

**NATIONAL OPEN UNIVERSITY OF NIGERIA
SCHOOL OF EDUCATION**

**COURSE TITLE: HISTORY AND CULTURAL BACKGROUND OF
IMMEDIATE ENVIRONMENT**

COURSE CODE: PED 313

COURSE GUIDE

**Course Writer: Dr M. Babatunde Lawal
School of Education
National Open University of Nigeria**

**Course Coordinator: Dr. Temilola Apena
National Open University of Nigeria
Jabi, Abuja**

**Course Reviewer: Dr. TOLULOPE V. GBADAMOSI
University of Ibadan
Ibadan, Nigeria**

**PED 313: HISTORY AND CULTURAL BACKGROUND OF
IMMEDIATE ENVIRONMENT**

1.0: INTRODUCTION

The course PED 313 titled “History and Cultural Background of Immediate Environment” is a two-credit course consisting of five modules and fifteen units. It is designed to cater for undergraduates offering B.A.Ed. Primary Education and other related programmes in the School of Education of the National Open University of Nigeria. It is a compulsory two-unit course which demands your full attention and commitment as an undergraduate student.

As a student of Primary Education or Early Childhood Education programme, the course familiarizes you with a variety of concepts relating to the child`s environment, culture, historical and cultural background and their effects on parenting and child rearing practices as well as the growth and development of the child. Your successful completion of this course should prepare you better for understanding the influence of the child`s immediate socio-cultural environment on his or her growth and future social interaction.

This course guide tells you briefly what the course is all about, what relevant reference materials are available to complement your reading of the course material and how you can work your way through the course. It suggests some general guidelines for the amount of time you are likely to spend on each unit of the course in order to complete it successfully. It also gives you some guidance on your tutor-marked assignments.

2.0: WHAT YOU WILL LEARN IN THIS COURSE

The course PED 313 titled “History and Cultural Background of Immediate Environment” discusses a variety of concepts relating to a child`s environment, his/her culture, styles of parenting, child rearing practices. As a learner you will also be opportune in this course to read about the United Nation`s interpretation of who a child is as stipulated in the UN Convention on the Rights of the Child.

The course material also discusses patterns of family communication and their influence as well as how best to promote such patterns on child rearing practices in Nigeria. The ways by which a child views him/herself and others in the family are also highlighted in

the course material. The issue of modernity is examined in this material with special emphasis on its effect on child rearing practices in the contemporary Nigerian society. Your interaction with the course material will rounded up with the role of the school and community in child rearing practices and how community and social support networks positively facilitate such practices and an all-round development of the child.

3.0: COURSE AIM

The course is designed for you as a reader and student to improve your level of awareness of the relationship between the historical and cultural background of a child and the nature of child rearing practices him or she experiences through such environment.

4.0: COURSE LEARNING OUTCOMES

The aim of this course as stated in the preceding section serves as an all-embracing goal which equally influences the objectives of your studying each of the fifteen units presented in the course material. The objectives have been identified for each of the units. You are advised to read them before you start working through each of the units. You may want to refer to them during your study of the unit to check on your progress. You should always look at the unit objectives after completing a unit, in this way, you can be sure that you have done what is required of you by the unit.

- 1) Explain the concepts of environment, culture, historical background of a child and their relevance to child's development.
- 2) Establish the relationship between the child and his/her immediate environment.
- 3) Suggest ways of enhancing the development of a child.
- 4) Identity child rearing practices in your locality that are in conflict or conformity with the child's right act.
- 5) Discuss theories of child development and their relevance to child's development.
- 6) Explain how an individual can understand social culture different from his/her own
- 7) Identify the relationship between the home and the child's development (social, health, academic, self-esteem).
- 8) Describe the types of parenting that fosters child's development.

- 9) Describe the different child rearing practices.
- 10) Compare the child rearing practices across the major ethnic groups in Nigeria.
- 11) Explain why one should respect cultural differences in child rearing.
- 12) List and discuss indicators of child's friendly environment.
- 13) Discuss the parenting roles and their significance.
- 14) Identify and explain some of the merits and demerits of child fostering in Nigeria.
- 15) Demonstrate various forms of communication.
- 16) Assist the child to develop communication skills.
- 17) Identify family communication patterns, types of families and their influence on social behaviour of a child.
- 18) Identify the need for a child friendly environment in family for all round development in a child.
- 19) Demonstrate how school and family relationships can be strengthened.
- 20) Describe the roles of the school and community in child rearing practices
- 21) Describe the influence of modernity on parenting and child rearing practices.
- 22) Describe how child rearing practices can be improved through different community support networks.
- 23) Analyse the concepts of technology, social media in the upbringing of the child critically.
- 24) Explain the implications of social media on child rearing in relation to celebrity idolization and pornography addiction
- 25) Suggest measures to control excessive use of social media for proper child upbringing.

5.0: WORKING THROUGH THIS COURSE

It is important for you to be determined to complete this course by reading through from Unit 1 of the first module to the last unit of the fifth module and, carrying out all the activities stipulated therein. These include self-assessment exercises and tutor-marked assignments listed under every unit. At certain points during the course, you will be expected to submit your tutor-marked assignments as your scores in some of them form a reasonable percentage of your total scores for the course.

Each unit of each of the modules starts with an introduction followed by objectives to be achieved after interacting with the main content and the exercises. Your facilitator for the course will be available to attend to you in case you find it difficult to comprehend any aspect of the course material. You are therefore advised to ensure that you read ahead and attend tutorial sessions where you would be able to ask questions and interact with other colleagues of yours and the facilitator.

At the end of the course is a final examination. The course should take you about a total 42 weeks to complete. Below are the components of the course, what you have to do, and how you should allocate your time to each unit in order to complete the course successfully on time.

6.0: THE COURSE MATERIAL

The major components of the course which will be made available to you include:

- The Course Guide
- The course material with the corresponding Study Units
- Assignment file (which will be available from the web CT OLE in due course) &
- Presentation Schedule.

7.0: STUDY UNITS

The study units in this course are presented in the table below.

Module Title	Unit No.	Unit Title
The Child's environment	1.	The concepts of environment
	2.	Concepts of culture, Historical and cultural environment
	3.	Child study
	4.	Relationship between the child his immediate environment
Cultural differences in child rearing practices in Nigeria	1.	Concepts of child rearing and parenting styles
	2.	Theories of parenting: Child Development implications on child development
	3.	Common cultural differences in child rearing practices in Nigeria
	4.	Child fosterage and Parenting practice
The child and family communication patterns among different cultures in Nigeria	1.	Meaning and forms of communication
	2.	Patterns of communication among different families in Nigeria and its effects on child social behaviour
	3.	Children and their views of self and others in the family
Roles of the school and community child rearing practices	1.	The school and community roles in child rearing practices
	2.	Improving child rearing practices through different community support networks
Technology and social media in child rearing	1.	Parenting and child rearing in the technology era
	2.	Social media and its implications on celebrity idolization and pornography addiction

8.0: ASSIGNMENT FILE

Your assignment file will be posted on the Web CT OLE in due course. In this course, you will find all the details of the work you must submit to your tutor for marking. The marks you obtain for these assignments will count towards the final mark you obtain for this course. Further information on assignments will be found in the assignment file itself and later in the section on assessment in this course guide. There are 15 tutor-marked assignments in this course and you are expected to practice all but submit at most 4.

9.0: PRESENTATION SCHEDULE

The presentation schedule included in your course materials gives you the important dates for this year for the completion of tutor-marked assignments (TMAs) and attending tutorials. Remember, you are required to submit all your assignments by the due dates. You should guard against falling behind in your works.

10.0: ASSESSMENTS

There are two aspects to the assessment of the course: first are the tutor-marked assignments (30%); and second is a written examination (70%).

In tackling the assignments, you are expected to apply information, knowledge and techniques gathered during the course. The assignments must be submitted to your tutor for formal assessment in accordance with the deadlines stated in the *Presentation Schedule* and the *Assignment File*

At the end of the course, you will need to sit for a final written examination of two hours duration

11.0: TUTOR-MARKED ASSIGNMENTS (TMAs)

There are fifteen (15) tutor-marked assignments in this course and you are advised to attempt all. Aside from the course material provided, you are advised to read and research widely using other references which will give you a broader viewpoint and may provide a deeper understanding of the subject. Ensure all completed assignments are submitted on schedule before set deadlines. If for any reasons, you cannot complete your work on time, contact your facilitator before the assignment is due to discuss the possibility of an extension.

The extension may not however be granted after the due date except with very genuine excuse.

12.0: FINAL EXAMINATION AND GRADING

The final examination for this course will be of two hours duration and has a value of 70% of the total course grade. All areas of the course will be assessed and the examination will

consist of questions, which reflect the type of self testing, practice exercises and tutor-marked problems you have previously encountered. All areas of the course will be assessed.

Utilise the time between the conclusion of the last study unit and sitting for the examination to revise the entire course. You may find it useful to review your self-assessment exercises, tutor-marked assignments and comments on them before the examination.

13.0: COURSE MARKING SCHEME

The work you submit will count for 30% of your total course mark. At the end of the course, you will be required to sit for a final examination, which will also count for 70% of your total mark. The table below shows how the actual course marking is broken down.

Table 1: Course Marking Scheme

ASSESSMENT	MARKS
Assignment 4 (TMAs)	4 Assignments, best 3 will be used for C.A = 10 X 3 = 30%
Final Examination	70% of Overall course marks
Total	100 % of course marks

14.0 COURSE OVERVIEW

This table brings together the units and the number of weeks you should take to complete them and the assignment to follow them

Unit	Title of work	Week's activity	Assessment (end of unit)
1	The concept of environment		
2	Historical and cultural environment		
3	Child study		
4	Relationship between the Child and his Immediate Environment		
5	Concepts of Child Rearing, Parenting and Parenting Styles		
6	Theories of Parenting and their Implications on Child Development and Common Cultural Differences in Child Rearing Practices in Nigeria		
7	Child Fosterage as a Form of Child Rearing Practices in Nigeria		
8	Meaning and Forms of Communication		
9	Patterns of Communication among different families in Nigeria and its effects on child social behaviour		
10	Children and their views of self and others in the family		
11	The School and Community Roles in Child Rearing Practices		
12	Parenting and Child Rearing Practices		
13	Improving Child Rearing Practices through Different Community Support Networks		
14	Improving Child Rearing Practices through different community support networks		
15	Parenting and Child Rearing in the Technology Era		

15.0: HOW TO GET THE MOST FROM THIS COURSE

In distance learning, the study units are specially developed and designed to replace the university lecturer. Hence, you can work through these materials at your own pace, and at

a time and place that suits you best. Visualize it as reading the lecture instead listening to a lecturer.

Each of the study units follows a common format as earlier explained under the section on `Working through the Course`. The first item is an introduction to the subject matter of the unit, and how a particular unit is integrated with the other units and the course as a whole. Next is a set of learning objectives. These objectives let you know what you should be able to do by the time you have completed the unit. You should use these objectives to guide your study. When you have finished the unit, you must go back and check whether you have achieved the objectives. If you make a habit of doing this, you will significantly improve your chances of passing the course.

The main body of the unit guides you through the required reading from other sources. This will usually be either from your set books or from a *Reading Section*.

Working through the self assessment exercises will help you to achieve the objectives of the units and prepare you for the assignments and the examinations. You should do each activity as you come to it in the study unit.

The following is a practical strategy for working through the course. If you run into any trouble, telephone your facilitator or post the questions on the Web CT OLE's discussion board. Remember that your facilitator's job is to help you. When you need help, don't hesitate to call and ask your tutor to provide it. In summary,

- Read this course guide.
- Organise a study schedule. Refer to the course overview for more details. Note the time you are expected to spend on each unit and how the assignments relate to the unit. Important information e.g. details of your tutorials, and the date of the first day of the semester is available from the Web CT OLE. You need to gather together all this information in one place, such as your diary or a wall calendar. Whatever method you choose to use, you should decide on and write in your own dates for working on each unit.

- Once you have created your own study schedule, do everything you can to stick to it. The major reason that students fail is that they get behind with their coursework. If you get into difficulties with your schedule, please let your facilitator know before it is too late for help.
- Turn to Unit 1 and read the introduction and the objectives for the unit.
- Assemble the study materials. Information about what you need for a unit is given in the ‘Overview’ at the beginning of each unit.
- Keep an eye on the Web CT OLE. Up-to-date course information will be continuously posted there.
- Well before the relevant due dates (about 4 weeks before the dates) access the Assignment file on the Web CT OLE and download your next required assignment. Keep in mind that you will learn a lot by doing the assignments carefully. They have been designed to help you meet the objectives of the course and, therefore, will help you pass the examination. Submit all assignments not later than the due dates.
- Review the objectives for each study unit to confirm that you have achieved them. If you feel unsure about any of the objectives, review the study material or consult your facilitator.
- When you are confident that you have achieved a unit’s objectives, you can then start on the next unit. Proceed unit by unit through the course and try to pace your study so that you keep yourself on schedule.
- When you have submitted an assignment to your facilitator for marking, do not wait for its return before starting on the next unit. Keep to your schedule. When the assignment is returned, pay particular attention to your facilitator’s comments. Consult your facilitator as soon as possible if you have any questions or problems.
- After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit objectives and the course objectives.

16.0: FACILITATORS AND TUTORIALS

There are 20 hours of tutorials (ten 2-hour sessions) provided in support of this course. You will be notified of the dates, times and location of these tutorials, together with the names and phone number of your facilitator, as soon as you are allocated a tutorial group.

Your facilitator will mark and comment on your assignments. Keep a close watch on your progress and on any difficulties you might encounter as they would provide assistance to you during the course. You must mail your tutor marked assignments to your facilitator well before the due date (at least two working days are required). They will be marked by your facilitator and returned to you as soon as possible. Do not hesitate to contact your facilitator by telephone, e-mail, or discussion board if you need help. The following might be circumstances in which you would find help necessary: when

- you do not understand any part of the study units or the assigned readings.
- you have difficulty with the self-assessment exercises.
- you have a question or problem with an assignment with your facilitator's comment on an assignment or with the grading of an assignment.

You should try your possible best to attend the tutorials. This is the only chance to have face-to-face contact with your facilitator and to ask questions which are answered instantly. You can raise any problem encountered in the course of your study. To gain the maximum benefit from course tutorials, prepare a question list before attending them. You will learn a lot from participations in discussions.

17.0: SUMMARY

In this course PED 313, you have learnt about a variety of concepts and issues relating to child rearing practices, parenting and effects of the child's cultural and historical background on his/her social behaviours and growth.

We hope you enjoy your acquaintances with the National Open University of Nigeria (NOUN). Best of luck in your examinations. We wish you every success in the future.

18.0 TEXTBOOKS AND REFERENCE MATERIALS

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MODULE 1: THE CHILD'S ENVIRONMENT

Unit 1: The Concept of Environment

Unit 2: Concepts of Culture, Historical and Cultural Background

Unit 3: Child Study

Unit 4: Relationship between the Child and his Immediate Environment

UNIT 1: THE CONCEPT OF ENVIRONMENT

CONTENTS

- 1.0** Introduction
- 2.0** Learning Outcomes
- 3.0** Main Content
 - 3.1** Definitions of Environment
 - 3.2** Types of Environment
 - 3.2.1** Physical Environment
 - 3.2.2** Social Environment
 - 3.2.3** Bio-physical Environment
 - 3.3** Abiotic and Biotic Environment
 - 3.4** Child's Immediate Environment
- 3.5** Self-Assessment Exercise
- 4.0** Conclusion
- 5.0** Summary
- 6.0** Tutor Marked Assignments
- 7.0** References/Further Readings

1.0 INTRODUCTION

The concept of environment has been defined by different scholars based on their perceptions, observations and localities. This can be likened to usefulness of a river. Water is seen as one of the basic essentials of life. It is perceived by different scholars based on their personal interest and scope. The concept of an environment can also be illustrated by the scenario of a river in a town. Some people believed that it is best used for irrigation;

some agreed that it is mainly for electricity generation; some established the fact that it is basically for drinking; few cannot move around without their canoes on a river while few accepted that a river is their god. Irrespective of different beliefs, the general scope is centralized on usefulness of a river. Universally conventional definition of the concept is difficult to arrive at. However, this unit recognizes and converses various definitions of the concept of environment and their characteristics. This will provide an ample opportunity for a better understanding of what makes up a child's immediate environment.

2.0 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- i. Define the concept of environment in 3 ways
- ii. Describe basic features of the various definitions of the concept of environment
- iii. Give examples of the different types of environment.
- iv. Justify in simple terms what a child's immediate environment is all about

3.0 MAIN CONTENT

3.1 Definitions of Environment

A look at the etymology of the word 'environment' revealed that the word is derived from the French word "Environ" which means "to encircle, around or surround". Our surrounding includes biotic factors like human beings, Plants, animals, microbes, etc and abiotic factors such as light, air, water, soil, etc. Hence, environment refers to total surrounding. This influences the definition of environment by Environment Protection Act 1986, as the sum total of land, water, air, interrelationships among themselves and also with the human beings and other living organisms.

Environment has been described by Shankar and Shaikj (2012) as "the aggregate of all the external forces, influences and conditions, which affect the life, nature, behaviour and the growth, development and maturity of living organisms". This definition is related to Gbadamosi (2018) which defined environment as all the apparent conditions which influence the development and existence of human beings and other living creatures such

as plants, animals and microorganisms. She further retreated that environment of an individual contain physical, chemical, biological, social, cultural and chemical components that are interwoven. The relationship between human beings and environment is inseparable, they influence one another. For instance, the settlement patterns, the weather conditions, the peoples and animals that inhabit an area as well as their ways of life is different from one region to another.

Sobel (2019) also goes further by looking at the environment as totality of the nature and natural resources as well as the context within which they exist and interact. This includes the infrastructures which support socio-economic activities and which become part of our natural and cultural heritage. The implication of this is that the environment does not only include the physical phenomena but people, culture and ideas as well.

In other words, environment may also be considered to include the political, economic, social, cultural and technological features of a society. It is the aggregate of external conditions which determine and influence the patterns of life and behaviour of man. It is a whole and complicated system with many interacting components, of which the child is a major factor. It can therefore be concluded that our environment is something we are very familiar with. It is everything that makes up our surroundings and affects our ability to live on the earth- the air we breathe, the water that covers most of the earth's surface, the plants and animals around us, and much more; which enable every organism to live and survive.

3.2 Types of Environment

An environment may be endowed with forests, fertile soils; it may be rich in general flora and fauna; it may be rich with water and water resources and may also be punctuated by human inputs in terms of buildings, farming systems, roads and railway systems. It can also be seen from the human initiated angle.

These variety of forms through which our environment have been viewed in the preceding sections of this Unit have greatly influenced the classification or categorization of the concept. Thus, environment can be physical, social, bio-physical (natural and built). It can equally be classified from the ecological view point (abiotic and biotic).

3.2.1 Physical environment

This is characterized by all phenomena apart from human being and the things he/she creates. It consists of four major interactive components which are the lithosphere, hydrosphere, atmosphere and the biosphere.

3.2.1.1 The Lithosphere: The lithosphere is the solid, rocky crust covering entire planet. This crust is inorganic and is composed of minerals. The lithosphere includes the crust (the rocks of the continents and the ocean floor) and the uppermost part of the mantle beneath the crust. These two layers are different in mineralogy but very similar mechanically, so for the most part they act as one plate.

The lithosphere is not totally rigid, but slightly elastic. It flexes when loads are placed on it or removed from it. Ice-age glaciers are one type of load. It covers the entire surface of the earth from the top of Mount Everest to the bottom of the Mariana Trench.

3.2.1.2 The Hydrosphere: A hydrosphere (from Greek *ύδωρ- hydor*, "water" + *σφαίρα - sphaira*, "sphere") describes the combined mass of water found on, under, and over the surface of a planet. The hydrosphere is composed of all of the water on or near the earth. This includes the oceans, rivers, lakes, and even the moisture in the air. Ninety-seven percent of the earth's water is in the oceans. The remaining three percent is fresh water; three-quarters of the fresh water is solid and exists in ice sheets.

3.2.1.3 The Atmosphere: The atmosphere is the body of air which surrounds our planet. Most of our atmosphere is located close to the earth's surface where it is most dense. The air of our planet is 79% Nitrogen and just under 21% Oxygen; the small amount remaining is composed of carbon dioxide and other gasses. It is thickest near the surface and thins out with height until it eventually merges with space.

The atmosphere is divided into five layers:

- a. The troposphere is the first layer above the surface and contains half of the Earth's atmosphere. Weather occurs in this layer.
- b. There is also the stratosphere. Many jet aircrafts fly in the stratosphere because it is very stable.
- c. The ozone layer absorbs harmful rays from the Sun. The mesosphere is where meteors or rock fragments burn up.
- d. The thermosphere is a layer with auroras. It is also where the space shuttle orbits.
- e. Another layer is the extremely thin exosphere. The atmosphere merges into space in this layer. It is the uppermost limit of our atmosphere.

3.2.1.4 The Biosphere: The biosphere is composed of all living organisms. Plants, animals, and one-celled organisms are all part of the biosphere. Most of the planet's life is found from three meters below the ground to thirty meters above it and in the top 200 meters of the oceans and seas. Ecosystems, of which there are numerous types and are a defined part of the biosphere, collectively make up the whole of the biosphere. Within an ecosystem there are habitats in which an organism (including humans) exists. The four major interactive component of the physical environment are shown in pyramid of life in figure 1.1.

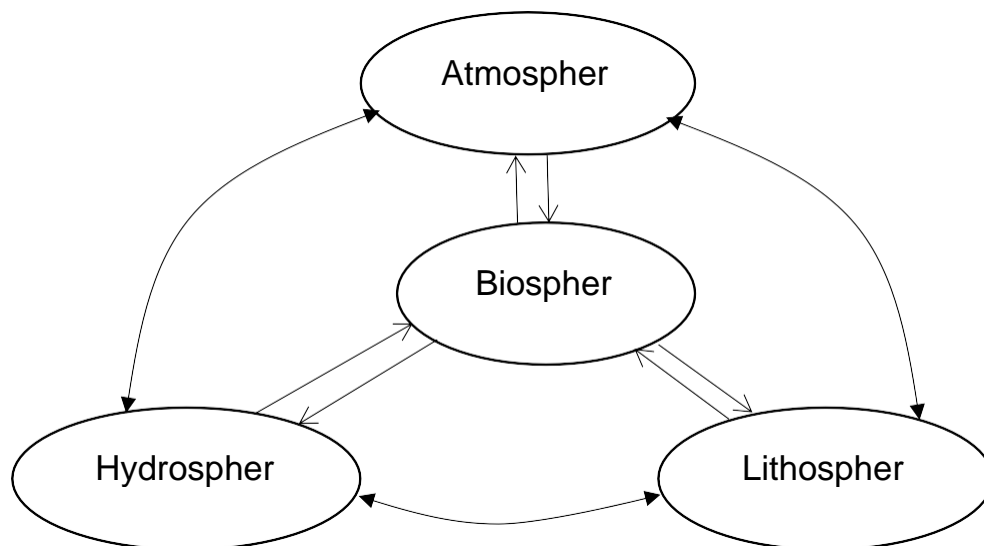


Figure1.1: Pyramid of Life

Source: Bailey (2018)

3.2.2 Social environment

The social environment is that environment developed by humans. It is the identical or similar social positions and social roles as a whole that influence the individuals of a group. The social environment of an individual is the culture that he or she was educated and/or lives in, and the people and institutions with whom the person interacts. A given social environment is likely to create a feeling of solidarity amongst its members, who are more likely to keep together, trust and help one another.

Members of the same social environment will often think in similar styles and patterns even when their conclusions differ. It is the aggregate of social and cultural conditions such as customs, laws, language and religion, economic and political organisations that influence the life of an individual or community. It involves interpersonal relationships at four basic levels of the human society which are:

The family level- Here, interpersonal relations are at the basis of love, hard work, mutual understanding, progress and happiness.

The inter-family level- which builds and promotes neighbourhood inter personal relationships.

The intercommunity level- Relationships here, could be in various forms, that is, inter-town, inter-local government, inter-state or through cooperative associations or competition in sports, and interactions on religious, socio- economic, political and cultural matters.

The international level- This involves relationships among nations in terms of the ways different nations relate to one another in political, economic, scientific, and technical matters. A good social environment is characterized by high levels of support, order and organization as well as low level of anger and aggression

3.2.3 Biophysical Environment

Biophysical environment is a biotic and abiotic surrounding of an organism or population, and consequently include the factors that have an influence in their survival, development,

and evolution. It can vary in scale from microscopic to global in extent (Swanson, 2019). They can also be subdivided according to their attributes. The biophysical environment can be divided into two categories: the natural environment and the built environment, with some overlap between the two.

3.2.3.1 The Natural Environment

The concept of the natural environment can be broken down into a few key components:

- (a) Complete ecological units that function as natural systems without massive human intervention, including all vegetation, animals, microorganisms, soil, rocks, atmosphere and natural phenomena that occur within their boundaries.
- (b) Universal natural resources and physical phenomena that lack clear-cut boundaries, such as air, water, and climate, as well as energy, radiation, electric charge, and magnetism, not originating from human activity.
- (c) A geographical area can be regarded as a natural environment, if the human impact on it is kept under a certain limited level. This level depends on the specific context, and changes in different areas and contexts. Some examples may be the marine environment, the atmospheric environment and the terrestrial environment.

3.2.3.2 The Built Environment

The built environment comprises the areas and components that are strongly influenced by humans. It is the designed environment as reflected in any modification by humans of the face of the earth. Hence, built environments include such human modifications as the planting or clearing of forests, the diversion of rivers and clearing of fields in certain patterns, the placement of roads, highways and dams, of cities; roadside stands, markets and are as much designed environments as glamorous office blocks and cultural centers; camps or villages and architects' or planners' activities of dreaming up ideal cities or creating high-style buildings. Following the industrial revolution, the built environment has become an increasingly significant part of the Earth's environment.

3.3 Abiotic and Biotic Environment

From the ecological viewpoint, the environment can also be categorised as **abiotic** and **biotic**.

3.3.1 Biotic environment: The biotic environment consists of living organisms, the flora (plants) and fauna (animals) which interact with each other and are inseparably interrelated with their abiotic environment. This environment includes timber, birds, insects, amphibious vertebrates (toads, sea turtles, frogs, crocodiles and hippopotamus), tree and ground dwelling animals (monkeys, chimpanzees, leopards, elephants, rodents, antelopes and reptiles).

3.3.2 Abiotic environment: The abiotic environment comprises everything that is not associated directly with the presence of other organisms. It consists of all those physical and non-living chemical aspects of our surroundings that exert influence on living organisms. These include climatic factors such as rainfall, relative humidity, sunlight, atmospheric pressure, wind. Other factors include, slopes, hills, valleys, rivers, river basins, mountains soils in terms of texture, structure and organic matter

3.4 Child's Immediate Environment

Child's immediate environment is characterized by all these types of environment and the particular location he/she finds himself or herself at a given time. It refers to the immediate physical and social setting in which a child lives or in which something happens or develops. It includes all the external forces, influences and conditions, which affect the life, nature, behaviour and the growth, developments and maturity of a child. Note that, children immediate environment provide socio-physical characteristics of natural environment that appeal to children. Play and exploration in natural environment provide for novelty, challenges, control, self-determination, and positive social interactions.

For instance, the child normally lives, grows, develops and operates within an environment that is made of several other environments. Essentially, the child's immediate environment starts from the family. This is the child's non-shared environment. It serves as the nucleus

of every other environment that is the hared environment, he/she interacts with. It is believed that depending on where a child finds him/herself, the child becomes the nucleus of such environment with every other feature revolving around him/her from both simple and complex environments. His or her immediate environment could therefore be an environment that is disciplined; an environment of neglect; an environment that is rich in abundant natural resources, an environment of poverty; an environment that may not be supportive of the boy child or girl child among others.

The child therefore, finds himself or herself operating in multiple environments at any given time. Just as he or she is establishing social relationships with his/her parents, peers and community members, he or she is also located and functional within the bio-physical and built environments. There is therefore, a little doubt that different children interact with their multiple environments in different ways. Different types of environment suit different types of children, though it is equally clear that there are some environments which are generally dysfunctional. The clear evidence indicating the importance of environmental influences on children's health and behaviour, including their social behaviour, is such that some authors have been prompted to advocate the need for more explicit environmental policies for children.

3.5 Self-Assessment Exercise

1. Explain in simple terms what you understand by the concept of environment.
2. Differentiate with concrete examples the built and the natural environments as two major types of our bio-physical environment.
3. Describe what the social environment of a child can look like.

ANSWER TO SELF ASSESSMENT

1. Environment is the sum total of land, water, air, interrelationships among themselves. It is the aggregate of all the external forces, influences and conditions, which affect the life, nature, behaviour and the growth, development and maturity of living organisms.

2. Built and the natural environments.
 - **Built Environment:** Skyscrapers, Bridges, Monuments, Markets, Malls, Road Networks
 - **Physical Environment:** Hills, Mountains, Oceans, Weather, Sun, Climatic Condition
3. Social environment is the type of environment conceived and developed by human beings. The first contact of a child revolves around the family/home. It creates feeling of solidarity amongst members, who are more likely to keep together, trust and help one another. People are bind by blood. Play and exploration in child's environment provide for novelty, challenges, control, self-determination, and positive social interactions.

4.0 CONCLUSION

This unit has discussed the concept of environment. Basically, environment has been seen as habit of a child. It therefore influences the child's total development: psychological, mental, social, physical, emotional and health wise. The location of a child will determine the experiences he/she derives from such environment. It is therefore expected that a detailed understanding of the different types of environment will expose readers to the fact that the child's immediate environment range from simple to complex depending on where he/she finds him/herself and the nature of interaction he/she is involved in within such location.

5.0 SUMMARY

In this unit, you have interacted with the concept of environment and its composition. A critical attempt was made to examine the fact that settlements and people, the child inclusive, are essential components of our environment. Hence, the child's immediate environment is multidimensional which can be favourable or unfavourable to his/her growth and future interaction.

6.0 TUTOR MARKED ASSIGNMENT

Use your understanding of the various types of environment to describe what a typical immediate environment of a child can look like.

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MODULE 1: THE CHILD'S ENVIRONMENT

UNIT 2: CONCEPTS OF CULTURE, HISTORICAL AND CULTURAL BACKGROUND

CONTENTS

- 1.0** Introduction
- 2.0** Learning Outcomes
- 3.0** Main Content
 - 3.1** Meaning of culture
 - 3.2** Characteristic of Culture
 - 3.3** Functions of Culture
 - 3.4** Types of Culture
 - 3.5** Influence of Different Types of Culture on Evolution of Cultural and Historical Background
 - 3.6** Self-Assessment Exercise
- 4.0** Conclusion
- 5.0** Summary
- 6.0** Tutor Marked Assignments
- 7.0** References/Further Readings

1.0 INTRODUCTION

Last lesson, you have learnt different types of environment. In this lesson, changes within the entire environment; directly and indirectly influence the classification of the environment will be addressed. In addition to these, our cultural traits and historical experiences also has a lot of impact and thus play a very vital roles in the categorization of the environment we find ourselves as human beings. It is therefore germane to have a clear understanding of the concepts of culture as well as historical and cultural background.

2.0 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- i. State what culture is?
- ii. Describe the different types of culture and their characteristics.
- iii. Give examples of elements of culture.
- iv. Establish how the different types of culture influence the evolution of cultural and historical background.

3.0 MAIN CONTENT

3.1 Meaning of Culture

The English word ‘Culture’ is derived from the Latin term ‘cult or cultus’ meaning tilling, or cultivating or refining and worship. In sum, it means cultivating and refining a thing to such an extent that its end product evokes our admiration and respect. Culture is a dynamic phenomenon. The dynamism that characterizes its nature has over time reflected in the numerous views and perspectives about the concept. Culture represents a people’s unique and commonly shared ways of life. It is the total way of life a people. It is in one sense, an inter-connected set of attitudes, feelings and actions which have been learnt and shared by a group of people within an identifiable geographical entity. Culture distinguishes one human group from others.

Let us look at some of the definitions of culture as given by different scholars which is determined by their location, race/ethnicity, class, sex, and age.

According to British anthropologist Edward Taylor, “Culture is that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society”.

According to Phatak, Bhagat, and Kashlak, “Culture is a concept that has been used in several social science disciplines to explain variations in human thought processes in different parts of the world.” According to Lederach, “Culture is the shared knowledge and schemes created by a set of people for perceiving, interpreting, expressing, and responding

to the social realities around them”. Culture is a fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioural conventions that are shared by a group of people, and that influence (but do not determine) each member’s behaviour and his/her interpretations of the ‘meaning’ of other people’s behaviour (Mazumdar, 2010). Actually, culture is defined as the shared patterns of behaviour and interactions, cognitive constructs, and effective understanding that are learned through a process of, socialization. These shared patterns identify the members of a culture group while also distinguishing those of another group.

3.2 Characteristics of Culture

Culture is a dynamic phenomenon. The dynamism that characterizes its nature has over time reflected in the numerous views and perspectives about the concept. Culture represents a people’s unique and commonly shared ways of life. It is the total way of life a people. It is in one sense, an inter-connected set of attitudes, feelings and actions which have been learnt and shared by a group of people within an identifiable geographical entity. Culture distinguishes one human group from others.

Generally, culture has various characteristics. From various definitions, we can deduce the following characteristics of culture:

1. Culture is learned and acquired.
2. Culture is shared by a group of people
3. Culture is shared.
4. Culture provides acceptable patterns for meeting needs.
5. Culture depends on the society for its existence.
6. Culture changes.
7. Culture is cumulative.
8. Culture is ideational.
9. Culture is both implicit and explicit.
10. Culture is the aggregate of people’s development
11. Culture is Super-Organic. (Lanre-Babalola & Babalola, 2019)

3.3 Functions of Culture

Culture helps us understand how things are created, developed, managed and changed. Each culture is unique. Hence, it will be difficult to find any culture that is exactly like another culture but it is possible to find many similarities among different cultures. This makes for cultural diversity among the different social or cultural groups across the world. Whilst on the surface most countries of the world demonstrate cultural similarities, there are many differences, hidden below the surface. One can talk about "the West", but Italians and English, both belonging to the so called "West", are very different in outlook when one looks below the surface. We can also talk of the Yoruba people and their different dialects and peculiar cultural traits, just as we can say the same thing of the Hausa or the Ibo of Nigeria.

Differences between cultures seem to almost outweigh the similarities. Some differences other than the obvious language barriers would normally include personal and family values. For instance, what is considered polite in one family may not be so in another. Likewise, what is taken as food by a cultural group may not be the same by another group. More of these will be discussed when we get to the module on child rearing practices.

Specifically, culture:

- creates distinctions between one family, society or organization and another.
- conveys a sense of identity for a society members.
- facilitates the generation of commitment to something larger than one's individual self-interest.
- enhances the stability of the social system. Culture is the social glue that helps hold the organization together by providing appropriate standards for what employees should say and do.
- serves as a sense-making and control mechanism that guides and shapes the attitudes and behaviour of employees.

Elements of Culture

Culture is transmitted to employees in a number of ways. The most significant are stories, rituals, material symbols, and language. The culture of society also comprises the shared values, understandings, assumptions, and goals that are learned from earlier generations, imposed by present members of society, and passed on to succeeding generations.

There are some elements of culture about which each child should be aware of. They are languages, norms, symbols, values, attitude, customs and manners, material culture, education, physical artefacts, language, stories, ceremonies and celebrations, behavioural norms, and patterns, shared beliefs and values.

3.4 Types of Culture

The basic elements of culture are quite useful tools for promoting a better understanding of the different types of culture. These elements include language, norms, values, beliefs and ideologies, social collectives, statuses and roles as well as cultural integration. Hundreds of distinctive cultural variations can therefore be categorized using these basic elements. Contemporary anthropologists have in recent time categorized culture into four broad categories. These are material, social, ideological and arts (iedunote, 2019).

Next is to examine categories of culture.

3.4.1 Material culture

This includes products of human manufacture, such as technology as well as concrete acquisitions of human beings in the form of bridges, pots, buckets, cooking utensils and products of handicraft. They are objects which people have learned to produce and use to satisfy their needs in the society.

In small societies people usually build shelters and make clothing out of readily available plant and animal materials. The Ilaje of South western Nigeria and the Ijaw of the Niger Delta are known to make use of wood to build stilt houses on rivers as people who live on rivers. In primarily agricultural societies, many of which still exist today in countries throughout Africa and Asia, the people build sturdy houses of sun-dried mud brick and thatch, wooden beams, or quarried stones. People in agrarian societies also have many methods of cooking using pots and ovens of mud-brick or stone.

In large industrial and commerce-based societies, most people live in cement block or brick houses and apartment buildings with plumbing, supplies of electricity and natural gas, and telephone service. Much of the material culture in these societies consists of mass-produced goods created through industrial production. The variety of common household technologies includes television sets, microwave ovens and computers. The use of automobile, train, ship, airplane and ship for moving humans, goods and services are also examples of material culture.

3.4.2 Social culture

This is related to people's forms of social organization in terms of how they interact and organize themselves in groups. People in all types of societies organize themselves in relation to each other for work and other duties, and to structure their interactions. The common ways through which they organize themselves include, through bonds by kinship (blood relation) and marriage; work duties and economic positions; and political positions. Hence, we have people who share ties by blood and marriage living together in families.

Through the kinship system, people define the appropriate types of behaviours expected between kin. Kinship and family relations are both important in agricultural societies. But for many people today living in large societies, kinship and family relations have become less important. People now live alone or in small families and also depend on organizations, workplaces, and government institutions to provide support which people in smaller societies enjoy through their kin and family.

People in small societies often live in extended families, in which several generations of kin and relatives by marriage live in the same household. In industrial societies few households are self-sufficient. So we find people in such societies depending on technologies such cars, computers and refrigerators that no one could produce alone from raw materials. So the social culture of the people in the industrialized world is quite different from that of the smaller and less industrialized.

For instance, in the area of gender roles, we find out that the patterns in the two societies are different. We talk of equal roles for both men and women in the industrialised society while it is not so in the other society. People in most modern industrial and commerce-based societies identify strongly with groups of people united by work, such as professional organizations and labour unions and these groups are entirely separate from family and kinship ties.

3.4.2.1 Tips to Understand Social Culture Distinct from your Own

1. Be open minded
2. Be curious and engage in conversation to better understanding social norms and cultures distinct from your own
3. Be polite, courteous and generous
4. Respect people's right to live the way they want to live.

3.4.3 Ideological culture

This relates to what people think, value, believe, and hold as ideals. It is part of the non-material aspect of culture. People's beliefs give them an understanding of how the world works and how they should respond to the actions of others and their environments. These beliefs often tie in closely with the daily concerns of domestic life, such as making a living, health and sickness, happiness and sadness, interpersonal relationships, and death. Again, people's values are fundamental tools for guiding them to understand the differences between what is right and what is wrong, or good from bad. The ideals complement this cultural pattern by serving as models for what people hope to achieve in life. The ideological culture therefore plays a major role in shaping people's values, ideals and behaviour within any social group they find themselves. This is reflected in their religious beliefs and practices or the way they observe and relate with the natural world.

3.4.4 Art

Art can be described as a distinctly human production which many people consider as the ultimate form of culture because it can have the quality of pure expression, entirely separate from basic human needs. Art as a category of culture comes in form of music or acting which resides in the mind and body and takes expression as performance. Some art however take the form of material production while others are nonmaterial. The material arts include pottery, painting, sculpture, textiles and clothing and cookery. The nonmaterial arts on the other hand include music, dance, drama and dramatic arts, storytelling and written narratives.

It is this category of culture that people find most convenient to use for establishing their personal and group identity through such forms of artistic expression as patterns of dress and body adornment, ceremonial costumes and dances, or group symbols. Other people use art as a primary form of storing and reproducing their culture. Many people also use art as a vehicle for spiritual expression or to ask for help from the spiritual world.

In the contemporary modern day societies, art is used for commercial and political purposes. Politicians are known to commission artists to produce songs for their campaigns and advertisement of their manifestoes. Each of these categories of culture plays one role or the other in the evolution of the cultural and historical background of people in any society; small or large, traditional or modern.

3.5 Influence of Different Types of Culture on Evolution of Cultural and Historical Background

Culture is the essence of any society. Culture is essential for our individual survival and our communication with other people. We rely on culture because we are not born with the information we need to survive such as taking care of ourselves, how to behave, how to dress, what to eat, what religion to worship, or how to make or spend money. This implies that a social group without a past might find it difficult to have a present.

Culture is therefore a factor of historical experiences as well as the type of life already lived. The existence of culture provides people with opportunity to learn how to live their life. Such learning process is usually greatly influenced by their cultural and historical background, which gives them a reference point. The different types of culture avail people with the chances of acquiring some virtues and experiences usually through assimilation, acculturation, and a climate of pluralism which all facilitate the moulding of people's identity in relation to their cultural and historical background.

Often different cultures exist side by side within countries, especially in Africa. It is not uncommon to have a European culture, alongside an indigenous culture. Culture also reveals itself in many ways and in preferences for colours, styles, religion, family ties and so on. The colour red is very popular in the west, but not popular in Islamic countries, where sober colours like black are preferred. So when we are talking about aesthetics as a component of culture, we can therefore expect people to rely on their cultural and historical background as it relates to the traditional colour preference of that particular social group. Thus, it would be culturally inappropriate for people from an Islamic country to be seen glorifying colour red.

Furthermore, it is important to emphasize the fact that every one of us is born into a culture and this serves as the nucleus of cultural and historical background. This is because we inherit our culture from our parents and grandparents and we in turn pass on our culture to our children. Based on our cultural and historical background, place of birth, taught ways of thinking, beliefs and behaviours that are accepted in our culture and supported by the cultural and historical background of the social group to which we belong.

Hence, a child's cultural and historical background is expected to be a reflection of his or her cultural beliefs and practices which determine his or her immediate environment and how he or she functions within it. The traits of his or her cultural and historical background can be described as a compendium of those norms, values, beliefs and ideologies of the social group which he or she belongs to. Through these, members of such social group acquire new and additional knowledge, information, as well as skills that further shape social interactions within their immediate and wider environment.

3.6: Self-Assessment Exercise

- i. How would you define culture?
- ii. Highlight any seven elements of culture.
- iii. Clarify five (5) characteristics of culture.
- iv. Demonstrate how an individual can understand social culture different from his/her own.

ANSWER TO SELF ASSESSMENT

- i. How would you define culture?

Culture is the total ways of life of people. It is complex whole which includes knowledge, belief, art, morals, law, custom, any other capabilities and habits acquired by man as a member of society. It is also a shared knowledge and schemes created by a set of people for perceiving, interpreting, expressing, and responding to the social realities around them.

- ii. Examples of elements of culture are norms, symbols, values, attitude, customs and manner, physical artefacts, language, stories, ceremonies and celebrations, behavioural norms, and patterns etc

- iii. Characteristics of culture.

- It is dynamic
- It can be shared among people living within the society or environment
- It can be learned and acquired
- It creates patterns of interaction
- It can be learned and acquired.
- Culture provides acceptable patterns for meeting needs.
- Culture depends on the society for its existence.

- iv. How to Understand Social Culture Distinct from yours

- Be open minded

- Be curious and engage in conversation to better understanding social norms and cultures distinct from your own
- Be polite, courteous and generous
- Respect people's right to live the way they want to live.

4.0 CONCLUSION

This part has detailed the fact that culture can be defined from various perspectives and that it is a dynamic concept which plays a very important role in the day to day activities of humanity. The fact culture can be material or non-material makes it possible for its traits to be exhibited in different forms by different social groups in the society. The diversity in cultural traits among social groups is therefore a major tool for experiencing differences in cultural and historical background which ultimately influence the nature of an individual's immediate and wider environment.

5.0 SUMMARY

The concept of culture and its different types have been identified. The roles which different types of culture play in shaping different spheres of human life have also been presented. The centrality of culture in the understanding people's past and present, both as individuals and members of the society has been discussed. It is therefore important to conclude that an attempt to understand the rate and processes of development in a given community or among any social group demands that the culture of such social group or community must be understood from its historical perspective.

6.0 TUTOR MARKED ASSIGNMENT

Demonstrate your understanding of the concept of culture by giving any three (3) scholars' views of its definition and briefly discuss the functions of culture. Also, discuss a relationship between a social group's cultural and historical background and the type of cultural traits its members are likely to embrace.

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MODULE 1: THE CHILD'S ENVIRONMENT

UNIT 3: CHILD STUDY

- 1.0** Introduction
- 2.0** Learning Outcomes
- 3.0** Main Content
 - 3.1** The Child
 - 3.2** Child development theories and their implications on Child growth and development
 - 3.3** Right of a child: Extracts from the Convention on the Rights of the Child and Nigeria Child Right Act 2003
 - 3.4** Self-Assessment Exercise
- 4.0** Conclusion
- 5.0** Summary
- 6.0** Tutor Marked Assignments
- 7.0** References/Further Readings

1.0 INTRODUCTION

In every culture and particularly in Africa, everybody is interested in children and their general welfare. Particularly in their growth and development. As a teacher, you might be wondering, and ask why do I need to study the child? Your main task is to facilitate effective teaching and learning and promote high standards in schools. Thus, teacher has to interact with his/ her pupils both within and outside the classroom as teacher and or loco-parent. Hence, there is the need to understand fully the relationship between the child and his/her environment, we need a view of what it means to be a child and what childhood ought to be. It is equally important for us to understand child development theories, childhood traits and characteristics which is needed to promote a better understanding of what kind of childhood to expect in a particular environment and how best we can make children enjoy their environment, considering personality traits among others.

2.0 LERANING OUTCOMES

At the end of this unit you should be able to:

- i. Discuss the concept of child;
- ii. Identify characteristics of childhood;
- iii. Outline and analyse any three theories of child development
- iv. Highlight some of the provisions of the United Nations Convention on the Rights of the Child and the Child Rights Act 2003 of Nigeria.

3.0 MAIN CONTENT

3.1 The Child

Unfolding who a child is could seem the simplest of any educational task. However, the cultural differences and societal perception of the concept have contributed significantly to the different but related definitions and descriptions of who actually is a child. While some have differed on the age bracket for categorizing who a child is others have used other characteristics to describe the concept as we shall see in the next few paragraphs.

A child is a human being between the stages of birth and puberty or between the developmental period of infancy and puberty (Mosby, 2013, The free dictionary .com, 2019). This definition is quite related to that of the United Nations. Convention on the Rights of the Child [UNCRC] in its own case is age-specific. It defines a child as "every human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier (Article 1). In line with this internationally initiated definition, Nigeria's Child Rights Act 2003 recognises an adolescent as a person aged 10 to 19 years inclusive. A child is a person 19 years or younger unless national law defines a person to be an adult at an earlier age. Children's Rights International Network (2019) also look at a child as any human being below the age of 18 years, unless under the law applicable to the child, majority is attained earlier.

Biologically, a child can also be described as anyone in the developmental stage of childhood, between infancy and adulthood. He or she could therefore be seen as a person between birth and full growth; a boy or girl. Socially, a child is thus a son or daughter in

relation to the father or mother. He or she is a human offspring a descendant of somebody, or a member of a people with a common ancestor or geographic origin, usually person who has not attained maturity or the age of legal majority. Child may also describe a relationship with a parent or authority figure, or signify group membership in a clan, tribe, or religion; it can also signify being strongly affected by a specific time, place, or circumstance, as in "a child of nature" or "a child of the Sixties Legally, a child is generally referred to as a minor, otherwise known as a person younger than the age of majority.

3.1.2 Childhood Characteristics

These childhood characteristics include:

- Seeking out things that are fun to do
- Jumping from one interest to another
- Curious, eager to try new things
- Smile and laugh a lot
- Experience and express emotions freely
- Creative and innovative
- Physically active
- Constantly growing mentally and physically
- Risk often - are not afraid to keep trying something that they are not initially good at and are not afraid to fail
- Rest when their body tells them to
- Learn enthusiastically
- Dream and imagine
- Believe in the impossible
- Generally don't worry about things, and
- Passionate

3.2 Child Development Theories and their Implications on Child Growth and Development

Child development that occurs from birth to adulthood was largely ignored throughout much of human history. Children were often viewed simply as small versions of adults and little attention was paid to the many advances in cognitive abilities, language usage, and physical growth that occur during childhood and adolescence. Interest in the field of child development finally began to emerge early in the 20th century, but it tended to focus on abnormal behaviour. Eventually, researchers became increasingly interested in other topics including typical child development as well as the influences on development.

It is important to study how children grow, learn and change, because the understanding of child development allows us to fully appreciate the cognitive, emotional, physical, social, and educational growth that children go through from birth and into early adulthood.

The following are the various child development theories:

1. Freud's psychosexual developmental theory
2. Erikson's psychosocial developmental theory
3. Behavioural child development theories
4. Piaget's cognitive developmental theory
5. Bowlby's attachment theory
6. Vygotsky's socio-cultural theory

This section provides overview of some of the child development theories.

3.2.1 Freud's Psychosexual Developmental Theory

Psychoanalytic Theory originated with the work of Sigmund Freud. Through his clinical work with patients suffering from mental illness, Freud came to believe that childhood experiences and unconscious desires influenced behaviour. According to Freud, conflicts that occur during each of these stages can have a lifelong influence on personality and behaviour. Freud proposed one of the best-known grand theories of child development.

According to Freud's psychosexual theory, child development occurs in a series of stages focused on different pleasure areas of the body. During each stage, the child encounters conflicts that play a significant role in the course of development. His theory suggested that the energy of the libido was focused on different erogenous zones at specific stages. Failure to progress through a stage can result in a fixation at that point in development, which Freud believed could have an influence on adult behaviour.

Successfully completing each stage leads to the development of a healthy adult personality. Failing to resolve the conflicts of a particular stage can result in fixations that can then have an influence on adult behaviour. According to Freud, personality is largely set in stone by the age of five.

3.2.2 Bowlby's Attachment Theory

John Bowlby proposed one of the earliest theories of social development. Bowlby believed that early relationships with caregivers play a major role in child development and continue to influence social relationships throughout life. Bowlby's attachment theory suggested that children are born with an innate need to form attachments. Such attachments aid in survival by ensuring that the child receives care and protection. Not only that, but these attachments are characterized by clear behavioural and motivational patterns.

In other words, both children and caregivers engage in behaviours designed to ensure proximity. Children strive to stay close and connected to their caregivers who in turn provide a safe haven and a secure base for exploration. Children who receive consistent support and care are more likely to develop a secure attachment style, while those who receive less reliable care may develop an ambivalent, avoidant, or disorganized style.

3.2.3 Bandura's Social Learning Theory

Social learning theory is based on the work of psychologist Albert Bandura. Bandura believed that the conditioning and reinforcement process could not sufficiently explain all

of human learning. For example, how can the conditioning process account for learned behaviours that have not been reinforced through classical conditioning or operant conditioning? According to social learning theory, behaviours can also be learned through observation and modelling. By observing the actions of others, including parents and peers, children develop new skills and acquire new information.

Bandura's child development theory suggests that observation plays a critical role in learning, but this observation does not necessarily need to take the form of watching a live model. Instead, people can also learn by listening to verbal instructions about how to perform behaviour as well as through observing either real or fictional characters display behaviours in books or films.

3.2.4 Vygotsky's Sociocultural Theory

Another psychologist named Lev Vygotsky proposed a seminal learning theory that has gone on to become very influential, especially in the field of education. Like Piaget, Vygotsky believed that children learn actively and through hands-on experiences. His sociological theory also suggested that parents, caregivers, peers and the culture at large were responsible for developing higher order functions.

In Vygotsky's view, learning is an inherently social process. Through interacting with others, learning becomes integrated into an individual's understanding of the world. This child development theory also introduced the concept of the zone of proximal development, which is the gap between what a person can do with help and what they can do on their own. It is with the help of more knowledgeable partner(s) that children are able to progressively learn and increase their skills and scope of understanding.

3.3 Rights of a Child: Extracts from The Convention on the Rights of the Child and Nigeria's Child Rights Act 2003

The ratification of the Convention on the Rights of the Child at the international level and the domestication of this Convention at both the national and state levels in a country like Nigeria is a reflection of the great value placed on the child across the world. Some of the

Articles of the Convention, the provisions in the relevant National Assembly Act and State Edict clearly specify how issues relating to the child in any environment; immediate or wider should be handled with less stress on the child. Examples of some of these are extracted and presented in the next few paragraphs.

3.3.1 United Nations Convention on the Rights of the Child

- Recalling one of the provisions in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,
- Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,
- Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,
- Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,
- Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,

- Bearing in mind that, as indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth",
- Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration.
- Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child.
- Recognizing the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries have agreed among others to ensure:
 - i. That in all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.
 - ii. To the maximum extent possible the survival and development of the child.
 - iii. That States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.
 - iv. That States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
 - v. That the child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
 - vi. That States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of

illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

3.3.2: Nigeria Child Rights Act (2003)

The Child's Rights Act 2003 (CRA 2003) contains a number of laudable provisions which, if implemented, would go a long way to ensure the protection and welfare of the Nigerian Child. The Act outlines certain basic rights of the child and goes further to provide criminal sanctions for the violation of some of these rights in a bid to ensure that these rights are upheld. Some of these rights which are recognized by the CRA 2003 include the following:

- Right to life, survival and development
- Right to a name, nationality, privacy and family life
- Freedom of association and peaceful assembly (in conformity with the law and in accordance with the directions of his/her parents)
- Freedom of thought, conscience and religion – which in essence means the right to express his or her opinions – subject to parental direction especially when adoption, fostering, guardianship or custody is in issue
- Freedom of movement subject to parental control
- Freedom from discrimination merely by reason of his belonging to a particular community, ethnic group, sex, religion, circumstances of birth
- Respect for dignity of person which implies that the child shall not be subjected to physical mental/emotional injury, abuse, torture, inhuman or degrading treatment, servitude, slavery or other debasing acts
- Right to leisure, recreation and cultural activities
- Right to health and health services, parental care, free compulsory and universal primary education, amongst others

The current Nigeria Child Rights Act 2003 defines a new child protective system and allows opportunities for the participation of children in matters that concern their rights and welfare. Some of the instances prohibited as provided by the Act include the following:

- Buying and selling of children for the purpose of begging, prostitution, guiding beggars, domestic or sexual labour, slavery, child trafficking, debt bondage, etc attract 10 years imprisonment
- Unlawful sexual intercourse with a child is rape and attracts a penalty of life imprisonment regardless of the fact that the offender believed the child to be above 18 or whether the child agreed to it.
- No child can be validly married or betrothed and anything contrary to this will attract a penalty of 5 years imprisonment or N50,000 fine
- Tattooing the skin or making any mark on any part of the body of a child attracts a penalty of N5,000 or 7 months imprisonment
- Using a child for drug trafficking attracts life imprisonment
- Using of children to commit criminal activities attracts a penalty of 14 years in imprisonment

The two documents on Child Right have implications on healthy development of a child which is crucial to the future well-being of any nation. Special attention should be given to child's immediate and wider environment encompass a variety of actors and actresses who are expected to play key roles on regular basis in order to ensure that the child has an all-round development devoid of stress and poor quality of life.

3.3 Self-Assessment Exercise

- i. Briefly describe nature of a child.
- ii. Identify some of the great thinkers whose works have influenced the principles of child development and discuss their implications to child development.

ANSWER TO SELF ASSESSMENT

- i. Briefly describe nature of a child.
The joy of being child knows no bound so goes the saying. The nature of child is that which innocent, naïve and with com, fun-seeking, restless, curious, physically active, smile at will, emotional, etc.

- ii. Identify some of the great thinkers whose works have influenced the principles of child development and discuss their implications to childhood.

Albert Bandura Social Learning Theory: He laid emphasis on behaviours which can be learned through observation and modelling. By observing the actions of others, including parents and peers, children develop new skills and acquire new information.

Lev Vygostky Socio-cultural Theory: The theory states that learning is inherently borne out of a social process through interacting with others, learning becomes integrated into an individual's understanding of the world.

Jean Piaget: Critically define the growth pattern of a child based on stages

Bowlby' Attachment Theory: Children strive to stay close and connected to their caregivers who in turn provide a safe haven and a secure base for exploration.

4.0 CONCLUSION

In concluding this chapter, it is necessary to reiterate once again United Nations Convention on the Rights of the Child. There are many research findings to support the characteristics and traits of a child. There are, however, universal, predictable sequences of growth and change that occur during the growing period of a child. The existence of a Convention and Act of Parliament at both the international and national levels respectively on the rights of the child is a pointer to the significance of children in every society. It is therefore expected that every State in Nigeria should domesticate and implement Child Rights. Teacher must also understand and protect the right of a child to facilitate all-round development of the child.

5.0 SUMMARY

The biological, social and legal definitions of a child have been discussed and extracts of the United Nations Convention on the Rights of the Child and Nigeria's Child Rights Act 2003 were highlighted for the purpose of/ promoting a better understanding of the concept

and its significance in the society. The unit has also familiarize you with theories of child development.

6.0 TUTOR MARKED ASSIGNMENT

Juxtapose some of the unhealthy practices against Nigeria child with the Rights of a child according to Nigeria Child Right Act 2003.

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MODULE 1: THE CHILD'S ENVIRONMENT

UNIT 4: TYPES OF CHILD'S ENVIRONMENT

CONTENTS

- 1.0:** Introduction
- 2.0:** Learning Outcomes
- 3.0:** Main Content
- 3.1:** The Child and His/ her Environment
- 3.2:** Types of child environments and their influences
- 3.3:** Effects of the Relationship between the Child and His Environment
- 3.3:** Self-Assessment Exercise
- 4.0** Conclusion
- 5.0** Summary
- 6.0** Tutor Marked Assignments
- 7.0** References/Further Readings

1.0: INTRODUCTION

The environment of a child is an important and powerful determinant of how a child grows. Every child observes, learns and depends on his or her environment for survival. Children are connected with people-teachers, and other adults, other children (peers); materials, tools, symbols, ideas, knowledge, technology and so on which are strongly linked to the child's development than any other factor one can imagine at this period. It is therefore not out of place to reiterate the fact that a relationship exists between a child's environment and his/her physical, physiological and psycho-social development. This however does not imply that a child's genes do not play a key role in his/her development, rather we need to accept the fact that children are a product of their genes and their environment.

20 : LEARNING OUTCOMES

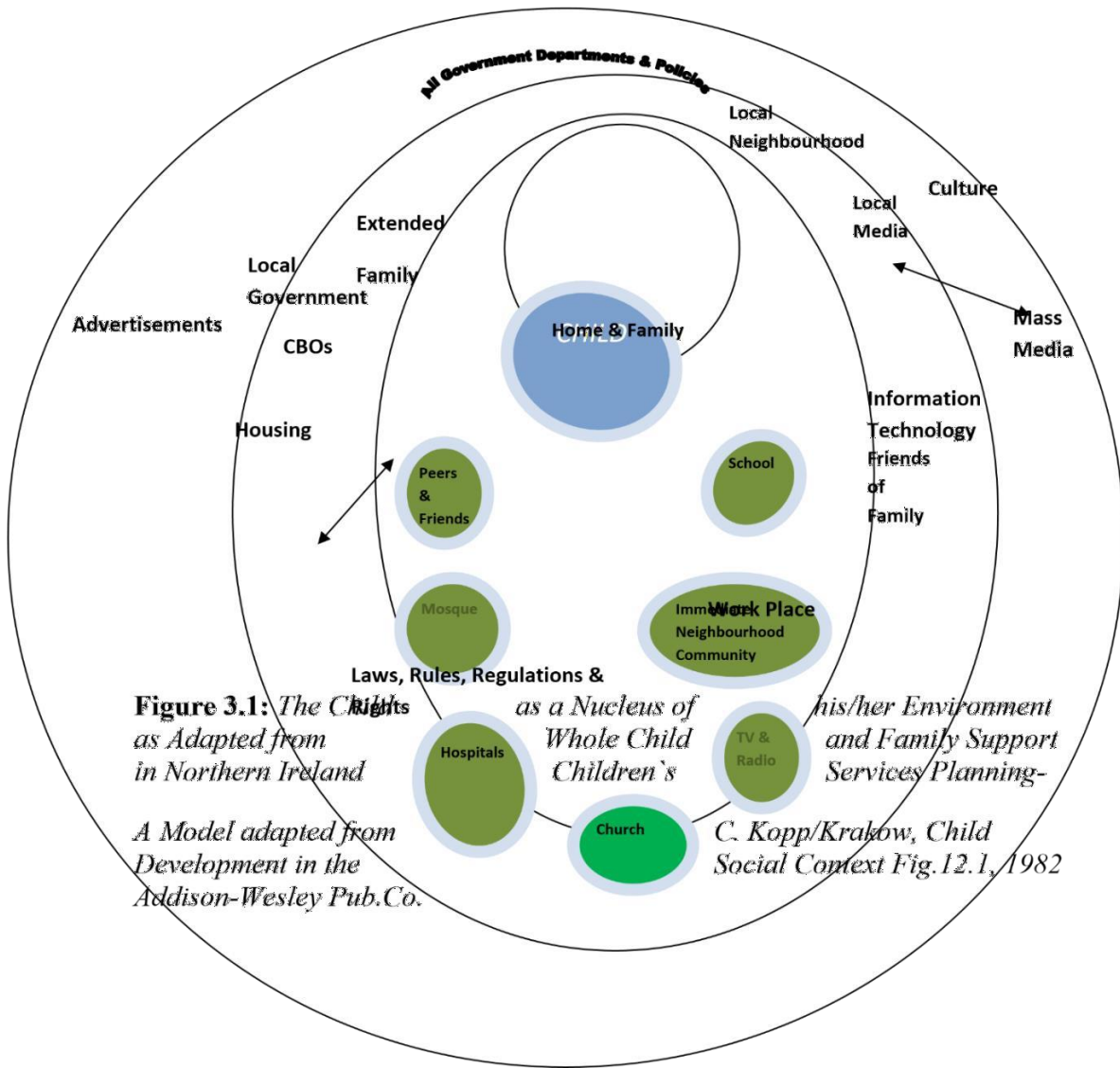
At the end of this Unit, you should be able to:

- i. Discuss the relationship between the child and his/her environment
- ii. Highlight effects of such relationship.
- iii. Examine consequences of depriving the child of the opportunity to explore his / her environment.

30 : MAIN CONTENT

3.1 : The Child and His /her Environment

An environment is made up of the different types of environment revolving around the child who is located within a particular place at a given time. Being the nucleus of this environment, he/she is found establishing a variety of relationships which have multiple effects on his/her survival. The relationship between the child`s and his/her environment is illustrated in the figure 3.1.



Of the many different relationships people form over the course of the lifespan, the relationship between the family (which is the child's immediate environment) and the child him/herself, is among the most important. The child is born into an environment where he/she is expected to learn the rudiments of living and surviving.

Every child's later personality in adult life is shaped by biological and social influences. The social influences are experienced in the social system through social interactions within their environment. Children act in the environment taking initiatives. They are not passive inhabitants but are inquisitive, explorative and out to control. They do not see the environment solely from their own point of view, but are capable of looking at it from someone else's as well. Hence, it is impossible to separate the environment from the person acting in it. The structure, characteristics and quality of such environment can make or mar his or her development, growth and social interaction. The child's environment helps young children to develop intellectual and cognitive skills. It is a product of many factors; physical, mental, social and cultural, and this greatly affect the child's development and growth.

Next is to discuss some of the components of the environment and their relationship with the child.

3.1.1 Child Environments and Their Influences

The child environments that impact child development are divided into the following:

- Physical Environment
- Social Environment
- Emotional Environment
- Socio-Economic and Health Environment

Physical Environment

The physical environment affects development through exposure to drugs, alcohol, tobacco or environmental toxins, child's home, neighbourhood, state and even earth are the physical environment. Children may have been exposed in utero to some of these environmental factors, but the symptoms may manifest as difficulties in child's

development. Growing up in a disadvantaged environment causes the child to develop differently. For example, living in an environment affected by chaos and poverty can lead to changes in the child's system and leads to child's vulnerability to chronic diseases.

A child's early home environment has a profound effect on his well-being. Beginning in infancy environments during children's first three years are associated with a host of developmental problems, which are;

- poorer language development
- behaviour problems
- deficits in school readiness
- aggression, anxiety and depression
- impaired cognitive development

Emotional Environment

Children are affected by factors that impact healthy emotional development. Without a healthy emotional environment, children will not feel safe about taking risks and exploring the world, and this kind of emotional security is critical for those developmental skills. Children who struggle with an unstable situation at home can develop attachment issues that can impede their emotional development and lead to mental health issues later on. This is made worse if the economic environment is also unstable, because those children will not have access to the level of care they may need and this may functionally leads to anxiety, aggression and depression. Also children who are exposed to positive environment tends to exhibit young children develop their sense of self and learn to negotiate, compromise, resist, and assert their own preferences, they are likely to come into conflict with their parents and these adults in their environment who increasingly set limits and expect compliance, based on the child's developing capacities for self-control.

The approach to discipline and to conflict resolution in such environment has important effects on the quality of the parent-child relationship and the child's early personality growth. Often, children who live in environments where parents use physical punishment act aggressively toward others. An environment characterized by affectionate parent-child relationship, in turn, enhances the child's compliance and cooperation. The effect of the

physical environment on child development cannot be understated, and this includes the physical surroundings they are raised in. If your living environment is cramped, noisy and filled with aggression, child's personality can be affected.

Social Environment

Most obviously children's social environment will have an impact on their social development. The single most important influence on your child's development is his family; parents, older siblings, or relatives and the bonding provided within a family home helps nurture and protect the child physically and emotionally. This includes taking on different parenting roles such as disciplinarian, easy going, etc. The time invested in nurturing the child will show in his positive development and growth. Playing with the child is important as well as establishing a close relationship helps to develop their motor skills. Communicating with children shows that their inputs and opinions are valuable. Leaving a child the whole day without the opportunities for genuine human interaction will prevent him from getting the required experience required to development.

The language is important in human social relationships. The child's family environment provides him with opportunity to acquire language skills (listening and speaking) which form the basis of relationships with other people and brings about socialization. Language as one of the components of the child's environment constitutes a cognitive tool of great power. It truly transforms the child in his/her environment. It relieves the child of the need to see, hear or feel everything at first hand and enormously expanding his field of thought.

Finally, it is important to know that maintaining a good relationship with your child is not enough. The entire family needs to be cohesive and protective of each other. For instance, the type of environment in which a child finds him/herself matters a lot when it comes to development of social skills needed for interactions. Through adult child relationships a child is nurtured and taught basic social skills. These skills include those of inter-personal communication, friendship, negotiation, bargaining and compromising. Again, through peer relationships the child is taught cooperation, competition, and intimacy. On the other hand, children could be taught negative social values where they come in contact with an

environment characterized by peer groups or family members with defective and anti-social behavioural traits.

Socio-Economic and Health Environment

The family's ability to provide financially for the child is important. Money is a deciding factor when it comes to comfortable living. It has been well established that the privilege of wealth is real and that it has a greater impact on childhood development. For instance, rich parents can afford to spend more time with their children and poorer parents are too caught up in making ends meet to have the privilege of quality time. Wealth also helps secure better academic training, opportunities for travel, extra classes, for the child. The well-known positive association between health and income in adulthood has antecedents in childhood. Not only is children's health positively related to household income, but the relationship between household income and children's health becomes more pronounced as children age.

Part of the relationship can be explained by the arrival and impact of chronic conditions. Children from lower income households with chronic conditions have worse health than do those from higher-income households. The adverse health effects of lower income accumulate over children's lives. Part of the intergenerational transmission of socioeconomic status may work through the impact of parents' income on children's health. It's easy to forget that it is not sufficient to provide for a child rather there should be deep involvement in his life. Children should understand how money and budgets work and children should always be taken care of, even if things are rough.

3.3: Effects of the Relationship between the Child and His Environment

Children who are denied permission to explore themselves and their environment can spend their lives with a damaged or incomplete understanding of who they are. They may end living not being able to:

- i. Ask questions
- ii. Risk things, try new things, learn new information, seek out a different or

- iii. better way of doing things
- iv. Have a positive and hopeful view of the world and their future in it
- v. Talk about tough or personal issues
- vi. Disagree and voice their own thoughts
- vii. Trust their own emotions
- viii. Trust self to make decisions
- ix. Forgive self for making mistakes
- x. Be proud of an accomplishment, be proud of self, feel worthy on own merits

Furthermore, a child`s environment adds to his/her genetic personality factors. Some children are genetically predisposed to violence but as long as they are in a good home or socially stable environment they will probably overcome the weakness. But if they are born in a family and live in an environment that has poor communication or is abusive they are more likely to engage in criminal activity.

Equally, when a child operates within an emotionally imbalance environment, where parents and other adults exercise power and authority to overcome their children`s assertiveness, the children may comply but they are also likely to become angry and frustrated. This state of frustration could lead to exhibition of deviant behaviours particularly in the absence of their parents or other adults in their immediate environment. However, living in an environment filled with warm relationships can motivate young children to want to comply with an adult`s expectations and maintain strong positive links with such environment. This is also expected when they are exposed to new experiences and given chances to safely explore their physical environment.

It is also not impossible that children who come from home environments where parents are more educated, with higher income, well organized routines and where mothers have fewer or no symptoms of depression, will be more intellectually developed than those from environments where a combination of these factors are missing. The implications of the foregoing discussion is that every society should accept the promotion of a conducive

environment (immediate and wider) as a responsibility and task essential for an all-round positive development of the child as a key member of any society.

3.3: SELF ASSESSMENT EXERCISE

1. Mention any three child`s environment and their influences
2. Highlight any five consequences of depriving the child of the opportunity to explore his environment.

SOLUTIONS TO SELF ASSESSMENT

1. Child`s environment are physical, technological and social environment.
 - (a) **Physical Environment:** The physical environment are natural endowments. It is in the best interest that a child is able to navigate him or herself from one end to another.
 - (b) **Social Environment:** Social environment is borne of the fact that people rely on themselves to get things done. Concepts like communalism, communism, socialism and the likes are typical reflection of the need for social environment. In the course of relating, people exchange inadvertently values and principles such as honesty, hard work, team work, right attitude to work etc.
 - (c) **Technological Environment:** The entire world is going through phases of development. Some of these development are technology-driven. Nearly everyone comes in contact with technological gadgets on a daily basis such as I pads, I phones, Smart phones, Computer and so on. This type of environment propels a chid to acquire knowledge, appropriate and use technology to their own advantage without any hitch.
2. Consequences of depriving the child of the opportunity to explore his environment. A lot of dare consequences may be responsible for denying a child` exploration of his or her environment. In most cases, the spirit of exploration is killed, Creativity dies naturally,

Such child will not develop and society will not witness resounding success in growth and development. Such country will be lagging behind in the schemes of things and time.

4.0: CONCLUSION

The Unit has established that the child is inextricably linked with his/her environment. A well developed and socially stable environment is capable of positively enhancing the growth and development of the child as a useful member of his/her family and the society. In situations where the child's environment is defective and maladjusted the child may end up living in atmosphere of stress, depression, anxiety, and low self-esteem.

5.0: SUMMARY

This unit has discussed the features of a child's immediate environment, relationship between the child and his/her environment. The types of child environment such as language, physiological and health status, social behaviour and interactions, emotional and psychological status on one hand and the child were examined. The effects of these relationships could be both positive or negative depending on the nature and characteristics of the child's environment.

6.0: TUTOR MARKED ASSIGNMENT

Examine the situation of Jumbo, a child who was from a well to do and educated family. Always provided with all her needs with many toys and necessary instructional items, her parents were in good relationship. Compare with Zimko, a child whose parents were uneducated and separated. Her mother did not have the means to send her to preschool. When she got to primary school, she lacked the social skills to take turns or speak up in class. She lived in poverty and has never had many stimulating toys. He often goes to bed hungry and can't think clearly sometimes. He was preoccupied mentally with surviving.

Sam on the other side was the youngest in a family of eight. His foster brothers and sisters be apt to intimidate him. His parents don't seem to notice or care because all they do is argue. He never knew his parental love and attention. Being worried he didn't know what

a loving family is like. Discuss the situation of Jumbo, Zimko and Sam environment and its influences on them.

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MODULE 2: CULTURAL DIFFERENCES IN CHILD REARING PRACTICES IN NIGERIA

Unit1: Concepts of Child Rearing, Parenting and Parenting Styles

Unit 2: Theories of Parenting and their Implications on Child Development

Unit 3: Common Child Rearing Practices among Ethnic groups in Nigeria

Unit 4: Child Fosterage and Proper Parenting Practice

UNIT 1: CONCEPTS OF CHILD REARING, PARENTING AND PARENTING SYTTLES

CONTENTS

- 1.0:** Introduction
- 2.0:** Learning Outcomes
- 3.0:** Main Content
 - 3.1:** Meaning of Child Rearing and Parenting style
 - 3.2:** Patterns of parenting style
 - 3.3** Process of Child rearing
 - 3.4:** Parenting Roles
 - 3.5:** Self-Assessment Exercise
- 4.0:** Conclusion
- 5.0:** Summary
- 6.0:** Tutor Marked Assignments
- 7.0:** References and Further Readings

1.0: INTRODUCTION

Every child is entitled to good health, protection from diseases and proper medical care for survival, personal growth and development. It is also the responsibility of the parents to give children attention and love. However, none of these is however possible without appropriate child rearing and parenting. Parenting is synonymous to parenthood, child upbringing, and rearing or child education. Parenting can be defined as the family involvement process that consists of parent's attitudes, values and practices in raising

youth. Appropriate child rearing and parenting is a factor that must be considered in the development of a child because it predicts the holistic growth of the child. This Unit therefore explains the two concepts; child rearing and parenting and parenting roles, with the intention of examining in the other units of this module, the variations in the patterns and practices across different cultural groups in Nigeria.

2.0 : LEARNING OUTCOMES

At the end of this Unit, you should be able to:

1. Explain the meaning of child rearing and parenting style.
2. Explain the concept of parenting
3. Differentiate the concept of child rearing from parenting.
4. Discuss the parenting roles and their significance

3.0 : MAIN CONTENT

3.1 The Meaning of Child Rearing and Parenting Style

3.1.1 Child rearing

Child rearing refers to the behaviours of parents towards their minority-age children. Child rearing is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood. Families are an important part of society. People have a lot to say on the subject of how to keep families well operated, especially on how to raise children. Parents have a lot to do with their children as they raise them from infants to young adult. Child rearing can be very stressful and confusing if you don't have an idea of what you're doing. The importance of child rearing is clearly important. Parents want their children to succeed and grow up to be well-functioning adults. The training or bringing-up of children by parents or parent-substitutes is used for child rearing practices in different societies, at different economic levels, in different ethnic groups, etc. It differs from parenting in that in child rearing the emphasis is on the act of training or bringing up the child and the interaction between the parent and child, while parenting emphasizes the responsibility and qualities of exemplary behaviour of the parent.

3.1.2 Parenting style

Parenting style is a psychological construct representing standard strategies that parents use in their child rearing. The quality of parenting can be more essential than the quantity of time spent with the child. For instance, a parent can spend an entire afternoon with his or her child, yet the parent may be engaging in a different activity and not demonstrating enough interest towards the child. Parenting styles are the representation of how parents respond to and make demands on their children. Parenting practices are specific behaviours, while parenting styles represent broader patterns of parenting practices. There are various theories and opinions on the best ways to rear children, as well as differing levels of time and effort that parents are willing to invest. Parenting is usually done in a child's family by the mother and/or father (i.e., the biological parents). Most parenting practices are deeply rooted in the belief systems of the people who follow them. When parents are unable or unwilling to provide this care, it is usually undertaken by close relatives, such as older siblings, aunts and uncles, or grandparents. In other cases, children may be cared for by adoptive parents, foster parents, or in institutions (such as group homes or orphanages which are not so common in a country like Nigeria).

The United Nations (UN) Convention on the Rights of the Child (CRC) is clear: parents, legal or customary guardians have the primary responsibility for the upbringing and development of the child. But so do governments, non-governmental actors and community-based organizations. According to UN CRC article 181, states must 'render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.' In keeping with the spirit of the Convention, family and parenting support is increasingly recognized as an important part of national social policies and social investment packages aimed at reducing poverty, decreasing inequality and promoting positive parental and child well-being.

3.2 Patterns of Parenting Styles

Psychologist Diana Baumrind (1967, 2005) identified four patterns of parenting styles based upon two aspects of parenting behaviour, control and warmth. Parental control refers to the degree to which parents manage their children's behaviour from being very controlling to setting few rules and demands. Parental warmth refers to the degree to which parents are accepting and responsive of their children's behaviour as opposed to being unresponsive and rejecting. When the two aspects of parenting behaviour are combined in different ways, four primary parenting styles emerge:

- i. **Authoritative Parenting:** authoritative parents are warm but firm. They encourage their adolescent to be independent while maintaining limits and controls on their actions. Authoritative parents do not invoke the "because I said" rule. Instead, they are willing to entertain, listen to, and take into account their teen's viewpoint. Authoritative parents engage in discussions and debates with their adolescent, although the ultimate responsibility resides with the parent. Research demonstrates that adolescents of authoritative parents learn how to negotiate and engage in discussions. They understand that their opinions are valued. As a result, they are more likely to be socially competent, responsible, and autonomous.
- ii. **Authoritarian Parenting:** authoritarian parents display little warmth and are highly controlling. They are strict disciplinarians, use a restrictive, punitive style, and insist that their adolescent follow parental directions. Authoritarian parents invoke phrases such as, "you will do this because I said," and "because I'm the parent and you are not." Authoritarian parents do not engage in discussions with their teen and family rules and standards are not debated. Authoritarian parents believe the adolescent should accept, without question, the rules and practices that they establish. Research reveals that adolescents of authoritarian parents learn that following parental rules and adherence to strict discipline is valued over independent behaviour. As a result, adolescents may become rebellious or dependent. Those who become rebellious might display

aggressive behaviours. Adolescents who are more submissive tend to remain dependent on their parents.

- iii. Permissive Parenting:** permissive parents are very warm, but undemanding. They are indulgent and passive in their parenting, and believe that the way to demonstrate their love is to give in to their adolescent's wishes. Permissive parents invoke such phrases as, "sure, you can stay up late if you want to," and "you do not need to do any chores if you don't feel like it." Permissive parents do not like to say no or disappoint their children. As a result, teens are allowed to make many important decisions without parental input. Parents do not view themselves as active participants in shaping their teen's actions; instead they view themselves as a resource, should the adolescent choose to seek their advice. Research findings show that adolescents of permissive parents learn that there are very few boundaries and rules and that the consequences are not likely to be very serious. As a result, teens may have difficulty with self-control and demonstrate egocentric tendencies that can interfere with proper development of peer relationships.
- iv. Uninvolved Parenting:** uninvolved parents are not warm and do not place any demands on their teen. They minimize their interaction time, and, in some cases, are uninvolved to the point of being neglectful. Uninvolved parents are indifferent to their adolescent's needs, whereabouts, or experiences at school or with peers. Uninvolved parents invoke such phrases as, "I don't care where you go," or "why should I care what you do?" Uninvolved parents rarely consider their teen's input in decisions and they generally do not want to be bothered by their teen. These parents may be overwhelmed by their circumstances or they may be self-centred. Parents might also engage in this style if they are tired, frustrated, or have simply "given up" in trying to maintain parental authority. Research supports that adolescents of uninvolved parents learn that parents tend to be interested in their own lives and less likely to invest much time in parenting. As a result, teens generally show similar patterns of behaviour as

adolescents raised in permissive homes and they may also demonstrate impulsive behaviour due to issues with self-regulation.

3.3 Processes of Child Rearing

One of the most important roles of parents in child rearing is presumed to be socialization. Socialization is the process by which an infant becomes an acceptable member of his/her society- one who behaves appropriately, knows the language, the requisite skills, and holds the prevailing beliefs and attitudes. It also consists of those patterns of actions, or aspects of actions which inculcate in individuals the skills, motives and attitudes necessary for the performance of present and anticipated roles in the society. This is however carried out through different processes listed and discussed in the next few pages of this Unit.

3.3.1: Direct teaching- This process involves guiding the child through verbal instructions and actions to acquire some behavioural traits and skills. Here, the child is told what to do or not to do and he/she is either rewarded for the right thing or punished for doing the wrong one. He/she is also shown practically how to do some things at home or within the neighbourhood and he/she is expected to practice doing such thing under the guidance of the parents or other adults in the family or extended family.

3.3.2: Incidental learning- Majority of what the child learns in the process of growing up is unconsciously taught. Here, parents and other adults engage the child in activities and experiences which might be fun in nature and he/she can be learning a great deal through such without having to notice that learning is taking place. It happens in many ways: through observation, repetition, social interaction, and problem solving; from mistakes, assumptions, or from being forced to accept or adapt to situations.

3.3.3: Imitation/Assimilation/Learning from models - Children while growing up are fond of imitating both adults and their peers. They learn to imitate their parents when they are within the home. When they are outside the home, they strive to imitate their same sex peers in terms of dressing, speaking and behaviours. From their daily interactions and observations, children end up engaging in actions which tend to resemble those of their parents, older brothers or sisters or even individuals they see on the television. This is

imitation. The most important factor to note here is the ability of adult figures and parents to serve as good role models who can be correctly copied by the children.

3.3.4: Role learning- In every society, people occupy different positions and each of these positions has certain expectations associated with it. So occupiers of positions are expected to behave in ways that are peculiar to these positions. Children occupy the position of offspring in a home and as such there are roles, skills, values and attitudes they are expected to learn, acquire and exhibit. These are usually prescribed or determined by the culture of the society or group to which they belong. Hence, it is a process that affords the child to learn the requirements of that culture.

3.4 Parenting Roles

Generally, today the modern parenting is germane for the scaling and structuring of a child. These include:

1. Providing physical security in terms of physical safety, shelter, clothes, nourishment, protection from dangers, caring for the child's health and general safety of a child's life.
2. Developing a child physically, that is, providing conditions for a healthy growth of the child, by training the body and developing good health habits in him/her.
3. Providing the child intellectual security in terms of conditions in which a child's mind can develop so that his/her dignity is safe enough to enable him/her learn effectively. The child must be provided an atmosphere of peace and justice in the family, where a "no-fear," "no-threat," "no-verbal abuse" environment exists.
4. Providing intellectual development in terms of opportunities for a child to learn about laws of nature and moral laws, acquire social skills, ethics and value systems, reading, writing and calculating skills.
5. Providing emotional security to child by protecting and shielding his/her fragile psyche through the provision of a safe and loving environment that can give the child a sense of being loved, being needed, and welcomed.

6. Providing emotional development by giving a child an opportunity to love other people, to care and to learn to help others through showing of empathy and compassion to younger and older, weaker and sicker as well as grandparents.

3.4: Self-Assessment Exercise

1. What is child rearing?
2. Attempt a differentiation between child rearing and parenting.
3. Highlight the different roles of parenting that have been discussed in this Unit.
4. Explain some of the reasons why the process of child rearing can take different forms in a family.

SOLUTIONS TO SELF-ASSESSMENT EXERCISE

1. What is child rearing?

Child rearing refers to the behaviours of parents towards their minority-age children. It is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood. Families are an important part of society.

2. Difference between child rearing and parenting.

It differs from parenting in that in child rearing the emphasis is on the act of training or bringing up the child and the interaction between the parent and child, while parenting emphasizes the responsibility and qualities of exemplary behaviour of the parent.

3. Highlight the different roles of parenting that have been discussed in this Unit.

Authoritative parenting: This type of parenting encourage their adolescent to be independent while maintaining limits and controls on their actions.

Authoritarian parenting: This type of parenting display little warmth and are highly controlling. They are strict disciplinarians, use a restrictive, punitive style, and insist that their adolescent follow parental directions

Permissive parenting: This type of parenting opens the window of discussion and selection for children in determining their fate by themselves. This usually starts from simple gesture and activities.

Uninvolved parenting: This type of parenting captures the absence of those significant others such as parents, guardians, caregivers among others. They are usually unavailable.

4.0: CONCLUSION

Child's rearing and parenting is no doubt fundamental to a child overall development. There is now a strong consensus on roles play by the parents, other adults in the family (nucleus and extended) and peers play one role or the other in child rearing using a combination of processes and models. The full and harmonious development and growth of the child's personality demands that he/she needs protection and assistance so that the family as whole can fully assume its responsibilities within the larger community.

5.0: SUMMARY

This unit has discussed the meaning and importance of child rearing and parenting in child development. Attempt has also been made to highlight the differences and similarities between the two concepts. The discussion on the various processes of child rearing has equally familiarized you with the various ways by which children are provided opportunity to learn in the course of child rearing. Likewise, the roles of parenting discussed have further clarified your thoughts on the need for parents to be responsible when considering holistic development of a child. This is because there are some parental roles that when neglected will result in adverse effects on the child. Hence, for a child to be reared in an atmosphere of happiness, love and understanding parents, other adults and children's peers must necessarily play positive roles through positive relationship and connection with the child.

6.0: TUTOR MARKED ASSIGNMENT

Make a case for the provision of good parenting in your community.

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UNIT 2: THEORIES OF PARENTING: CHILD DEVELOPMENT IMPLICATIONS

CONTENTS

- 1.0: Introduction
- 2.0: Learning Outcomes
- 3.0: Main Content
 - 3.1: Theories of Parenting
 - 3.2: Implications of Theories of Parenting to Child Development
 - 3.3: Parenting Quality and Child's Behaviour
 - 3.4: Self-Assessment Exercise
- 4.0: Conclusion
- 5.0: Summary
- 6.0: Tutor Marked Assignments
- 7.0: References and Further Readings

1.0: INTRODUCTION

You will recall that in the last lesson that the concepts of parenting and child rearing were discussed. A quick recall of these concepts will be very useful in understanding the topic of this unit. The kind of care and training given to children from their earliest years is to give them sense of belonging. He/she should be trained to participate fully in the life of the community. However, practice of child rearing and patterns of parent-infant interaction vary widely from one parent to another. Effective socialization of the child therefore depends greatly on the quality and richness of child rearing practices and parenting which has being affected by changes in the society.

2.0: LEARNING OUTCOMES

At the end of this Unit you should be able to:

1. Explain theories of parenting.
2. Discuss implications of theories of parenting to child development.
3. Explain the relationship between parenting quality and child development.

3.0 : MAIN CONTENT

3.1 Theories of Parenting

Much contemporary research on parent–child relationships can be traced to three dominant perspectives:

1. Attachment theory
2. Social learning theory
3. Baumrind Social Parental Theory

3.1.1 Attachment theory

The theory proposes that the quality of care provided to the child, particularly sensitivity and responsiveness, leads to a ‘secure’ (optimal) or ‘insecure’ (non optimal) attachment. Attachment theorists use the term ‘pathway’ to make explicit that early attachment experiences do not shape subsequent development in a deterministic manner. Insecure attachment it is not synonymous with disturbance and a secure attachment does not guarantee against disturbance. We know, however, that a particular form of insecure attachment in infants and young children termed ‘insecure-disorganised’ is strongly related to risk for psychopathology and is a marker of particular risk in the caregiving environment Attachment relationships are internalized and carried forward to influence expectations for other important relationships. A history of consistent and sensitive care with the parent is therefore expected to lead to the child developing a model of self and others as loveable and loving/helpful.

3.1.2 Social learning theory

This is one of the most influential models of parent–child relationships. Broadly put, social learning theory argues that children’s real-life experiences and exposures directly or indirectly shape behaviour. There is a focus on traditional behavioural principles of reinforcement and conditioning. The fundamental tenet is that moment-to-moment exchanges are crucial; if a child receives an immediate reward for his/her behaviour, such as getting parental attention or approval, then he/she is likely to do the behaviour again,

whereas if she/he is ignored (or punished) then she/he is less likely to do it again. Whether the assessment and conceptual focus is on behaviour or cognitions, the model suggests that children learn strategies about managing their emotions, resolving disputes and engaging with others not only from their experiences, but also from the way their own reactions were responded to. For younger children especially, the primary source of these experiences is in the context of the parent child relationship and the family environment.

Two dimensional model of parenting are warmth-hostility and restrictiveness-permissiveness. High in warmth and restrictiveness parents produce compliant, well-behaved children, whereas those high in warmth and permissiveness promote socially outgoing, independent, and creative children.

3.1.3 Baumrind Social Parental Theory

Baumrind (1966) theoretical model of parenting style which included the nurturance and control dimensions of child rearing into a conceptualization of parenting style that was fastened in and emphasis on parents' belief system. For Baumrind, key element of parental role is to socialize the child to conform to the necessary demands of others and maintaining a sense of personal integrity. She defined control as strictness, use of corporal punishment, consistency of punishment, use of explanations, and so on. In contrast, Baumrind argued that parents' willingness to socialize their child is conceptually separate from parental restrictiveness.

3.2 Implications of Theories of Parenting to Child Development

1. Parents have to adopt authoritative parenting style and practically apply this when dealing their children and adolescent. They are backbone of any nation and future of nation depends on their psychosocial development. Healthy parents can produce healthy children in return can produce healthy nation. Through training and media campaign authoritative parenting style can promote.
2. Parents parenting styles have great influence on children life domain; after reviewing of literature it is clear that authoritative parenting style has positive

influence in children and adolescents life domain (education, psychological wellbeing). Positive Parent and child relationship is the foundation of healthy home environment and school environment. Parents have influence on whole life of children mean birth to adulthood period effect due to parents. Children spend most time at home and parent's attitudes, behaviours, life standards and communication with children has great impact on child's future life. If parents are too much strict or too much submissive, that has worse impact on their life. But supportive, caring and flexible attitude of parents produce psychological, mentally healthy children. Studies demonstrate that the quality of child–parent attachment in infancy and early childhood predicts relationship quality with peers concurrently and longitudinally

3. Social learning approach has also established linkages. The connection between parenting and peer relationships is believed to be mediated by social cognitions and behavioural strategies learned from interacting with parents. Social learning researchers have also emphasised the importance of parental monitoring and control in preventing the child from developing affiliations with deviant peers. A related approach proposes that social-cognitive capacities, such as emotional understanding, perspective taking and emotional regulation, are developed in the context of the early parent–child relationship and carried forward to later social relationships. There are some uncertainty as to which theoretical position is strongest or which dimensions of the parent child relationship are most relevant. But the existing models of parent child relationships converge in expecting that optimal parent–child relationships would be strongly linked with social competence and positive peer relationships, and that multiple components, including warmth, conflict, and control and monitoring, play an important role.

3.3 Parenting Quality and Child Behaviour

In summary, parenting quality has the following implication on the child:

1. The quality of parent child relationship can be negative or positive. If the quality is negative child behaviour will be aggressive while the rate of misconduct and criminal offense will be high. On the other way if the quality of parent child

relationship is negative you will see a child taken after those good qualities of well-behaved culture of child. For instance, poor parenting quality is associated with aggressive behaviour and delinquency of the child.

2. A home where relationship of parent-child is hostile and devoid of love, such home will raise children with mental depression, anxiety and other internalizing problems such as somatic complaints and social withdrawal. If the relationship is good not hostile full of care and love, that is an environment for raising good children.
3. Child-parent attachment in infancy and early childhood will predict how easy the child imbibe negative or positive attitude from peers group. His/her attachment to parents will definitely affect his/her willingness to engage with people outside home.
4. Parent-child relationship influence the child's 'self-system' which has been a particular focus of attachment theory. Child self - esteem is built from home. Parents should relate with children in a way to build their self- esteem. Children should not be shouted on. They should be praise when they do well and constructively correct them.
5. Quality of parent-child relationships are linked to high-risk health behaviours. Children must be exposed to repercussion of choice they make in life. When notice, high-risk health behaviour such as smoking, drug use they should not be pampered. Also what the children see parent do may affect their behaviour. Parent that does not want his/her child to be involved in this high risk health behaviour should not practice such.

3.3: Self-Assessment Exercise

1. List theories of parenting.
2. Explain the relationship between parenting quality and child development.

SOLUTIONS TO SELF ASSESSMENT EXERCISE

1. Theories of parenting are:
 - Attachment theory

- Social learning theory
- Baumrind Social Parental Theory

2. Relationship between parenting quality and child development are:

- Poor Parent–child relationship quality is associated with aggressive behaviour and delinquency of the child.
- Poor Parent–child relationships quality is associated with child’s depression, anxiety and other internalizing problems such as somatic complaints and social withdrawal.
- Parent–child relationship is an essential environmental context in which structuring or ‘scaffolding’ of the child’s emerging cognitive abilities takes place.
- Quality of child–parent attachment in infancy and early childhood predicts relationship quality with peers concurrently and longitudinally
- Parent–child relationship influence the child’s ‘self-esteem’ which has been a particular focus of attachment theory.
- Quality of parent–child relationships are linked to high-risk health behaviours, such as smoking, illicit drug use, alcohol use and sexually risky behaviours.

4.0: CONCLUSION

A detailed understanding of theories of parenting and quality of parenting is paramount for proper training of any child. The influence of such practice can make or mal a child.

5.0: SUMMARY

In this Unit you have learnt theories of parenting - attachment theory, social learning theory and Baumrind Social Parental Theory. Relationship between quality of parenting and child development was also examined. The parent-child relationships quality can be positive or negative with resultant effects.

6.0: TUTOR MARKED ASSIGNMENT

To what extent is it true that a child’s behaviour is a reflection of the quality of parenting?

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MODULE 2: CULTURAL DIFFERENCES IN CHILD REARING PRACTICES IN NIGERIA

UNIT 3: Common Child Rearing Practices among Ethnic groups in Nigeria

CONTENTS

1.0:	Introduction			
2.0:	Learning			Outcomes
3.0:	Main Content			
3.1:	Cultural Differences in Child Rearing Practices and Patterns among some Ethnic and Social Groups in Nigeria			
3.2	Examples of common Child rearing practices among some Ethnic and Social Groups in Nigeria			
3.3:	Self-Assessment Exercise			
4.0:	Conclusion			
5.0:	Summary			
6.0:	Tutor	Marked		Assignments
7.0:	References	and	Further	Readings

INTRODUCTION

You will recall that in the last lesson that the concepts of parenting and child rearing were discussed. The kind of care and training given to children from their earliest years is to give them sense of belonging. He/she should be trained to participate fully in the life of the community. However, practice of child rearing and patterns of parent-infant interaction

vary widely from culture to culture. Despite these variations it is expected that parents, other adults, children`s peers, as well as brothers and sisters are expected to provide a warm and nurturing environment for have an obligation to teach social and familial responsibility. While doing all these with the children, they cannot but have their own shortcomings and cultural differences which go a long in determining how a child is raised within a social group. Hence, this Unit is presenting child rearing practices across the different major ethnic groups of Nigeria as a way of demonstrating the belief that the culture of each group plays key role in the patterns and practices of child rearing. The culture guides parents` beliefs, practices and beliefs about discipline, behaviour management and control.

2.0 : LEARNING OUTCOMES

At the end of this Unit you should be able to:

1. Explain the relationship between child rearing practices, patterns, and cultural beliefs of people.
2. Identify some examples of cultural differences in child rearing practices and patterns among some ethnic and social groups in Nigeria.

3.1 : Cultural Differences in Child Rearing Practices and Patterns among some Ethnic and Social Groups in Nigeria

Child rearing practices, patterns and beliefs are usually based on a culturally –bound understanding of what children need and what they are expected to become later in life. These practices and patterns are grounded in the cultural patterns and beliefs of the child`s immediate environment, that is, the non-shared environment and to some extent the wider local environment of the child (the shared environment). This is premised on the principles of cultural relativism, that is, there is no right or wrong way to bring up a child. Child rearing practices should therefore be judged in relation to assisting children to adjust to their culture.

There exist many cultural values and arts in Nigeria as there are many different ethnic and sub-ethnic groups. This diversity has been playing key role in the different child rearing practices and patterns among families found in different cultural settings or milieu in the country. Each ethnic or sometimes dialect group is known to exhibit different values of behaviour on the same subject matter which may not be far away from norms. Such differences equally amount to variation in the way each group engages itself in child rearing practices. Some of these practices are categorized and discussed in the next few paragraphs of this Unit.

3.2 : Examples of Child Rearing Practices across some Ethnic and Social Groups in Nigeria

3.2.1 : Language Development and Acquisition

Language is one of the many ways through which culture affects development. We know from research on adults that languages forge how people think and reason. Moreover, the content and focus of what people talk about in their conversations also vary across cultures and children learn language unconsciously and without any formal training. Rather, by mimicking and imitating their parents, they learn to acquire the language of their non-shared environment which is mother tongue, and that of the shared environment (language of the child's immediate outside environment). In addition to this, some cultures have peculiar language training programmes for the growing child. For instance, in the south western Nigeria, the use of the non-verbal communication tools in terms of signs, different eye contacts and symbols is part of language training for the growing child. He/she is trained to respond or react to a variety of eye contacts at the exhibition of different positive or negative behaviour(s) to notice parental approval or rejection. Again, the fact that language is varied as exhibited in multiplicity of dialects among ethnic groups in Nigeria makes for variation in child rearing practices when it comes to language training. Also there different register words for different occasions that are learnt and acquired through different agents of socialization such as religion, home, peer groups and so on.

3.2.2 : Discipline, Punishment and Character Training

Parents in different cultures also play an important role in moulding children's behaviour and thinking patterns. Character training, discipline and punishment as part of child rearing in Nigeria is a component that has been influenced over time by factors such as the structure of an average Nigerian family (usually large with extended family members), the presence of large number of adults and the religious beliefs of parents. The father figure is very vital in the process of disciplining a child in most traditional families in Nigeria. Nevertheless, in most cultures Nigeria most parents are known to love their children and attempt to raise them according to the customs and traditions of their society. However, parents hold the belief that if one is too lenient in training a child, he or she will likely bring misfortune to him/herself and the entire family. Hence, different cultures adopted a variety of means to ensure that their children are not left undisciplined when they offend. In some parts of the northern and south western Nigeria, the philosophy of "spare the rod and spoil the child" has been a dominant one in child rearing when it comes to discipline and moral training. This does not however mean that parents in the eastern Nigeria are not conscious of moral and character training in child rearing. Here, there is a culture which allows everybody to play a role. This is because of the Ibo belief that a growing child is for the community and not only for the parents.

3.2.3 : Health habits

Sanitation is one vital component of the health habits which most parents and the society focus on as part of child rearing practices. Parents hold strong belief that "cleanliness is next to Godliness". Hence, they train their children to keep their home clean. Some gender assigned roles are however peculiar in some parts of the country. For example, it is girls that are practically trained by mothers to learn how to sweep the rooms and clean the kitchen in the eastern Nigeria, with the boys trained by their older siblings to sweep and clean the family compound. Traditionally in the northern Nigeria it is not the responsibility of the mother to give such training to the male child but she expects other adults in the

family preferably the males to perform such task. This is quite unlike the south western Nigeria where the responsibility of providing such training is on every other of the family, extended inclusive. Caring for the sick child is however the business of the parents and other adults in most Nigeria families. The older siblings in most cultural settings are trained to care for their sick junior ones and this implies that not much of cultural difference exist among Nigerian families on this aspect.

3.2.4 : Food habits

Food habits in terms of what is eaten, how it is prepared and who prepares it among Nigerian families vary from culture to culture. Consequently, the nature of opportunity made available to a child in this area differs from culture to culture. It is however important to reiterate the fact that there is no Nigerian culture which does not support breastfeeding as a major child rearing practice. Every infant born to a mother in Nigeria is breastfed and the skill of sucking acquired by the child is developed in the baby by the mother, whether she is from the north, east or south western Nigeria. Children are taught to eat the staple foods that are commonly found in the family. For instance in the north it is guinea corn, rice, beans and yam. In the east it is yam and cassava, while in the west it is cassava, yam beans and rice. The child is trained to eat each of these in the most common form of preparation peculiar to his or her socio-cultural group. For example, the Yoruba child is trained to eat *amalamade* with yam flour, while the Ibo child will be trained to eat porridge, the Hausa child will eat boiled yam derived from the same yam. Genders roles also differ from culture to culture when it comes to who is trained to prepare foods in Nigerian homes. Traditionally, the female child is trained to cook in most eastern Nigeria families with the male child's entry into the kitchen seen as quite an uncultured act. While the northern Nigerian families are not so fussy about this, their counterparts in the south western Nigeria see the training of both boys and girls in the art of cooking as very essential.

3.2.5 : Recreation and Leisure

Like children in most parts of the world, boys and girls from Nigerian families love to play by themselves at times and with other children at other times. Play activities are of great value to Nigerian children. Through play, many lessons in socialization are learned in a natural way. The child learns how to cooperate with playmates, to lead or to be led, to make compromises, to defend his rights and to learn to withstand antagonism. Just as children from the eastern Nigeria are trained by the elders to get involved in special games of storytelling and short plays through tales by moonlight, their peers in both the south west and northern Nigeria are equally not left out. These games bother on philosophy and culture as tools of socialization. In addition, parents in the north encourage older siblings to train their children in simple physical combat aimed at building their physique and promoting endurance as well as perseverance as they grow up. This is probably why Northern Nigerian boys seem to be given more opportunities for play than girls.

3.2.6 : Sex Knowledge and Training

Puberty rites for both male and female adolescents have lost much of their former importance in most Nigerian families of today. In fact, it is difficult to find villages where puberty rites are still celebrated. If one finds this still being celebrated it will be probably in very remote areas and villages. Likewise sex training is almost non-existent in many traditional even to some extent modern Nigerian families. It is considered to be sinful or 'corrupting' to speak about such matters candidly between parents and children. Adolescent boys especially are given little or no information about the sexual changes taking place in their bodies. This does not mean that children are not provided with specific opportunities to acquire some sex knowledge and training in different ethnic groups and within different families in the nation. The males learn about sexual matters, primarily from older brothers rather than by their mothers or fathers. In the case of the females, their mothers are the main informants in sexual matters, with their older sister, aunts, and sometimes "house-mothers" in boarding schools and grandmothers also helping out in this matter. Each of these groups of people however does the training with a lot of caution.

3.2.7 : Behaviour and Social Relations

Naturally, every ethnic group in the country has its ideal cultural patterns which refer its of expects children from such group to learn how to conform to these standard norms in the course of relating with others (old and young). For instance in the area of greetings, a growing Yoruba boy of the south western Nigeria is trained by his parents to prostrate for elders while the girls kneel down for the same group of people. This is not so with their Hausa or Fulani peers in the northern Nigeria. Here, both boys and girls do not need to prostrate or kneel down for their own elders while greeting. Rather, they are trained to show some reverence to elders while greeting, by just bending down a bit. If the elder is a highly placed individual rather than bending, the boys are trained to squat with clenched fist as a sign of respect. In the eastern Nigeria, prostrating is not part of training in greetings for boys neither is kneeling down for girls. Children are trained to use the time of the day or events to greet both elders and their peers. Physical posturing therefore is not significant while greeting, although, children are still trained to hold their own wrist with the left hand or use the two hands when shaking hands with the elderly ones.

In the area of peer relationship and interaction, there is little or no restriction for a growing child in most eastern and northern Nigeria traditional societies. Children are trained to mix freely with their peers, particularly those of the same sex, although some monitoring is still ensured by adults and older members of their society. The situation is not quite the same in the traditional south western Nigerian societies. The growing child who lives within an extended family system is trained to relate first with peers within such set up before approval is given for going beyond such bounds. However, there seems to less restriction on the male child than the female one when it comes to relating with the peer group particularly the opposite sex. This is quite similar in most parts of the country. Religious teachings of Nigerian families are also used as a means of shaping the social behaviour of children. Parents use the law aspects of their religious belief to teach their children morality through regular attendance of church or mosque and Sunday school or Quranic School, respect for elders, saying prayers regularly, memorizing religious poems and verses from the Bible or Quran, and by personal example. They also regularly refer to examples of people in the Bible or Quran who were wicked and were punished or were good and subsequently rewarded by God for their good deeds.

3.2.8 : Education

Education, particularly at the non-formal level is another component of child rearing in the traditional Nigerian society. Parents and other adults in the family provide children with opportunities to acquire traditional education, also known as indigenous knowledge. Indigenous knowledge gives children the opportunity to be exposed to agriculture, health care, food preparation, natural resource management, vocational skills acquisition and a host of other activities in their immediate environment.. The mode of delivery and content of this kind of education is however influenced by the child's cultural background. Hence, we experience variations in the kind of skills developed in the child, depending on his/her environment and location. For example, while in the traditional Hausa culture, a growing boy is given Quranic education although with attendance consequences that result to "Alma Jiri Syndrome". Nowadays Nigeria government is propagating combination of Quranic and western education. On the other hand, his peer in Yoruba culture is given the opportunity to access western education.

Nevertheless, both of them are still exposed to some trades, vocations and skills practiced by any of their parents, depending on the sex of the child. This is equally so with the male child in eastern Nigeria, but the female child is considered for more access into western education until recent time when the boy-child education programme was launched. Child care generally in most Nigerian cultures is characterized by positive and nurturing parent-child interaction. For example, in many Northern Nigerian families, older brothers and sisters as well as other relatives, are sometimes expected to train younger children in toilet etiquette, table manners, cleanliness habits, etc. Also, they are often given authority by the parents to teach the younger siblings social controls. If the younger child misbehaves, the older sibling may use some kind of punishment, and occasionally this may involve corporal punitive measures.

3.3 : Self-Assessment Exercise

1. Explain briefly the concept of child rearing practice.
2. Identify some of the components of child rearing practices and patterns that can be used to describe the upbringing of children in Nigeria.
3. Describe some of the cultural differences that characterize food habits and behaviour and social relations as part child rearing practices in Nigeria.

SOLUTIONS TO SELF ASSESSMENT EXERCISE

1. Explain briefly the concept of child rearing practice.

Child rearing practice can be defined as activities that revolves around child growth and development. Such as practices guarantees child`s physical well-being, promote the child`s psycho-social well-being- providing emotional security, socialization, nurturing and giving love and affection, Support the child`s physical development- feeding, bathing, providing safe places to play and explore.

2. Components of child rearing practices and patterns that can be used to describe the upbringing of children in Nigeria.

- Language acquisition and development
- Discipline, punishment and character training
- Toilet etiquette
- Health habits

3. Children learn to conform to the standard norms in the course of relating with others (old and young) in the society depending on the culture of the society. Differences exist in how children are raised in terms of food habits, discipline, behaviour and social relations, toilet etiquette, recreation and leisure, language development and acquisition as well as health habits.

4.0: CONCLUSION

A detailed understanding of child rearing practices and patterns is quite essential for proper development of any child. There are however many cultural variables affecting the ways

in which the child is raised and these vary from one cultural group to the other. The influence of these variations reflects in the nature of socialization experienced by each child depending on his/her ethnic or social group and the level of sophistication of his/her family. While most Nigerian families can be said to play key roles (although varied) in all the different categories of child rearing practices in their society, the area of sex training still needs to be more concentrated upon. Parents and the schools need to play more dominant role in educating boys and girls as to the scientific nature of sexual changes and their social and psychological meaning to the maturing adolescent.

5.0: SUMMARY

In this Unit you have learnt that a relationship exists between child rearing practices and the cultural background of the child. The diversity of culture among different families accounts for the differences in the patterns and practices of child rearing among the various ethnic and social groups in Nigeria. Differences exist in how children are raised in terms of food habits, discipline, behaviour and social relations, toilet etiquette, recreation and leisure, language development and acquisition as well as health habits. Nevertheless, child rearing practices and patterns among Nigerian families still appear to be a mixture of good-natured freedom together with the use of strict controls, as children are strongly believed to be a major source of joy and happiness in most Nigerian societies. Collective groups have traditionally raised children and this could go without saying that children were considered children of the entire community. A child is therefore seen to bring pride or its reverse to the collective group as a whole and not to his or birth parents alone.

6.0: TUTOR MARKED ASSIGNMENT

To what extent is it true that child rearing practices and patterns in Nigeria are a reflection of the cultural background and characteristics of a child's family and ethnic or social group? Use concrete examples to defend your position.

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MODULE 2: CULTURAL DIFFERENCES IN CHILD REARING PRACTICES IN NIGERIA

UNIT 4: CHILD FOSTERAGE AND PARENTING PRACTICE

CONTENTS

- 1.0: Introduction
- 2.0: Learning Outcomes
- 3.0: Main Content
 - 3.1: Concept of child fostering
 - 3.2: Requirements for child fostering
 - 3.3: Types of child fostering
 - 3.4: Merit and Demerit of child fostering
- 3.5 Self-Assessment Exercise
- 4.0: Conclusion
- 5.0: Summary
- 6.0: Tutor Marked Assignment
- 7.0: References/Further Readings

MAIN CONTENT

1. 0: INTRODUCTION

All families face challenges and a wide range of factors can cause parents to become unable to care for their children. When it becomes necessary to remove a child from the home for

their safety, child welfare professionals work to find the best possible placement for that child until they can safely return home or a permanency plan is identified. Different types of foster care exist to meet the unique needs of each child and family. It is however pertinent for us to note at this juncture that some children in the African society, Nigeria inclusive, still end up being brought up by adults who are not their biological mothers. Let us imagine a woman who gave birth to ten children without necessarily raising all of them herself. The implication here is that some of the children must have been raised by other people who might not actually be part of their immediate family. This is child fostering. In this Unit, it is therefore expected that you will learn about the concept and types of child fostering as a child rearing practice, the requirements for this practice, its merits and demerits and importance of proper parenting.

2.0: LEARNING OUTCOMES

At the end of this Unit, you should be able to:

1. Explain the concept and types of child fostering.
2. Identify and explain some of the merits and demerits of child fostering in our society.
3. Highlight the importance of proper parenting
4. Discuss the requirements for child fostering

3.0: MAIN CONTENT

3.1: Meaning and Types of Child Fostering/Fosterage

Foster care placement refers to a temporary alternative care arranged for children deprived of a family environment (Jorens, 2013). The affected children are placed in the care of related or unrelated individuals awaiting reunification with their families or the completion of a more permanent form of alternative care. Foster parents have a significant responsibility of caring for children who are unable to live with their families, many of whom have experienced significant behavioural, emotional and developmental problems. In this caring task, foster presents are key determinants in child outcomes.

African values and cultures' influence in experiences of foster parents and outcomes of foster care placement Parents hold on to the notion that no child can be an orphan in Africa, as roles of mothers and fathers are defined collectively. As such, it is presumed that no man or woman who believes in cultural values and morals will allow a child to be an orphan (Pavlovich, 2013). In Africa, caring for someone else's child is not viewed as burden by foster parents. Actually, taking care of foster children is common in Africa, where children belong to their foster parents as much as to their own parents. Foster care placement is indeed quite common, according to Demographics and health surveys (DHS) in African countries, between 9 and 35 per cent of households shelter for foster children. Many parents believe that fostering is an efficient device to help foster children become independent adults with proper values (Adsera & Tienda, 2012).

Nigeria being heterogeneous is made up of different ethnic groups which of these there are Yorubas, Igbos, Hausas, Kanuri, Nupe and Nok, Warri, Ibibios, Ikwere, Efiks which are predominant. All these possess the tradition of good neighborliness, natural love, equity and good conscience. This is why child matters are deemed the responsibility of all. This belief is reinforced by the predominant religious practices i.e. Christianity, Islam and the traditionalist who practice the religion of our ancestors. The system of foster care by law refers to the system in which a minor has been placed in a ward, group home or private home of a certified caregiver referred to as a foster parent. Such placement is usually arranged through the government or a non-government organisation or agency. In the more organised set up as the government or the NGOs compensation or financial subsidies are envisaged. In the customary parlance, foster care appears more predominant in Igbo land, where relatives come together to care for a child with the hope that the child upon attainment of the age of majority or after school age will in turn impact positively on the family, or community providing the care. The Hausas and Yorubas are more at home with the kinship or family adoption.

3.2: Requirements for Child Fostering

The following is a list of minimum basic requirements to become a foster parent:

- Be over the age of 25.
- Pass a Criminal Background Check.
- Have a regular source of income to support your own monthly expenses.
- Have at least one available bedroom.
- Have a car, valid car insurance & a clean DMV report.
- Have some flexibility in your schedule to accommodate the foster children's court ordered visits, therapy, medical appointments, etc.
- Your home must pass a state required home safety check.
- You must supervise foster children, including teens, when they are not in school or in supervised activities.
- You may be single or married.
- You may own or rent your home or apartment.

3.3: Types of Child Fostering/Fosterage

1. Relative or kinship fostering

Relatives such as grandparents, aunts, uncles or cousins are the first desirable option to provide a safe and caring environment for children. A lots grandparents are raising their grandchildren. The Child Welfare Information Gateway describes three categories of relative/kinship care:

1. **Informal kinship care:** it does not involve the child welfare system. A parent may leave a child in a relative's care while he or she is overseas or when an illness prevents the parent from caring for the child. Legal custody of the child remains with the parent.

2. **Voluntary kinship care:** the child welfare system *is* involved; however, the State does not take legal custody. In many cases, child welfare workers have investigated a report of abuse or neglect by the parent and a court decides to place the children with relatives while the parent receives in-home family support to resolve conflicts or disruptions and learn healthy skills so that the child can safely return home. Legal custody of the child remains with the parent.
3. **Formal kinship care:** a judge places children in the legal custody of the State and a child welfare agency places the children with relatives or a foster family. The child welfare agency has legal custody of the children and works in partnership with the family to make legal decisions about the children.

2. **Non-related kin fostering**

While foster care is sometimes necessary to keep a child safe, removing a child from his or her home can be a traumatic experience in itself because it involves separation. Placing the child with a familiar caregiver helps ease this transition. “Non-related kin” refers to a person, typically a neighbor, family friend, teacher, coach or other acquaintance, who is familiar with the child or his or her family and is willing to provide a safe home for the child until they can safely return home or another permanency option is determined. In many states, while non-related kinship caregivers must obtain their foster parenting license, they can receive a temporary license in the interim so they can immediately begin caring for the child.

3. **Traditional foster care**

Individuals who meet the requirements and complete the training to become a foster parent can care for any child, teen or sibling group in state custody for an undetermined amount of time. Foster parents provide care and support for children until a permanent plan is implemented. They should be committed to working in partnership with birth family members and child welfare professionals, as well as completing ongoing training requirements.

4. **Specialized, therapeutic, or medical foster care**

Many children who enter foster care have experienced traumatic stress such as abuse, neglect or other family challenges. Some also have significant medical conditions or intellectual and developmental delays. These children need specialized care from trained professionals and caregivers in order to heal from trauma and develop their social and independent living skills.

5. Emergency foster care

Children can enter state custody on any given day, at any given time; therefore, child welfare professionals must work day and night to find suitable placement options for children. Emergency caregivers provide short-term care for children placed in protective state custody, usually 72 business hours, until a relative or foster family placement is found.

3.4: Merits and Demerits of Child Fostering

Child fostering as a form of child rearing practice has been a valued traditional practice among many ethnic groups in West Africa, particularly in Nigeria. This however does not mean that the practice has not been totally beneficial to all those involved in it. Hence, we need to briefly discuss the merits and demerits of the practice.

3.4.1 Merits

There have been several benefits of child fostering to protect child rights. For instance, foster care system can positive environmental influence on a child. Typically when a child is removed from a chaotic living conditions and taken to the home involved is a stable place that is safe for children. This gives their families the time and space they might need to get their lives back in order and create an appropriate environment. On one side, it gives the children a safe place to temporarily go. And on the other side, it gives their families the chance to get things together not only for themselves but for the kiddos involved.

In another way, in situations where children are sent to their grandmothers for fostering, it gives the biological mother more time to work or go to market or the farm in the traditional society. Also, it engenders an inbuilt support system because the occasional visits and gifts of money, foodstuff, and clothing by parents to the grandparents form an important part of

their resource accumulation. Consequently, the extended family, on which child fostering is buttressed, acts to even out the hardships of large family size.

The delegation of parental roles by fostering out children promotes the sharing of child rearing responsibilities and helps to reduce the burdens and constraints of prolific child bearing.

Child fostering also helps in easing some of the usual problems associated with migration of parents. Parents who migrate (internally or internationally) can leave children behind with relatives, either temporarily or permanently, thereby reducing such parents worries about how to manage the case of leaving behind their children. This is equally beneficial to women who are trying to return to school or enter the labour force.

Where kinship fostering is practised, it strengthens kinship ties and also promotes reallocation of resources thereby contributing to higher chances of maximum survival for the unit. The recognition of the responsibility of a child's upbringing as every body's business is also enhanced through child fostering.

Practising crisis child fostering can help improve the survival chances of children by removing them from the source of a crisis, real or imagined. Surrogate parents are capable of inculcating stricter discipline in foster children than their parents, especially if such surrogate parents are good disciplinarians and are socially upright. Hence, child fostering in this case is a motivation for social mobility. This is because children who are raised under the supervision of surrogate parents, especially those socialized in superior or prestigious homes are more likely to be more sophisticated than those raised by their own parents who are of lesser socio-economic standing. The same principle applies when we have children who are sent to go and live with professionals such as teachers and others. They could become better groomed and prepared for future educational enterprise.

Demerits

The majority of foster children need medical and psychological care with less attention since the burden is much on foster parents. Hence, there is the need for government to make provisions for such children through social welfare facilities to receive quality care.

It is not impossible that the economic costs of children to biological parents may be lowered by the practice of child fostering but the costs would surely become higher to the foster parents, who would normally be expected to do his/her best in ensuring that the child is well brought up. Also, this implies that fertility regulation among the educated elites does not guarantee them small family size. We can therefore witness situations in which these elites end up acquiring large families from poorer relatives or even non-relatives.

In some situations child fostering can subject the fostered child to untold hardships especially if the foster parent is the non-caring and wicked type. Such foster parents may end up using such children as housemaids charged with doing all the odd jobs at home.

It is expected that a fostered child should at one time be reunited back with the biological parents, but what we witness in some cases is that the long time emotional detachment from these parents usually affects such reunification. The bond that develops between the foster parents and the foster child sometimes gets so strong that at reunification point the foster parents become emotionally destabilised. This in could in turn have serious implications on the relationship between the foster parents and the biological parents.

3.5: Self-Assessment Exercise

1. What do you understand by child fostering?
2. Child fosterage can be experienced by a child through different ways. Discuss
3. Highlight the merits and demerits of child fosterage as a child rearing practice.

SOLUTIONS TO SELF-ASSESSMENT EXERCISE

1. What do you understand by child fostering?

Child Fostering is a system in which a minor has been placed into a ward, group, home (residential, child care community, treatment centre etc), or private home of a state-

certified caregiver, referred to as a "foster parent" or with a family member approved by the state for the purpose of unhindered growth and development irrespective challenges.

2. Child fosterage can be experienced by a child through different ways. Discuss

Child fostering can be experienced due to some circumstance beyond imagination. The death of parent, separation of couple, financial breakdown and many more.

3. Merits and demerits of child fosterage as a child rearing practice.

Merits

Child's growth and development

It serves as refuge for orphans and wandering children

Demerits

Failure to fulfil certain conditions

Lack of resources and facilities

Potential abuse of such child

Rejection of such child

4.0: CONCLUSION

Child fostering is a child rearing practice that is quite common among ethnic groups and within communities in West Africa and Nigeria in particular. It is a practice that aimed at providing support and care for the young person by foster parents with the consent of his/her biological parents. It is a practice that is well encouraged by the culture and traditions of a large number of ethnic groups in Nigeria. As good as it is we should not shy away from the fact that child fostering could be detrimental to the growing child, the parents and sometimes the foster parents.

5.0: SUMMARY

Child fostering/fosterage is a child rearing practice that is quite prevalent in West Africa, especially Nigeria, Sierra Leone, Ghana and Liberia. It can be referred to as the relocation or transfer of children from biological or natal homes to other homes where they are raised and cared for by surrogate parents or foster parents. People get involved in child fosterage for a variety of reasons and these inform the different types of child fostering that we have

in our communities. Parents play the key role in child development. Along with making the kids learn the social values and morality, the parents are responsible for kids' academic success too. The way this form of child rearing is practised is however characterized by some merits and demerits which could affect both the fostered child and the biological/foster parents.

6.0: TUTOR MARKED ASSIGNMENT

Discuss the concept of child fosterage as a child rearing practice and establish the fact that if not well practised it could be detrimental to its beneficiaries.

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MODULE 3: THE CHILD AND FAMILY COMMUNICATION PATTERNS AMONG DIFFERENT CULTURES IN NIGERIA

Unit 1: Meaning of Communication and Forms of Communication,

Unit 2: Patterns of communication among Different Families in Nigeria and its
Effects on child social behaviour

Unit 3: Children and their views of self and others in the family

UNIT 1: MEANING OF AND FORMS OF COMMUNICATION

CONTENTS

- 1.0** Introduction
- 2.0** Learning Outcomes
- 3.0** Main Content
 - 3.1** Concept of Communication
 - 3.2** Functions of an effective communication in the family
 - 3.3** Types of Communication,
 - 3.4** Common Barriers to Effective Communication
 - 3.5** Self-Assessment Exercise
 - 3.6** Conclusion
 - 3.7** Summary
 - 3.8** Tutor Marked Assignments
 - 3.9** References/Further Readings

1.0 INTRODUCTION

As a teacher in training, it is mandatory that you are conversant with the relevance of communication in child development. Effective communication is an important characteristic of strong, healthy families. It is an essential building block of strong marital, parent-child, and sibling relationships. Studies have shown that is a strong relationship between communication patterns and satisfaction with family relationships. The cultural differences in beliefs and practices among families in our society contribute significantly

to the variations in family communication patterns and the nature of upbringing Standards, or beliefs about the patterns of communication among family members, affect social phenomena and the social behaviour of a growing child in various ways. Poor family communication is associated with an increased risk of divorce and marital separation and more behavioural problems in children.

2.0 LEARNING OUTCOMES

At the end of this unit you should be able to:

1. Explain the concept of communication by five (5) different authors and add your own definition to make the sixth.
2. Highlight any three (3) forms of communication and explain two.
3. List any three barriers to communication that you know

3.0 MAIN CONTENT

3.1 Concept of communication

Definitions of communication range widely, some recognizing that animals can communicate with each other as well as human beings, and some more narrow, only including human beings within the parameters of human symbolic interaction. A look at the etymology of the word “communication” will reveal that it contains two root words: com (for the Latin “*cum*” translating “with” or “together with”) and “*unio*” (the Latin for “union”) (COM 707, www.regent.edu). Hence, communication refers to “union with” for the purpose of conveying a message.

Communication can be seen as a process of social interaction, through signs and sign systems, product of human activities (Fernandez, 2013). Human beings in the communication process express their needs, aspirations, criteria, emotions, etc. Chiavenato (2016), further defined communication as the process of passing information and understanding from one person to another. Therefore, all communication influences at least

two people: the one who sends the message and the one who receives it. In short, communication is a process of social interaction of a verbal or non-verbal nature, with intentionality of transmission and that can influence, with and without intention, in the behaviour of the people who are in the coverage of said emission.

For effective communication, every individual must possess the skills. Although, naturally most babies are born with the physical ability to make sounds, but must learn to speak and communicate effectively. Speaking, listening, and human ability to understand verbal and non-verbal meanings are skills we develop in various ways. These skills are acquired by observing other people, modelling behaviours based on what is seen. Human beings are also taught some communication skills directly through education, and by practicing those skills and having them evaluated.

Communication is usually described along a few major dimensions which include content- what type of things are communicated; source, emissary, sender or encoder – by whom; form – in which form; channel- through which medium; destination, receiver, target or decoder-to whom; and the purpose or pragmatic aspect. Between parties, communication includes acts that confer knowledge and experiences, give advice and commands, and ask questions. These acts may take many forms, in one of the various manners of communication.

Wikipedia (2017) further describes communication as processes of information transmission governed by three levels of semiotic rules. These rules make communication a social interaction where at least two interacting agents share a common set of signs and a common set of semiotic rules. The three levels of semiotic rules are:

- i. Syntactic (formal properties of signs and symbols)
- ii. Pragmatic (concerned with the relations between signs/expressions and their users)and
- iii. Semantic (study of relationships between signs and symbols and what they represent).

3.1.1 Elements of Communication

- i. **Issuer:** The sender is defined as the subject or source that shares the information or message.
- ii. **Receiver:** receiver is understood as the individual or device in charge of receiving the message shared by the issuer.
- iii. **Message:** the message is defined as the information that is intended to be communicated between the sender and the receiver.
- iv. **Context:** it is the environment that surrounds the emitter and the receiver, that is, the environment where the exchange of information takes place.
- v. **Code:** they are the signs and rules that, when combined, structure the message; the spoken or written language, sounds, symbols, signs, notices, etc.
- vi. **Channel:** the channel is defined as the means by which a message is transmitted. The information always requires traveling through a channel to be issued or received.
- vii. **Noise:** noise is understood as any signal that interferes with the regular transmission of a message between sender and receiver.

3.2 Functions of Effective Communication

- i. To pass a message across from the sender to the receiver
- ii. To receive a message
- iii. To respond to messages received
- iv. To make clear the intention of the communication
- v. To further clarify the communication
- vi. To end the communication where necessary
- vii. To create new message through the communication channel

3.3 Types of Communication

3.3.1. Verbal Communication

Verbal communication is the use of language to transfer information through speaking or sign language. It is one of the most common types, often used during presentations, video conferences and phone calls, meetings and one-on-one conversations. Verbal communication is important because it is efficient. It can be helpful to support verbal communication with both nonverbal and written communication.

Avoid filler words. It can be tempting, especially during a presentation, to use filler words such as “um,” “like,” “so” or “yeah.” While it might feel natural after completing an sentence or pausing to collect your thoughts, it can also be distracting for your audience. Try presenting to a trusted friend or colleague who can call attention to the times you use filler words. Try to replace them by taking a breath when you are tempted to use them.

As a child grows it learns how to form these sounds into words. Some words may be imitative of natural sounds, but others may come from expressions of emotion, such as laughter or crying. Words alone have no meaning. Only people can put meaning into words. As meaning is assigned to words, language develops, which leads to the development of speaking; a major process in oral communication.

3.2. 2. Nonverbal Communication

Nonverbal communication is the use of body language, gestures and facial expressions to convey information to others. It can be used both intentionally and unintentionally. For example, you might smile unintentionally when you hear a pleasing or enjoyable idea or piece of information. Nonverbal communication is helpful when trying to understand others' thoughts and feelings.

If they are displaying “closed” body language such as crossed arms or legs, or hunched shoulders, they might be feeling anxious, angry or nervous. If they are displaying “open”

body language with both feet on the floor and arms by their side or on the table, they are likely feeling positive and open to information.

Non-verbal communication can also be in the form of pictorial representations, signboards, or even photographs, sketches and paintings, vocal nuance, intonation, glance and posture. Furthermore, Wikipedia (2017) reveals that nonverbal communication can be communicated through object communication such as clothing, hairstyles or even architecture, symbols and info graphics. The quality of a message sender`s voice, his/her emotions and speaking style, as well as prosodic features such as rhythm, intonation and stress, all form part of nonverbal communication.

There are two basic categories of nonverbal communication. The first one comprises those nonverbal messages produced by the body and the second being those produced by the broad setting in terms of time, space, and silence. From these two broad categories several different types of nonverbal communication can be identified. Some of these are include:

- **Facial Expression-** Facial expressions are responsible for a huge proportion of nonverbal communication. These could be through smiling or frowning. Smiling is a powerful cue that transmits happiness, friendliness, warmth, and liking. So, a Person who smiles frequently is more likely to be perceived as more likable, friendly, warm and approachable.
- **Eye Contact-** This helps to regulate the flow of communication. It signals interest in others and increases the speaker`s credibility. People who make eye contact open the flow of communication and convey interest, concern, warmth, and credibility. Looking, staring and blinking can also be important nonverbal behaviours. When people encounter people or things that they like, the rate of blinking increases and their pupils dilate. Again, looking at another person can indicate a range of emotions, including hostility, interest and attraction.
- **Gestures-** These are deliberate movements and signals used for Communicating meaning without words. Common gestures include waving, pointing, movements of the head, and using fingers to indicate number amounts. It is so unique as a form of

nonverbal communication. For instance, if one fails to gesture while speaking one may be perceived as boring and stiff. Gestures can come in form of emblems, that is, those associated with direct verbal translations e.g. a goodbye wave; illustrators- e.g. turning an imaginary steering wheel while talking about driving; affect display- a gesture that conveys emotions e.g. a smile; and adaptor- which facilitates the release of bodily tension, e.g. quickly moving one's leg.

- **Body Language and Posture-** Posture and movement in terms of body orientation, arm position and body openness when talking with another person goes a long way to influence the degree of interest that can be attracted during an interpersonal relationship. For instance, an individual communicates numerous messages the way he or she talks and moves. Standing erect and leaning forward communicates to listeners that one is approachable, receptive, and friendly. On the other hand, speaking with ones back turned or looking at the floor or ceiling communicates disinterest.
- **Paralinguistic-** This refers to vocal communication that is separate from actual language. It includes factors such as tone of voice, loudness, pitch and accent. It includes the voice set which is the context in which the speaker is speaking in terms of situation, gender, mood, age and a person's culture. Voice qualities and vocalization are also part of paralinguistic which affect the meaning of the message an individual is trying to pass.
- **Proximity-** This is related to how people use and perceive the physical space around them. It is also called proxemics, that is, the role of distance and body orientation in human communication. It is premised on the principle that the space between the sender and the receiver of a message influences the way the message is interpreted. Cultural norms dictate a comfortable distance for interaction with others. The amount of distance people need and the amount of space they perceive as belonging to them is influenced by a number of factors including social norms, situational factors, personality characteristics, and level of familiarity. For example, there are signals of discomfort caused by invading the other person's space. These signals include, rocking, leg swinging, tapping and gaze aversion.

- **Haptics-** Communicating through touch is another important nonverbal form of communication. Touches that can be defined as communication include handshakes, holding hands, kissing (cheek, lips, hand), back slapping, high fives, a pat on the shoulder, and brushing an arm. The meaning conveyed from touch is highly dependent upon the context of the situation, the relationship between communicators and the manner of touch.
- **Appearance-** Human beings choice of colour, clothing, hairstyles and other factors affecting appearance are also means of non-verbal communication. Colours are capable of invoking different moods and appearances can equally alter physiological reactions, judgement, and interpretations.

The foregoing is a confirmation that communication can come through many facets. It is however not limited to humans, or even to primates. Every information exchange between living organisms- that is, transmission of signals involving a living sender and a receiver, can be considered a form of communication.

3.3. 3. Written Communication

Written communication is the act of writing, typing or printing symbols like letters and numbers to convey information. It is helpful because it provides a record of information for reference. Writing is commonly used to share information through books, pamphlets, blogs, letters, memos and more. Emails and chats are a common form of written communication.

3.3.4. Visual Communication

Visual communication is the act of using photographs, art, drawings, sketches, charts and graphs to convey information. Visuals are often used as an aid during presentations to provide helpful context alongside written and/or verbal communication. Because people have different learning styles, visual communication might be more helpful for some to consume ideas and information.

3.4 Common Barriers to Effective Communication

1. **Providing too much information at once:** too much information at a particular time may hinder effective communication. Information should be specific and concise.
2. **Using Differing communication styles at the same time:** the mode of communication should not be ambiguous. The information should be clear and direct.
3. **Language and hearing barriers:** deficiency in language and individual who is hearing impaired might find it difficult to understand and interpret messages.
4. **Physical barriers:** physical barriers in term of distance, noisy environment and gadget to communicate can hinder effective communication.

3.5 Self-Assessment Exercise

1. Identify various forms of communication and examine any two of them.
2. Highlight any five elements of communication.
3. How can effective communication be promoted in a family?

SOLUTIONS TO SELF ASSESSMENT EXERCISE

1. Identify various forms of communication and examine any two of them.

Verbal communication: This is expressed through words of mouth

Non-verbal communication: This is through gesticulation, signs and symbols

2. Five elements of communication are the **issuer**, receiver, message, **context** and code.
3. How can effective communication be promoted in a family?

To promote effective communication, there is need for love, warmth, and openness among members of the family among others. The message should be clear and concise. The sender should also make use of right channels.

4.0: CONCLUSION

Since communication is an important aspect of building relationship, the knowledge of effective communication must be adequate to promote harmonious family, school and society relationships at large. It comes in different forms and regardless of this, a message can only be said to have been transmitted successfully only when it is understood by the receiver, that is, decoded. Both verbal and nonverbal communications are therefore very essential for successful human relationship and interaction in any social setting. Family members employ both in the course of child rearing as it shall be discussed in the next unit of this module.

5.0: SUMMARY

The unit discussed communication its forms, importance and barriers to its effectiveness. It is noted that communication as a process involves having a thought which usually exists in the mind of the sender, sending a message to a receiver in words or other symbols, and decoding which involves the receiver in translating the words or symbols into a concept or an information that can be understood. Communication can either be verbal or nonverbal. When it is verbal, it could be face to face or through conversation over the phone or on the voice over the internet. The nonverbal communication on the other hand makes no use of words, sentences, grammar and other structures that can be associated with spoken and written language.

6.0: TUTOR MARKED ASSIGNMENT

Discuss how school and family relationships can be strengthened through communication.

7.0: REFERENCES AND FURTHER READINGS

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MODULE 3: THE CHILD AND FAMILY COMMUNICATION PATTERNS AMONG DIFFERENT CULTURES IN NIGERIA

Unit 2: Patterns of Communication among Different Families in Nigeria and its Effects on child Social Behaviour

CONTENTS

- 1.0: Introduction
- 2.0: Learning Outcomes
- 3.0: Main Content
- 3.1: Typical Family Communication Patterns and their Effects on Children`s Social Behaviour
- 3.2 Family Communication Patterns Theory
- 3.3 Types of family according to Family Communication Patterns
- 3.4 Advantages of Family Communication with family members
- 3.5 Dysfunctional Family Communication Patterns
- 3.6: Keys to Building Effective Family Communication and Positive Social Behaviours in Children
- 3.7 Self-Assessment Exercise
- 4.0: Conclusion
- 5.0: Summary
- 6.0: Tutor Marked Assignment
- 7.0: References/Further Readings

1.0: INTRODUCTION

The study of Family Communication Patterns (FCP) has become a useful means of describing patterns of family interactions between parents and children which is dynamic and significant in children`s psychosocial and emotional development. Family communication patterns and styles influence children`s attitudes and behaviours in a

number of areas. This unit will shed light on connection between family communication patterns and child development.

2.0 LEARNING OUTCOMES

At the end of this Unit, you should be able to:

1. Recall the two categories of family communication patterns
2. Identify the various types of families that are derivable from these two categories of family communication patterns,
3. Describe the effects of these patterns and the characteristics of the family types on the social behaviour characteristics of their children, and
4. Identify keys to building effective family communication and positive social behaviours in children.

MAINCONTENT

3.1 Typical Family Communication Patterns and their Effects on Children`s Social Behaviour

A quick recall of what operates in our various classrooms will reveal one fact which is the seeming effect of home on learning. Parents typically serve as children`s first communicative role models; thus, the interactions with parents may have the great impact on a child`s communicative development and social behaviour. However, not all families socialize children to communicate in the same ways. Hence, a family`s pattern of communication can be so peculiar and resultantly influential on the child as a member of such family. You will recall the two major family communication patterns earlier discussed in one of the preceding units - conservation-orientation pattern and the conformity-orientation one. These are both capable of influencing the child`s social behaviours. This categorization of family communication patterns yields four family types, the characteristics of which affect the way a child is brought up to relate among his/her peers and within any social system he or she finds him/herself.

Meanwhile, let's look at the Family Communication Pattern Theory to understand the guiding principles on effective communication and its implications.

3.2 Family Communication Patterns Theory (FCPT)

Family Communication Patterns Theory (FCPT) proposes that to function optimally, families create a Family Shared Social Reality (FSSR). Family shared social reality broadly defined as shared understanding of one another. Fully establishing a shared reality requires that family members perceive a topic similarly, believe others share their attitudes and perceptions, and finally, be accurate in their beliefs.

Achieving a shared reality (agreement, accuracy, and congruence in beliefs and attitudes) increases the chance that family members will understand and be understood by one another, leading to more efficient interactions and fewer disagreements and conflicts. It may be that achieving FSSR is particularly challenging in families with adolescent children because of their increasing need for autonomy and desire for peer rather than family interaction. These developmental changes could increase family conflict. Particularly in families where adolescents feel like their autonomy is restricted. There is tendency of parent-adolescent disagreement and warm, but with a supportive family interactions with a sense of shared social reality could contribute to healthy family functioning.

Next is to examine family types in relation with their communication patterns and the resultant effects on children's social behaviours.

3.3 Types of Family according to family communication pattern are:

1. pluralistic family
2. protective family
3. consensual family
4. Laissez-faire family

3.3.1 : Pluralistic Families

Pluralistic families encourage free and open conversation among members in a supportive, communicative environment with few topical limitations. Family members openly express opinions and ideas that may differ with other family members. They are high in

conversation-orientation, that is, the extent to which family members engage in frequent, spontaneous interactions with each other, and all members of the family encouraged to participate in open communication exploration of new ideas. They are however low in conformity-orientation. A child brought up in this type of environment is likely to socially develop towards becoming an energetic-friendly child. The social behaviour characteristics of such child will likely include: self-reliance, self-controlled; cheerfulness; friendly relations with peers; copes well with stress; cooperative with adults; tractable; purposive, interest and curiosity in novel situations.

3.3.2 : Protective families

They stress obedience and harmony in the family. Parents tend to prefer that children “be seen and not heard. Open communication is discouraged and typically family members only discuss topics about which they agree. Protective families are high on conformity-orientation and low on conversation-orientation. That is, interactions within the family focus on maintaining harmonious relationships that reflect obedience to the parents which often manifests in the pressure to agree and to maintain the existing hierarchy. Because of their lack of experience in expressing their own opinions and because conformity to others’ wishes is stressed, children from protective families are easily influenced by people outside of the family, especially those in authoritative positions. Such children tend to be shy. They are more likely to exhibit reticent behaviours, that is, a behaviour, which occurs when, “people avoid communication because they believe it is better to remain silent than to risk appearing foolish”. The children who were brought up using this family communication orientation are more likely to develop social behaviours that are characterized by low self-reliance, aggressiveness, low in achievement orientation, quick to anger but fast to recover cheerful mood and quite impulsive.

3.3.3 : Consensual families

Communication in consensual families reflects a tension between exploring ideas through open communicative exchanges and a pressure to agree in support of the existing family hierarchy. They are high on both conversation and Conformity-orientation. Consensual families encourage open communication about topics when families express unanimity. Children in consensual families attempt to meet two dialectical goals: (a) conforming to their parents' views, and thus preserving family harmony, while (b) attempting to communicate openly, opinions may differ. The social behavioural characteristics of children in this group is a combination of those found in both pluralistic and protective families depending on the situation the child finds him/herself. Thus, children in consensual families may perceive conflicting communication signals from their parents: speak openly, but only express opinions in agreement with parents' views. Children's adoption of the parents' ideas results in less tension in the family. However, children and parents rarely agree on every topic. If children disagree with the parents, they can exercise three options: (a) to remain silent on the issue, (b) to verbally agree with the parents, even when they hold different views (i.e., lie), or (c) to express their opinions and risk disrupting family harmony.

3.3.4 : Laissez-faire families

Laissez-faire families are low in both conversation orientation and conformity orientation. Here members are free to hold similar or difference opinions and little communication occurs among family members. These families develop little cohesion. In this type of families, the communication patterns do not support situations where members regularly engage each other in conversation. Members place little value on communication or the maintenance of a family unit. However, children that grown up in such family have tendency to find it difficult to conform with societal values due to negligence that he or she might have experienced without proper directions on acceptable ways of life.

34 Advantages of Family Communication with Family Members

When it comes to the health and wellbeing of your family, communication counts. If your family has an expressive communication style -- meaning family members are free to speak their minds and express feelings without fear of belittlement or other negative consequences -- you're more likely to have children with a healthy self-esteem and good physical health as well, according to a study published in the journal "Health Communication." By contrast, families that avoid conflict in conversation are more likely to have children who may have difficulty responding to the inevitable stresses of life in a healthy, productive way. Some of the advantages of family communication are:

1. **Laughter:** Frequent family communication builds up feelings of safety and security and encourages everyone to take risks. Within such a trusted environment, family members are more likely to take chances by both telling jokes and communicating in general.
2. **Family Satisfaction:** Families with open parent-child communication scored high on family satisfaction and low on entitlement behaviours in children.
3. **Candid disclosure:** Families that actively encourage conversation are likely to report higher levels of family satisfaction, and are more likely to have children who feel comfortable disclosing their activities and behaviours while away from home.
4. **Resiliency:** Families undergoing a financial hardship openly discussed the tough times but confidently assured their children that such times would not last. Specifically, parents relayed the need to "tighten the belt" in order to prepare for the future they desired.

Next in this unit is to look at poor family communication patterns with his associated problems.

35 Dysfunctional Family Communication Patterns

Certain patterns of communication are seen repetitively in dysfunctional families, leading to chronic problems within the family, if you recognize negative communication patterns in your own home, family counselling may help your family learn to function normally.

1. Excessive Arguing

Some families argue whenever there is a difference in opinion or beliefs. However, emotional arguments rarely resolve these differences or sway anyone to change her beliefs. A person whose beliefs are strongly attacked is likely to defend them with equal vehemence, increasing negative emotions on both sides. Healthy families can acknowledge and tolerate different points of view.

2. Reality Shifting

Families who practice “reality shifting” contradict each other about what actually happened, while people naturally have different points of view about different incidents, reality shifters deny objective events. For example, a parent might speak of an unhappy, argumentative Christmas dinner as a "lovely time" and act indignant when a child describes the actual events in the evening. Reality shifting can cause children to doubt their own experiences.

3. Excessive Criticism

Criticism between family members can backfire when it is too harsh or excessive, even when it is meant to be helpful. Parents who criticize their children or each other too much often suffer from unrealistic expectations. Anxiety can also be at the root of excessive criticism. A parent who is anxious about her child's academic success or about her husband's ability to handle money may resort to criticism and demands that the situation change in order to feel better herself. Unfortunately, excessive criticism is more likely to cause tension than positive change.

3.6 : Keys to Building Effective Family Communication and Positive Social Behaviours in Children

There are many things that families can do to become more effective communicators so as to help improve the quality of their relationships as well as their children`s social behaviours . These include:

I. Communicating frequently

One of the most difficult challenges facing families today is finding time to spend together. It is extremely important for families to make time to communicate. This could be through, talking in the car; turning the TV off and eating dinner together; scheduling informal or formal family meetings to talk about important issues that affect one`s family; and talking to one`s children at bed time.

II. Communicating clearly and directly

Healthy families communicate their thoughts and feelings in a clear and direct manner. This is especially important when attempting to resolve problems that arise between family members (e.g., spouse, parent-child). Indirect and vague communication will not only fail to resolve problems, but will also contribute to a lack of intimacy and emotional bonding between family members.

III. Becoming a more active listener

An essential aspect of effective communication is listening to what others are saying. Being an active listener involves trying your best to understand the point of view of the other person. As an active listener, you must acknowledge and respect the other person's perspective. Another aspect of active listening is seeking clarification if you do not understand the other family member. This can be done by simply asking, "What did you mean when you said..?" or "Did I understand you correctly?"

IV. Being open and honest

In order for effective communication to take place within families, individual family members must be open and honest with one another. This openness and honesty will set the stage for trusting relationships. Without trust, families cannot build strong relationships. Parents, especially, are responsible for providing a safe environment that allows family members to openly express their thoughts and feelings.

V. Thinking about the person with whom you are communicating

Not all family members communicate in the same manner or at the same level. This is especially true of young children. When communicating with young children, it is important for adults to listen carefully to what the children are saying without making unwarranted assumptions. It is also important to take into consideration the ages and maturity levels of children.

VI. Paying attention to non-verbal messages

In addition to carefully listening to what is being said, effective communicators also pay close attention to the non-verbal behaviours of other family members. For example, a spouse or child may say something verbally, but their facial expressions or body language may be telling you something completely different. In cases such as these, it is important to find out how the person is really feeling.

VII. Being Positive

While it is often necessary to address problems between family members, or to deal with negative situations, effective communication is primarily positive. Marital and family researchers have discovered that unhappy family relationships are often the result of negative communication patterns (e.g., criticism, contempt, defensiveness).

3.6 : Self-Assessment Exercise

1. Highlight importance of effective communication in a family.
2. Identify the four family types associated with these communication patterns.
3. How can you promote effective communication in a family?

SOLUTIONS TO SELF ASSESSMENT EXERCISE

1. Advantages of effective family communication are:
 - Frequent family communication builds up feelings of safety and security and encourages everyone to take risks.
 - Families with open parent-child communication scored high on family satisfaction and low on entitlement behaviours in children.
 - It increases family member resilience.

- It improves individual self-esteem.
 - It promote peace.
2. Identify the four family types associated with communication patterns.
 - Pluralistic family
 - Protective family
 - Consensual family
 - Laissez-faire family
 3. How to build effective communication
 - Communicating frequently
 - Communicating clearly and directly
 - Becoming a more active listener
 - Being open and honest
 - Thinking about the person with whom you are communicating
 - Paying attention to non-verbal messages
 - Being Positive

4.0: CONCLUSION

From the discussion so far, parenting behaviours and styles more broadly have been linked to a multitude of positive and negative outcomes for children and youth. Emotional responsiveness has long been established as a fundamental dimension of parent-child interactions and research has consistently found that warm, supportive parenting promotes child and adolescent health and well-being in many ways. Many barriers to good parenting are better solved through effective family communication patterns. If parents communicate little to their children and do not discuss their own feelings and emotions openly, then children do not have effective models for daily interaction or for discussion of feelings.

5.0: SUMMARY

The unit has discussed different family interpersonal communication patterns and the family types derivable from them. The differences revealed in these family communication patterns and their links with the development of children`s social behaviour characteristics have discussed. Similarly, supportive home environment and family communication patterns that encourage conversation and dialogue about issues at hand helps children to develop appropriate skills that are culturally responsive.

6.0: TUTOR MARKED ASSIGNMENT

How far is true that a child`s family communication patterns and type are capable of exerting serious influence on his/her social behavioural characteristics?

7.0: REFERENCES AND SUGGESTED FURTHER READINGS

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MODULE 3: THE CHILD AND FAMILY COMMUNICATION PATTERNS AMONG DIFFERENT CULTURES INNIGERIA

UNIT 3: CHILDREN AND THEIR VIEWS OF SELF AND OTHERS IN THE FAMILY

1.0: Introduction

2.0: Learning Outcomes

3.0 : Main Content

3.1 : Children and their View of Self

3.2 Children and their View of others in the Family

3.3 Self-Assessment Exercise

4.0: Conclusion

5.0: Summary

6.0: Tutor Marked Assignment

7.0: References/Further Readings

1.0 INTRODUCTION

The home, the peer group, the community, the school, the religious organizations are the agents of socialization that influence the child's mode of behaviour. The responsibility of raising an African child lies not only with parents but with extended family and community. This collective responsibility in child upbringing cannot be overlooked despite the impacts of rapid social, economic and cultural changes on child upbringing and education. However, the family is the cornerstone of any society. The family largely shape the attitude, the hope, the ambitions and the values of children. The family have the greatest influence on the way children perceive themselves in terms of likes, dislikes, preferences, what they think about themselves and how they look at other people in the family and/or community.

2.0 Learning Outcomes

1. Examine the various ways by which children view themselves.
2. Describe how they view other people in the family.

MAIN CONTENT

3.1: Children and their Views of Self

Development of children begins with the duties and responsibilities of the father and mother of the child. Other members of the family such as siblings, grandparents, aunts and uncles and other adults in the community also play prominent role in the development of the child particularly in Africa. Child development takes place in specific social-cultural context and the variations noticeable in individual children are shaped by the cultural values and beliefs present in the child's environment. Child's developmental growth affect how he or she views himself/herself. Although, self – awareness begins at birth, infants begin to sense that they are physically distinct from their surroundings. The infants intentionally attempt to interact with the environment.

Starting from 12months, toddlers develop attachment patterns - secure, avoidant, resistant, disorganized. A warm caregiver-child bond promotes peer sociability. Compliance begins and self - awareness contributes to effortful control. Adults' instructions provide the foundation for self - conscious emotions such as shame, pride, embarrassment, guilt, envy etc. growth in representation and language lead to more effective ways of regulating emotion (waller, 2009).

At age 18 to 24 Months this level of development, children's delay of gratification strengthens. They acquire an emotional vocabulary for talking about feelings which aid emotional self - regulation. They begin to tolerate caregivers' absences more easily. They can identify self in photos. They show gender - Stereotypes in toy preferences. They are capable of categorizing self and others on the basis of age, sex, physical characteristics, goodness and badness and competences. I – self becomes more firmly established and focus shifts to my-self. Children begin to develop self–concept and self-esteem. Emotional

competence improves. They understand causes, consequences and behavioral signs of basic emotions.

During the second year, growth in representation and language leads to more effective ways of relating emotion. By age 3, effortful control predicts children's skill at portraying an emotion they do not feel. At about 3, they are able to describe themselves in terms of typical emotions and attitudes. At age 3, pride and envy emerge and the "I"-self becomes more firmly established and focus shifts to "me-self". Children begin to develop self-concept and self-esteem. They look in the mirror and are able to understand that they have unique appearance. Children whose parents/ teachers patiently encourage while offering information about how to succeed are enthusiastic and highly motivated. On the contrary, when parents or teachers are regularly negative or punitive towards children's attempts to succeed, or regularly ignore or downplay those achievements, young children will have a poor self-image and a lower self-esteem.

Young children are also generally optimistic that they have the ability to learn a new skill, succeed, and finish a task if they keep trying. This belief is called "Achievement-Related Attribution", or sometimes "self- efficacy". Self-esteem comes from several sources, such as school ability, athletic ability, friendships, and relationships with peers.

Peers also have an impact on young children's self-concept. Young children who have playmates and classmates that are usually nice and apt to include the child in activities will develop a positive self-image. However, a young child who is regularly left out, teased, or bullied by same-age or older peers can develop low self-esteem. We have to note the fact that each child is unique, and he or she may respond to different environments in different ways. This uniqueness influences the way a child views himself or herself. Some young children are naturally emotionally "resilient" in certain situations. Resilient children experience or witness something seemingly negative or harmful, without experiencing damage to their self-esteem or emotional development (Acock, 2015). Also, the cultural identity of a child equally affects his or her view of self. In a situation where children are taught about their cultural and religious traditions it goes a long way to enrich their self-concept. Consequently, it makes them to view themselves as important members

of a cultural setting.

3.2: Children and their View of others in the Family

Members of the immediate family may include parents, brothers, sisters, grandparents. Members of the extended family may include aunts, uncles, cousins, nephews, niece, siblings -in-law and in some cases stewards. Each and every member of a child's family relates with the child in one form or the other and the child reciprocates based on his or her perception of each of these members.

As infants grows, they become capable of intentional behaviours and they are better able to evaluate objects and events. As young children leave toddlerhood behind, they also begin to mature in their ability to interact with others socially and commence the creation of other social relationships. They interact with others by sharing toys. Anger and fear increase and separation and anxiety starts. They start to defend themselves and overcome obstacles. Sadness occurs when they are deprived of the familiar objects. Hence, the need to create new social relationships whereby children must acquire some social skills such as learning to take turns and follow simple group rules and norms. This makes them to view others in the family as individuals or groups that should be connected with, listened to, and get directives or directions from. The fact that families typically give young children the opportunity to interact with a variety of people in a range of roles makes them to view members of the family (older children, adults and parents) as authority figures that they must follow absolutely. They see them as people giving rules that are real with unchangeable guidelines. But as they grow older these change, and they develop more abstract thinking, and become less self-focused. At this level of development, emotional understanding (that is, ability to interpret, predict and influence other's emotional reactions) improves. Children have a good understanding of others and their emotions (that is, what hurt people's feeling and how to react to situations.). Children are capable of displaying both positive emotions (such as gladness, excitement, joy, etc) and negative emotions (such as frustrations, sadness, anger etc). Children become better at social problems solving because they have gained problem- solving skills and able to generate and apply strategies that prevent or resolve disagreement. They understand more about

punishment such as time out, when they disobey and act contrary to set rules. They acquire many morally relevant rules and behaviours.

They view elders as individuals who can help facilitate the development of necessary positive attitudes, values, and proper social behaviours of the culture into which they were born. Children perceive other people in the family as individuals that should help develop in them those tools needed for success in their native culture and as active participants in the preservation of such culture from generation to generation.

Hence, children tend to want rely so much on this people when they are in need. Children also view the adults, their parents and older siblings in the family as agents of with the approval of right and wrong. Hence, they are usually very conscious of what any of these people in the family will say any time they are trying to exhibit a right or wrong act. In situations where any of this other people in the family presents him or herself in a manner that is contrary to the ways they have been perceived or viewed by the children it could strain their relationship and create distrust in the minds of the affected children. They respond well to warmth, care and positive reinforcement. Gender-stereotyped beliefs and behaviours continue to increase. They prefer same sex playmates and understand gender constancy.

3.6: Self-Assessment Exercise

1. State any two ways by which children view themselves.
2. How do children view adults and their parents as members of the family?

SOLUTIONS

1. Ways by which children view themselves are:
 - Self-awareness as being different from others
 - They have emotional feelings
 - Self-regulation
 - Self-esteem
 - They are optimistic about their ability

2. How do children view adults and their parents as members of the family?

- As friends to express their emotion to
- At times, see them as opposition, thereby withdrawal from the relationship
- At early age, they see others as people giving rules that are real with unchangeable guidelines

4.0: CONCLUSION

Children are active participants in the world around them, beginning with their immediate family. They have very unique ways of viewing themselves and other people in the family. The self-image of a child goes a long way to influence how he or she relates with fellow child and other people in the family. Hence, members of the family to which a child belongs should be conscious of this when handling issues related to a child's self-image and his or her perception of others in the family in order not to affect social and emotional development of the child negatively.

5.0: SUMMARY

This Unit has availed you an opportunity to better understand how children view themselves as well as other people in the family. The likely negative effects of getting children to have a wrong view of any other member of the family have also been highlighted. It is therefore important for adults, parents, teachers and other older children in the family to provide avenues that will enhance brighter chances of developing positive views of self and other people in the family in children. Through this, positive emotional and psychological development will be enhanced in the growing child.

6.0: TUTOR MARKED ASSIGNMENT

How far is it true that children have very unique ways of viewing themselves and other people in the family? Support your position with some concrete real life examples.

7.0: REFERENCES AND SUGGESTED FURTHER READINGS

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MODULE 4: ROLES OF THE SCHOOL AND COMMUNITY IN CHILD REARING PRACTICES

Unit 1: The School and Community Roles in Child Rearing Practices

Unit 2: Improving Child Rearing Practices through Different Community Support Networks

UNIT 1: THE SCHOOL AND COMMUNITY ROLES IN CHILD REARING PRACTICES

CONTENTS

- 1.0: Introduction
- 2.0: Learning Outcomes
- 3.0: Main Content
 - 3.1: The concepts of School and Schooling
 - 3.2: The concepts of Community
 - 3.3: The School and Community Roles in Child Rearing
 - 3.4: Self-Assessment Exercise
- 4.0: Conclusion
- 5.0: Summary
- 6.0: Tutor Marked Assignment
- 7.0: References/Further Readings

1.0: INTRODUCTION

In the last unit, the importance of correct perception of others by the child on his or her emotional and psychological development was emphasized. As part of his/her growth and development, the child must enrol for formal education in school and he/she must necessarily continue to interact with his/her community. It therefore important in this unit to look at the concepts of school and community, roles which both the school and the community play in rearing child.

2.0: LEARNING OUTCOMES

At the end of your interaction with this unit you should be able to:

1. Discuss the concepts of school and schooling.
2. Explain the concept of community
3. Classify three types of community and
4. Describe some of the roles played by both the school and community in the upbringing of a child.

3.0: MAIN CONTENT

3.1: The Concepts of School and Schooling

The term school can be used to refer to all educational institutions where one or more teachers are available to give instruction under an assigned administrator; based in one or more buildings; and with enrolled or prospectively enrolled students. School according to Collin Dictionary (2019) is a place where children are educated. Brad and Zsuzsa (2017) see schooling as a formal way of educating children in preschool, school and higher education. It involves teachers instructing students in a formal curriculum comprised of distinct subjects.

Schools are organized spaces purposed for teaching and learning. The classrooms, where teachers teach and students learn, are of central importance, but typical schools have many other areas which may include: athletic field or playground; office-where the administrative work of the school is done; specialized classrooms including laboratories for science education; library where students consult and check out books and magazines and auditorium or hall where student theatrical and musical productions can be staged and where all-school events such as assemblies are held. It could be public or private.

Types of School

A **public school** is one that is supported with public funds; authorized by action of and operated under the oversight of a publicly constituted local, state or federal educational agency. A public school provides educational services to all students who are enrolled; has appropriately credentialed teachers who provide instruction; has at least one appropriately credentialed administrator, usually a /head teacher, who is responsible for all aspects of school administration including supervision and evaluation of staff, fiscal responsibility, student discipline and safety, supervision and assessment of academic achievement and school accountability.

A **private school** on the other hand is a school as defined that is, owned or operated by a private person, firm, association, organization, religious groups or corporation, rather than by a public agency. a school established and controlled privately and supported by endowment and tuition It is run and supported by private individuals or a corporation rather than by a government or public agency. Private, non-public, or independent schools do not normally receive governmental funding and are usually administered by individuals, denominational or secular boards. In contemporary Nigeria most of them are operated for profit. They are supported primarily by private funds.

Schooling is an organized form of indoctrination that takes place in schools. It is a sub-set of education. Schooling also involves acquiring skills in an educational institution through training carried out systematically and in a disciplined way. Schooling is a process of education linked with the formal system of education. Schooling deals primarily with literacy and numeracy, structured curriculum and subjects to be learnt. It requires a specific space and environment and it is a major component of any progressive community.

3.2: The Concept of Community

A community can be simply described as a group of people who live in the same area, or the area in which they live or a group of people with a common background or with shared interests within society or a group of nations with a common history or common economic or political interests. It could also be described as a body of people having common rights, privileges, or interests, or living in the same place under the same laws and regulations. It

is also a feeling of sharing things and belonging to a group in the place where one lives. It is a complex arrangement of people with kinship, political, economic, religious and social ties to one another and other communities.

Depending on the nature of these relationships, communities can be cohesive or divided. Ties among community members are often generational, and deeply entrenched, as are the ways by which a community deals with crisis or problems. Traditionally a "community" can be defined as a group of interacting people living in a common location. The word is often used to refer to a group that is organized around common values and social cohesion within a shared geographical location, generally in social units larger than a household. The word can also refer to the national community or global community. Since the advent of the Internet, the concept of community no longer has geographical limitations, as people can now virtually gather in an online community and share common interests regardless of physical location (Wikipedia, 2009).

Types of Community

Before we move on to the types of communities, it is worth mentioning that all communities are dynamic in nature. They act, interact, evolve and change as a result of larger political and economic forces as well as internal and external forces. Broadly speaking there are three types of communities. These are not mutually exclusive as we all are members of these types concurrently.

Geographic Community or a Neighbourhood: It is the only type of community about which there is agreement amongst scholars. It has physical boundaries by which make it distinct or separate, such as a river, a street. In a town there might be several neighbourhoods, each with some special attributes: caste, religion, rich and poor. In addition, a neighbourhood usually has a diverse population with individuals and groups occupying different physical space. It is important to observe who in a village or a section of a city or town, lives in a cleaner part, and who lives near an open sewer, or who has more space and who has less; how far or close they are from the centre of the village; how much they have to walk to get water etc. It can be instructive in seeing certain patterns of physical exclusion and marginalization. Within a geographic community, you will find

both communities of identity and community of interest as well as examples of intentional community.

Community of Identity: It implies common identifiable characteristics or attributes such as having in common a culture. By culture we mean: language, music, religion, customs, etc. Identity can be based on age, gender, and sexuality. It does not mean that an individual necessarily identifies with the community to which s/he is perceived to belong. A woman may not feel any thing in common with other women except that all women are female. Community of identity may or may not be geographically bound.

Community of Interest or Solidarity: It incorporates social movements such as women's rights, political party, peace, and environment, saving trees or public education. A community of interest is present concurrently in different geographical spaces. Individuals may be connected to their interest community at the local, and or global level. Community of interest can be formal or informal or both. In all cases, individuals become a part of this community voluntarily. Individual level on involvement may vary from being very active to being sporadic or passive.

Intentional Community: In addition to the above three types of community, there is, what observers call an intentional community. In this type of community, individuals come together voluntarily and are supportive of each other. Members may share interests as well as identity and or a geographical location. For example mothers of young children get together once a week or student form a study group or retired seniors meet in a local park.

3.3 The Roles of the School and Community in Child Rearing

Schools are institutions structured to operate in such manners that will ensure that every child's needs and deserves are addressed to the best of their capabilities. They provide children with a safe place to learn and grow; a healthy start and a healthy future; a marketable skill to use upon graduation and a chance to give back to peers and community. The family is a basic unit of socialization and the nucleus of every community. Families play a critical role in their children's growth and development. The network of social relationships and interconnectedness among families in any society makes for effective functioning of the community as an agent of child rearing. The school relates with the

community by striving to keep parents and others caring for the child integrally involved in their children's education particularly during their period of early growth. The schools help the community through parents facilitate their children's learning at home and at school and become advocates for their children and for school improvement.

Both the school and the community therefore play key complementary roles in shaping the lives of a growing child. This is informed by the fact that no single person or institution can meet all the needs of the children in a community. Some interventions begin in the earliest months of a child's life; others target the preschool years or early elementary years or both. One major role which the school especially the public one plays in child rearing is that it creates chance for a child to get to know many other children in the community, neighbourhood or town, which makes it easier for after-school socializing.

Also, public schools usually have a more diverse student body than private schools, and going to school with people from different cultural, racial, and economic backgrounds can teach children many important life lessons. Specifically, the school through its teachers sees first-hand the everyday issues facing children, their families and the early childhood community at large. Hence, it serves as advocate of the correct type of training a child should be given in his/her community. Apart from this role, the school is expected to set model examples of child rearing practices that promote positive growth and development of children for the families and the community complementary roles. The school therefore uses its teachers to supplement the nurturing role of the parents in the community without necessarily violating the parent-child bond. With the increasing complexity of modern life, a growing number of family functions in child rearing have been taken over by the community institutions and organizations: education by the school system; recreation and entertainment by peers and religious organizations.

These institutions now provide fora for children to be trained in the norms and mores of the society which the children find themselves. A growing child who decides not to be part of this effort is usually described as a non-conformist or deviant who must be checked before he or she begins to influence others. The school as a symbol of community solidarity

therefore serves individual child`s developmental needs, provides him or her opportunities for upward mobility, teach morality and what it takes to be responsible members of their community and citizens of their country. The school and the community at formal and non-formal levels respectively assist in changing children`s overall life situations and attitudes which they pass on to these children in the form of new child rearing practices that promote cognitive development.

3.4 : Self-Assessment Exercise

1. Differentiate the concepts of school and schooling.
2. Highlight any three types of community
3. Identify any two roles of the school in the rearing of a child.
4. State two ways through which the community participates in the rearing of a Child.

ANSWER TO SELF ASSESSMENT EXERCISE

1. Differentiate the concepts of school and schooling.

School: This is a structured environment for learning under the auspices of a teacher

Schooling: It is a process of attending a structured environment and acquiring required knowledge, skills, and attitude to function well in the society.

2. Describe the concept of community.

A community can be simply described as a group of people who live in the same area, or the area in which they live or a group of people with a common background or with shared interests within society or a group of nations with a common history or common economic or political interests.

3. Identify any two roles of the school in the rearing of a child.
 - i. Nurturing them
 - ii. Motivating them
4. State two ways through which the community participates in the rearing of child.
 - i. Penalty
 - ii. Praise

4.0: CONCLUSION

The concept of human development can be described as the orderly changes that occur in human beings between conception and death. The child development consists a number of different aspects like physical, cognitive, language, social, emotional, and personality development. Hence , children should learn and develop through play, exploration, and child-initiated discovery makes it important to accept the fact that the school, the home and the community to which they all belong must play a key role in the child`s upbringing.

5.0: SUMMARY

In this unit you have been exposed to school and community roles in child rearing was the focussed of this paper. Attempts was made to reveal that the school serves to complement the roles of the families and the community in the upbringing of the growing child. Both the school and the community help to increase children`s knowledge base, including the ways of using language.

6.0: TUTOR-MARKED ASSIGNMENT

Establish the fact that both the school and the community play key complementary in the business of child rearing which is thought to be the main concern of the institution of family.

7.0: REFERENCES AND SUGGESTED FURTHER READINGS

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MODULE 4: ROLES OF THE SCHOOL AND COMMUNITY IN CHILDREARING PRACTICES

UNIT 2: IMPROVING CHILD REARING PRACTICES THROUGH DIFFERENT COMMUNITY SUPPORT NETWORKS

CONTENTS

- 1.0: Introduction
- 2.0: Objectives
- 3.0: Main Content
 - 3.1: Typical Community Support Networks
 - 3.2: Community Support Networks and their Values for Child Rearing Practices
 - 3.3: Self-Assessment Exercise
- 4.0: Conclusion
- 5.0: Summary
- 6.0: Tutor Marked Assignment
- 7.0: References/Further Readings

1.0: INTRODUCTION

In the modules 2 and 3, you were given opportunity to learn parenting, child rearing and family communication patterns. It is however, important at this juncture to let you understand that families have always been embedded in networks of relatives, neighbours and friends. These network members have undoubtedly influenced the rearing of children, sometimes directly and often indirectly. The school and community as institutions that play key role in children rearing as discussed in the previous unit are part of these social support networks. This unit therefore hopes to expose you as a reader to the various typical community support networks and their values for positive growth of the child.

2.0: OBJECTIVES

It is hoped that your interaction with this Unit would avail you an opportunity to:

1. Explain what is meant by social or community support networks
2. Explain the values of these social and community support networks on child rearing.

3.0 : MAIN CONTENT

3.1 : Community Support Networks

Community support network can be simply described as that network of people outside the household of a family who engage in activities and exchanges of an affective and or material nature with the members of the immediate family. The persons making up the community support network may change from parent to parent and child to child, even within the same nuclear family. Community support networks exist to assist members, children inclusive, to navigate their environment and explore the benefits available to them as they grow in their community. Community support networks should aim at expanding and strengthening positive relationships between children and various members in the local community. They serve as local resource base for the growing child and help to foster a sense of community in them. Community support suggests interpersonal relationships and behaviours based on positive functions. The various forms of supports could include culturally and linguistically appropriate services that help children to become integrated into their community. Typical examples of community and social support networks that serve very useful purposes for child rearing include the peer groups, youth organisations, religious organisations, social clubs, professional associations, trade groups, student associations, township clubs etc.

3.2 : Values of Social and Community Support Networks on Child Rearing

Social support serve some basic functions which include guidance, reliable alliance, attachment, reassurance of worth, social integration and opportunity for nurturance (Cutrona and Russell (1987 ; Aliyu and Haruna, 2013). Each of these functions has specific values in the process of child rearing. They will be explain one after the other.

Guidance for instance refers to advice or information often obtained from mentors, parents – figures or even teachers who are usually members of the community to which a child belongs. Such advice relating to the ethics of relating with adults, peers and different groups of people in the community is provided through this medium.

Reliable alliance refers to the assurance that others can be counted on for tangible assistance, as money or shelter. The support network here involves aids and provision of needs by people other than parents in critical times of need. For instance, we know of communities organizing scholarship schemes for indigent and/or brilliant students in the community. Children feel more comfortable when they know that there is somebody to rely upon for their basic or immediate needs particularly in the absence of their parents.

Attachment on the other hand refers to a sense of emotional closeness to others from which one derives a sense of security. A good network of social and community support is that which allows the growing child to learn how to associate with people. Where parents, adults and teachers in the community present themselves as good role models, the growing child becomes better adjusted socially in the course of growing up.

Reassurance of worth as part of the functions of social support network provides the growing child with an opportunity for his or her competence, skills and values to be recognized by different categories of people being interacted with in the community. This gives him or her confidence to explore other avenues of relationships and become more accepted in the community.

Social integration refers to a sense of belonging to a group that shares similar interests, concerns, and recreational activities. As a function of social support network provides avenues for the child to become a full- fledged member of the community to which he or she belongs. This is in terms of identity- family name, communal affiliation/indigenisation, imbibing the mores and cultural traits of his or her immediate community, and youth affinity.

The social and community support network also offers the growing child the chances of rearing him or her to become an individual that who can be relied upon by others in the community for their own wellbeing. This implies that as he or she is growing, he or she is

brought up to realize the importance of interdependence in human relations. This is the **nurturance** function. He or she is made to see him/herself as a provider of some services to some other people in the community.

Social and community supports help children to learn to survive, and facilitate their participation and integration in activities that are regularly carried out in their communities. They connect children and other members of the community with local organisations, social and economic institutions that help in preparing them on how to embrace the challenges of growing and acquire skills necessary for building a future for themselves.

3.3 : Self-Assessment Exercises

1. Highlight any three types of community
2. Identify any two roles of the school in the rearing of a child.
3. State two ways through which the community participates in the rearing of child.

SOLUTIONS

1. Highlight any three types of community
 - i. Geographic Community or a Neighbourhood
 - ii. Community of Identity
 - iii. Community of Interest or Solidarity
2. Identify any two roles of the school in the rearing of a child.
 - iii. Nurturing them
 - iv. Motivating them
3. State two ways through which the community participates in the rearing of child.
 - i. Penalty
 - ii. Praise

4.0: CONCLUSION

Effective nurturing and upbringing of a child is dependent upon a multiplicity of factors among which is the different types of community and social support networks. They

provide stimulation of the child for emotional, social and intellectual developments through a patch work of formal and informal services provided by peer groups, age groups, trade groups, adult figures, opinion leaders, government agencies, business groups and non-governmental organisations. These social and community support networks are therefore expected to be recognised as vital tools for promoting proper child rearing among families and in the society. This is because where they are well utilised they serve as agents of social integration, alliance and instruments for building positive relationships between the children and other members of their community.

5.0: SUMMARY

The unit has provided you as a reader with an opportunity to learn about social and community support networks and their role in the upbringing of a child both in the family and in the larger society. Such knowledge has also exposed you to the values embedded in these support networks. It is expected that the experience you have acquired through this Unit will further enhance your understanding of this Module.

6.0: TUTOR-MARKED ASSIGNMENT

Discuss the values of social and community support networks in the upbringing of a child using concrete examples drawn from your locality.

7.0: REFERENCES AND SUGGESTED FURTHER READINGS

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MODULE 5: TECHNOLOGY AND SOCIAL MEDIA IN CHILD REARING

UNIT 1: PARENTING AND CHILD REARING IN THE TECHNOLOGY ERA

UNIT 2: SOCIAL MEDIA AND ITS IMPLICATIONS ON CELEBRITY IDOLIZATION AND PORNOGRAPHY ADDICTION

UNIT 1: PARENTING AND CHILD REARING IN THE TECHNOLOGY ERA

CONTENTS

- 1.0 Introduction
- 2.0 Learning Outcomes
- 3.0 Main Content
 - 3.1 Parenting and Technology
 - 3.1.2 Impact of Technology on child rearing
 - 3.1.3 The Positive Impact of Technology Use
 - 3.2 Parental control of child technology usage
 - 3.3 Self-Assessment Exercise
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignments
- 7.0 References/Further Readings

1.0 INTRODUCTION

Effective parenting is of paramount importance at any point in child development as children are universally regarded as the most important asset of any nation. The future of the nation depends directly on how they are brought up and developed. The world of parenting has changed. In 1980, parents had home phones without answering machines, televisions without remote controls, cars without screens. Today, toddlers tell parents to “google it” when they can’t answer one of their million “why” questions, there are 24-hour

cable channels created just for infants and toddlers, video game systems that read your body movements, and people carry mini-computers (smartphones) in their pockets that allow them to call friends, email co-workers, search the Internet, and download age-appropriate games for their child to play on the go. The technological boom has impacted us all, but how has it influenced parents? Therefore, this unit shall be considering the concept of parenting style and technological era, impact of technology on parents and children.

2.0 LEARNING OUTCOMES

At the end of this Unit, you should be able to:

- i. Explain parenting style and technology
- ii. Highlights at least four each negative and positive impact of technology on children
- iii. Identify measure to control use of technology

3.0 MAIN CONTENT

3.1 Parenting and Technology

In today's society, technological advances, the structure of the work environment, and unstable employment have led to a family structure in which children spend an unsuitable amount of time without parental supervision. Meanwhile, the socio-technological advances of the digital era have enabled easy access to information via the Internet. This easy access can be positive if the Internet is used for educational purposes, but it can also lead to indiscriminate Internet use. The rise of social networks has been accompanied by an increase in the number of adolescents with Internet access. According to a report by the OECD (2015), between 2012 and 2015, time spent by adolescents on the Internet in OECD countries, increased by 25%. This increase equated to 65 minutes at the weekend and 59 minutes during the week. Further, (Koruklu, &Yilmaz, 2013; Critselis, 2013) reported that boys make use of internet to play online games, place bets, or view pornography while girls tend to use the Internet for social relationships, instant messaging, email, and social networks. Both sexes sparingly use internet for education purpose.

Note, in today's society, the family is still considered the principal agent of socialization, hence there is the need to for parents to regulate the way children are using internet. Within the family, children internalize behavioural principles in accordance with society and culture. The family is therefore subject to social change and the changes influence people and ways of life.

3.1.2 Impact of Technology on Child Rearing

In this era, we can't keep children away from use of technology devices, we can only minimize the negative impact of these devices on our children. As they are growing older the use of technologies also increases. Next is to examine positive and negative impact of technology use.

3.1.2.1 The Positive Impact of Technology Use

1. Children have better motor skills

Motor skills are the skills which are linked with muscles of small movements like lips, fingers, wrists, tongue and toes. So when toddlers play games on tablet or any other gadgets their fingers and hands get a workout. This is such a healthy exercise for growing children. Using modern keyboards and keypads or other handheld devices they have no risk of any injury or any kind of threat as compared to playing outside. As a result, they know better use of their hands and fingers and become very efficient in it in short time.

2. Improved cognitive skills

Cognitive skills are the ability to process information, reasoning, remembering and relating objects with other objects. These skills are directly related to memory, and language. Now a day's technology helps faster and better development of cognitive skills in kids. The games which they use to play before whether it's a puzzle or scribbling on drawing books everything now can be done on electronic devices. Like interactive apps, video games, different kinds of challenges and educative programs available on various kinds of devices. Such products

would always improve a kid's cognitive skills. The modern gadgets help to develop their learning skills faster as they are more interested in gadgets than books.

3. More fun for kids

Gadgets are fun for kids while they use them. They enjoy playing games on them whether it's a puzzle or race, or candy crush, or a simple first person shooter game, children have fun and they understand simple aspects of cause and effect, action and reaction. Electronic devices have much more advanced learning options for children in a fun way than books or older methods.

4. Educating young ones

Technology has been proven to be very helpful in educating student. Children can access the educational websites and can get detailed information about required topic. Technology makes things better as have access to pile of material and can be very useful in research and understanding things better. Visual presentations, educational videos, interactive programmes, learning tutorial and variety of books available all the time on internet has revolutionized education in a better way. Kids learn state of the art tools and methods by their own. Educational games help children to perform well in their studies. As they can have many online quizzes available, online tutorials and brainstorming riddles.

5. Competition skills

Children love to play video games. When playing such games with other people around the world and their relatives, friends they get the feeling of competition that enhances their skills of competition and enables them to manage themselves in competing environment.

3.1.2.2 Negative Effects of Technology Use

1. Cause of distraction in children

Technology gadgets occupy children minds. Leave child with a Smartphone, tablet Xbox or any other handheld device he can spend hours or even weeks with it. So you don't have to

worry about the child because there is no risk of getting injured or harmed by these gadgets. Also don't worry about any other major mess like painting a wall, disturbing others.

2. Learning problems

Children learn a lot of things before the age of five even toddlers learning perspective is much faster than children. If they are using technology gadgets their time to communicate with their parents and learning is bounded. They need proper time talking with their parents so they can learn new words and how to communicate. They need their parents not gadgets. Also exposure of these gadgets are linked to cognitive delays and impaired learning. Researchers at the University of Washington reveal that modern gadgets are not necessary in child development.

3. Childhood depression

Childhood depression is very common and severe medical illness that negatively affects child behaviour. The way they think and act. Too much gadget use introduces depression in children of certain ages. It also leads mental health issues in children in childhood and adolescence. They may act depressed or we can see worst of these symptoms in a couple of days

4. Negative impact on character

This is one of the biggest problems in this growing world of technology. Children use internet to see adult content rather to search for educational websites. They play violence games. There is ease of accessing pornography and other controversial contents. This practice leads bad impact on their character. They forgot their moral values.

5. Health challenges

Many researchers have studied that children spend average of their time on different technologies like telephone, radio, TV, games, Xbox, iPod and stereo system. Kids use technologies for various purposes like playing games, watching videos, listening songs, chatting with their friends, browsing different websites. They spend most of their time in

these activities and don't pay attention to their posture, screen brightness, and screen distance from their eyes which ultimately affect their vision and health. Staring at electronic screen continuously for long time causes distress.

3.2 Parental Control of Child Technology Usage

Parents are confronted with new challenge to safeguard the security of their children in online and digital devices in particular, mobile media and the internets. The following measure can be apply by parents to control technology excesses by children.

1. **Restrictive mediation:** parents should establish rules for their children about certain online behaviours like talking about sex, sending personal information online and potential dangers associated with such practice. They should also impose restrictions with regards to how much time children spend with digital media, the activities children engage in, the content children consume, and where children can use digital media.

2. **Co-use:** Parents and children use digital media together. Parents join children when they need help or because they enjoy sharing the activities the children engage in.

3. **Active mediation:** Parents and children talk about digital media such as time spent using digital media, use of devices, or the content children consume and/or purchases.

4. **Participatory learning:** Parents and children should learn about digital media together while using digital media. This will bridge the generational gap between parents and children. If when parents have good digital skills they will able to protect their children from harmful contents.

5. **Distant mediation:** Parents supervise their children's digital media use from a distance. Parents employ this strategy either because they trust their child and thus grant them a degree of responsibility when using digital media (i.e., deference); or, when they decide they can allow their child to use digital media independently while keeping an eye on them from a distance (i.e., supervision).

3.3 Self-Assessment Exercise

1. Explain the relationship between use of technology and child rearing
2. Identify positive impacts of technology gadgets on children in technology era

3. List and explain at least three negative impacts of technology on children in technology era.

ANSWER TO SELF-ASSESSMENT EXERCISE

1. As a result of technological advances, the structure of the work environment, have led to a family arrangement in which children spend more time without parental cares and supervision. Major things that supposed to be parent- children discussion is being done by the technological advances. In more light way, the rise of social networks has affected parenting.

2. Identify positive impacts of technology gadgets on children in technology era

- Children have better motor skills as they focused on use of their hands and fingers.
- Improve their learning skills (Cognitive) faster as they are more interested in gadgets.
- It provides more fun for kids while they use them.
- Accessing the educational websites and get detailed information about their studies.
- It promotes competition skills among learners.

3. List and explain at least three negative impacts of technology on children in technology era.

- Technology gadgets occupy much more of children minds.
- Electronic gadgets are linked to cognitive delays and impaired learning.
- It lead severe medical illness that negatively affects child behaviour.
- It promotes immorality and degenerate moral values.

4.0 Conclusion

This unit has discussed the relationship between use of technology and parenting in the technology and impact of technology on child development in recent time. It is expected that haven gone through the study, stakeholders should leverage on positive impact of use of technology.

5.0 Summary

In this unit, you have learnt relationship between parenting and technology, positive and negative impact of technology on children, also, ways parent can control the excesses use of technology in child rearing in the 21st century.

6.0 Tutored Marked Assignment

Write a comprehensive report on how to control excesses use of technology in recent time among children.

7.0 References and Suggestions for Further Readings

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MODULE 5: TECHNOLOGY AND SOCIAL MEDIA IN CHILD REARING

UNIT 2: SOCIAL MEDIA AND ITS IMPLICATIONS ON CELEBRITY IDOLIZATION AND PORNOGRAPHY ADDICTION

CONTENTS

- 1.0 Introduction
- 2.0 Learning Outcomes
- 3.0 Main Content
 - 3.1 Concept of Social Media
 - 3.2 Classifications of Social Media and Social Networks
 - 3.3 Celebrity Idolization and Child rearing
 - 3.3.2 Pornography Addiction and Child rearing
 - 3.3 Solutions to Immoral Behaviours
- 3.4 Self-Assessment Exercise
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignments
- 7.0 References/Further Readings

1.0 INTRODUCTION

In the preceding unit, you learnt how technology influence effective parenting. It is however, to be noted that technological advancement is an important issue to be addressed on child rearing, especially social media. The essence of social media on child rearing in the 21st century cannot be disregarded as these new media have great implications on the awareness and exposure of a child. Today's parents have to contend with these new media in raising their children. The reach of social media within the space of short time is wide and at the moment mostly uncontrolled or poorly regulated. One of the many uses of social media is the rapid dissemination and spread of information, graphics, audio and audio-visual contents which aid immoral behaviours and value disintegration in the society. These

contents in some cases are not censored and not regulated. In this unit the definition of social media, its types and implications on child rearing will be considered.

2.0 LEARNING OUTCOMES

At the end of this Unit, you should be able to:

- i. Define Social Media
- ii. Describe the characteristic features of Social Media
- iii. Cite examples of the different types of social media and social networks
- iv. Explain the implications of social media on child rearing in relation to celebrity idolization and pornography addiction

3.0 MAIN CONTENT

3.1 Concept of Social Media

Social media are interactive computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks. Mobile social media refer to the use of social media on mobile devices such as smartphones and tablet computers. Defining social media is not an easy task bearing in mind the variety of stand-alone and built-in social media services. However, certain elements are common;

- i. Social media are interactive web/internet based applications
- ii. User-generated content such as texts, posts, comments, digital photos or videos etc.
- iii. Users create service-specific profiles and identities
- iv. Social media facilitate the development of online social networks by connecting a user's profile with those of other individuals or groups.

3.2 Classification of Social Media

According to Aichner and Jacob (2015) social media can be classified into thirteen types. The types are Blogs, Business networks, Forums, Microblogs, Photo sharing, Social networks, Video sharing, Social gaming, Social bookmarking, Virtual worlds, Collaborative projects, and Enterprise social networks. Most popular social networks as of July 2019 based on Statistical data are as follow;

Network name	Users
Facebook	2, 375, 000, 000
YouTube	2, 000, 000, 000
Whatsapp	1, 600, 000, 000
Facebook Messenger	1, 300, 000, 000
WeChat	1, 112, 000, 000
Instagram	1, 000, 000, 000
QQ	823, 000, 000
QZone	572, 000, 000
TikTok	500, 000, 000
SinaWeibo	465, 000, 000
Twitter	330, 000, 000
Reddit	330, 000, 000
BaidiTieba	320, 000, 000
Linkedin	310, 000, 000
Snapchat	294, 000, 000

Source: Aichner and Jacob (2015)

The table above shows that the 21st century parent has to compete with multiple sources of information in shaping the minds, values and beliefs of children. In the event that there is no shared and balanced focus, these sources may offer opinions, images and activities incongruent with the philosophy espoused by the custodial parent(s). Attitudes, economics and social norms are dynamic and are changing rapidly which have transformed how children are cared for (Farkas, Duffet and Johnson, 2019).

There is no gainsaying the fact that education, technology and morality are related. The essence of education and technology is to build good character and good life in the society. However, society is confronting with immorality especially among youths in spite of approved patterns of behaviour that have resulted to insecurity of different forms. This is affecting child rearing positively and negatively. Children are prone to some of the changes in the society. Few of them will be discussed next.

Specifically, let's examine culture of celebrity idolization and pornography among youths.

3.3. Celebrity Idolization and Child rearing

In the last two decades, the informal learning environment for child has changed drastically. Television, one of the primary cultural products for young people, reflects this shift with programming now targeted to children that promotes fame and status with highly salient social models. Today's learning environment, which is increasingly dominated by media that promote fame and fortune influence social and cognitive development. The exponential growth and adoption of these new media by young people indicates the primal attraction of human beings' need to belong. The 21st century has witnessed an increasing wave of children's fascination with celebrity idolization. This trend is enhanced by the many sources of communication media available to children, which has created limitless space to meet celebrity idols. Going to cinemas, theatres and such other forms of social interaction venues are no longer necessary with the presence of social media.

Wikipedia defines a celebrity as a person who is well known and gets lots of public attention or attention from other people. In addition, Collins English Dictionary defines a celebrity as someone who is famous, especially in areas of entertainment such as films, music, writing or sport. While celebrity idolization is a personality disorder that's been around for decades but was only recently recognized as technology has advanced, allowing fans to create blogs, share information, and access a worldwide community of people with the same idols.

Several studies have reported influence of celebrity on attitude and social behaviours of youths which can be positive, harmless or negative (Kate; Chikezie and Ike, 2016; Kader, 2020). Next is to discuss some of the implications of celebrities' culture on children.

Positive influence of celebrity idolization on Nigeria Child

Fashion and dress: sometimes celebrities influence fashion and dress sense of children. Some might taking it far, not being mindful of what is acceptable by their parents and culturally at large. At times to be socially acceptable among their peers, some youths living 'dual lives' in campus.

Pattern of communication: some youths pattern speech, vocabulary and pronunciation along with their celebrities. Many at times, some youths take this too far, to the extent of becoming 'too artificial and superficial in their speech'. The youth equally learn vulgar language and catchphrases from celebrities, which they infuse into everyday language use.

Self-concept: youths can improve their self-confidence and actualization at times when following celebrities. They are made to believe in their abilities, regardless of their background.

What then is the negative influence of celebrity idolization on Nigeria Youths?

Celebrity worship: Anxiety, depression, high stress levels, poor body image, isolation, and obsessive-compulsive behaviours have been linked to celebrity worship syndrome because the patient's energy is focused entirely on someone who may not even know who they are.

Consumerist culture: some Nigerian youths purchasing habits are affected by celebrity endorsements and advertisement. Some youths adduced that celebrity consciousness has made it difficult for them to manage their finances well.

Eroding cultural values: Perhaps the most negative influence of celebrity culture in the lives of the Nigerian youth is in their questioning of long-held traditional beliefs about marriage, morality and sexuality. For example, while the West allows the expression of variant sexual identities, for many African societies, lesbianism and homosexuality are

abominations. Young people are beginning to get wrong ideas about sexual relationships and marriage. Campus marriage (or co-habitation) is another negative effect of much exposure to lives of media celebrities, where young people see it as normal to live with their girlfriends like husband and wife in the university.

3.3.2 Pornography Addiction and Child Rearing

Pornography addiction is an habit or practice that has compulsive sexual activity with concurrent use of pornographic material, despite negative and damaging consequences to one's physical, mental, social and financial well-being. It is characterized by compulsive engagement which leads to disorder in one's personality. Recent generations have apparently become increasingly narcissistic and have made increasing use of social media (Hatch, 2012). In fact, data show a correlation between Facebook use and narcissistic personality traits. Social media provide a platform that enables young people's narcissism.

Influence of Pornography Addiction and Child Rearing

Pornography's power to undermine individual and social functioning is powerful and deep: among them are:

- Youths that engage in pornography, have high risk of contracting a sexually transmitted disease or of being an unwitting parent in an out-of-wedlock pregnancy due to sexual permissiveness with consequential effects, such as school drop-out, depression, poverty among others.
- Individual that involve in pornography have distorted perception about reality. Pornography presents sexual access as relentless. These distortions result in an acceptance of three beliefs: (1) sexual relationships are recreational in nature, (2) men are generally sexually driven, and (3) women are sex objects or commodities. These are called "permission-giving beliefs" because they result in assumptions that one's behavior is normal, acceptable, and commonplace, and thus not hurtful to anyone else. These beliefs are deepened and reinforced by masturbation while viewing pornography, a frequent practice among those who use pornography to deal with stress (Marrimedia, 2020).

- In the words of Parker (2018) porn addiction would make a child spend an inordinate amount of time watching porn instead of interacting with others or completing important tasks. The implications of these could be isolation, depression, lack of social and inter-personal skills. Moreover, this activity can be linked to the increased rate of sexual molestation and abuse in recent times in Nigeria.

How can immorality be addressed among children?

3.3. Solutions to Immoral Behaviours

The production of amateur pornographic content and distribution of pornographic material and celebrity is just by the click of a button on computers and mobile smartphones/tablets devices. Although, some computer/web based technologies are trying to ensure that young children do not have access to pornographic content by creating sites children-friendly sites on the internet for children use. Example is the creation of Duddle as a search engine for children instead of Google which is used by adults.

Others are:

1. Parents should devote time for their children to meet their emotional needs.
2. Children should be motivated to understand the reality and the fantasy of the world in which they are living.
3. Proper interaction should be there between teachers and parents.
4. Looking for role models is off trajectory as is being pronounced by celebrity culture works. Celebrities are not really role models. Every individual should develop self-concept and Be-yourself.
5. Parents, community and school administration should arrange programmes for developing morality and values among students.

3.3 Self-Assessment Exercise

1. Describe the concept of social media
2. Describe how parent can promote morality in technological era.

ANSWER TO SELF ASSESSMENT EXERCISE

1. Concept of Social Media

- i. **Social** media are interactive web/internet based applications
- ii. User-generated content such as texts, posts, comments, digital photos or videos etc.
- iii. Users create service-specific profiles and identities

2. How to promote immorality among children are:

- i. Parents should devote time for their children to meet their emotional needs.
- ii. Students should be motivated to understand the reality and the fantasy of the world in which they are living.
- iii. Proper interaction should be there between teachers and parents.
- iv. Develop self-concept and Be-yourself.

4.0 Conclusion

This Unit has discussed the role of social media on child rearing in the 21st century. It is expected that having been exposed to this material you are able to provide needed direction and guidance to children on the use of social media.

5.0 Summary

In this unit, you have learnt what social media is, its types and implications on child rearing in relation to celebrity idolization and pornography addiction. It was explained in the unit how social media have become a competition of sort with parents in raising children as its provide a range of other sources of information, ideas, values, beliefs and orientations which might be different from the custodial parent (s) own.

6.0 Tutored Marked Assignment

Explain in your views using examples of how children of the 21st century idolize celebrities.

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