create a home environment that supportive; promotes learning, reinforces what is being taught at school and develops the life skills.
- The government should endeavour to make work-place policies accommodating such as flexible working hours that can encourage nursing parents to bond with their wards.

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