

MODULE 4 ROLES OF THE SCHOOL AND COMMUNITY CHILD REARING PRACTICES

- Unit 1 The School and Community Roles in Child Rearing Practices
- Unit 2 Modernity, Parenting and Child Rearing Practices
- Unit 3 Improving Child Rearing Practices through Different Community Support Networks

UNIT 1 THE SCHOOL AND COMMUNITY ROLES IN CHILD REARING PRACTICES

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1.0 INTRODUCTION

You will recall that in the last unit, attempts were made to discuss how children view themselves as well as other people in the family. The importance of correct perception of others by the child on his or her emotional and psychological development was also emphasised. As part of his/her growth and development, the child must enroll for formal education in school and he/she must necessarily continue to interact with his/her community. It therefore becomes important at this juncture to highlight and discuss the roles which both the school and the community, where the child operates, play in his/her upbringing and growth.

2.0 OBJECTIVES

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

- explain the concepts of school and schooling;
- explain the concept of community; and

- describes one of the roles played by both the school and community in the upbringing of a child.

3.0 HOW TO STUDY THIS UNIT

- Read through this unit care.
- Study the unit step by step as the points are well arranged.

NOTE: ALL ANSWERS TO ACTIVITIES AND ASSIGNMENT ARE AT THE OF END THIS BOOK. THIS APPLIES TO EVERY OTHER UNIT IN THIS BOOK.

4.0 WORD STUDY

School: - is a term that refers 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. We have public and private schools.

Schooling: - This refers to primary 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.

5.0 MAIN CONTENT

5.1 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. Wikipedia (2009) describes a school as an institution designed to allow and encourage students (or “pupils”) to learn, under the supervision of teachers.

Schools are organised 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; specialised 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. A **public school** is one that is supported with public funds; authorised 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, organisation, 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, nonpublic, 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. They are characterised by a process of double selection because the schools select their teachers and students and the parents select the schools for their children.

Schooling is an organised form of indoctrination that takes place in schools. It is a sub-set of education. It is instruction, education, or training, especially, when received in a school. Schooling is the act of teaching. 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.

5.2 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 (Microsoft Encarta, 2009). 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 organised 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).

5.3 The Roles of 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 socialisation 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. But with the school and the community taking one or more of these needs, they can together weave the seamless web of family and the community support needed by the growing child.

The school assists in looking first, at what is known about children's abilities when they first enter school, various factors associated with those abilities, and the implications of those abilities for children's later school success. It also looks at evidence regarding the effectiveness of various interventions that include a family or community focus. These interventions range from large-scale, comprehensive programs to highly targeted strategies addressing specific skills. 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, neighborhood or town, which makes it easier for after-school socialising. 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 firsthand 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 organisations: education by the school system; recreation and entertainment by peers and religious organisations. These institutions now provide for a child 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.

6.0 ACTIVITY

1. Define the following concepts, school, schooling and community.
2. Identify the types of community you have studied.
3. Discuss two roles of the school in the rearing of a child.

7.0 ASSIGNMENT

1. State two ways through which the community participates in the rearing of the child.
2. Compare and contrast the effect of the private and public socialization of the child.

8.0 SUMMARY

In this unit, you have learnt about the meanings of school, schooling and community. Specific attempts have been made to discuss the roles which each of these concepts

play in child rearing. The discussions have revealed 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.

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UNIT 2 MODERNITY, PARENTING AND CHILD REARING PRACTICES

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- 2.0 Objectives
- 3.0 How to Study this Unit
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1.0 INTRODUCTION

You will recall that we discussed “Concepts of Child Rearing and Parenting” in Module 2 Unit 1. A quick recall of these concepts will be very useful in understanding the topic of this unit- Modernity and Child Rearing Practices.

For the sake of this quick recall, child rearing has been described in Module 2 Unit 1, as the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood. . It is the training or bringing-up of children by parents or parent-substitutes. It is used also 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 emphasises the responsibility and qualities of exemplary behaviour of the parent. Effective socialisation of the child, therefore, depends greatly on the quality and richness of child rearing practices and parenting. (You can get more information on these two concepts from Module 2 Unit1).

What we did not, however, talk about in that module and unit was the effect or influence of modernity on the concepts of parenting and child rearing practices.

2.0 OBJECTIVES

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

- explain the concept of modernity;

- identify instances of reflecting modernity in parenting and child rearing practices among Nigerian families; and
- discuss the effects of modernity on parenting styles and child rearing practices in Nigeria.

3.0 HOW TO STUDY THIS UNIT

- Read through this unit care.
- Study the unit step by step as the points are well arranged

NOTE: ALL ANSWERS TO ACTIVITIES AND ASSIGNMENT ARE AT THE OF END THIS BOOK. THIS APPLIES TO EVERY OTHER UNIT IN THIS BOOK.

4.0 WORD STUDY

Modernity: - As a concept, modernity can be described as the quality of being up to date. It breaks breaking away old ways of doing things. It also involves changing something in order to make it conform to modern (new) ways of doing things. Sometime it regarded as westernization and civilization.

5.0 MAIN CONTENT

5.1 Modernity in Parenting and Child Rearing Practices

Modernity as a concept can be described as the quality of being up-to- date. It involves changing something in order to make it conform to modern tastes, attitudes, or standards, or be changed in this way. A cognitive factor that has been contributing to cultural variation in parenting in recent times is what Patel-Amin & Power (2002) described as attitudinal modernity--a broad concept that refers to the “Westernisation” of attitudes in such diverse areas as gender role conceptions, political attitudes, attitudes toward authority, the family, and religious beliefs.

Wikipedia (2009) describes modernity as a shorthand term for modern society or industrial civilisation. Portrayed in more detail, it is associated with a certain set of attitudes towards the world, the idea of the world as open to transformation by human intervention and a complex of economic institutions, especially industrial production and a market economy. Largely as a result of these characteristics, modernity is vastly more dynamic than any previous type of social order. It is a society—more technically, a complex of institutions—which unlike any preceding culture lives in the future rather than the past. (Giddens, 1998)

There have been numerous ways of understanding what modernity is, particularly in the field of sociology. Modernity may be considered “marked and defined by an obsession with ‘evidence’”, visibility, and visibility (Leppert 2004, 19). In general, it involves increased movement of goods, capital, people, and information among formerly separate areas, and increased influence that reaches beyond a local area and

increased specialisation of different segments of society, such as the division of labour, and interdependency among areas.

Modernity has been characterised in many seemingly contradictory ways and many of those characterisations can be reduced to a relatively simple set of concepts of social change, a phenomenon which incidentally has been having significant effects on family, its members and that transpire therein including child rearing.

Modernity has therefore become one major phenomenon that has been most significant effect on the attitudes of individuals especially those from countries undergoing the rapid social and economic changes that usually accompany industrialisation and urbanisation.

5.2 Effects of Modernity on Parenting and Child Rearing Practices in Nigeria

The paradox of modernity is that while it has brought a series of seemingly indisputable benefits to the people it has equally been accompanied with some unpalatable experiences for human beings. For instance, lower infant mortality rate, decreased death from starvation, eradication of some of the fatal diseases, more equal treatment of people with different backgrounds and incomes, and so on can be identified as some of the positive effects of modernity. But on the other side of the continuum are issues such as population explosion and its attendant problems courtesy of improved medical care, loss of communal living principles to mention just but a few. Parents as major actors in child rearing have not been spared of some of these effects. So also are their children.

Parents' level of modernity is capable of predicting the nature of parental child rearing values and practices in a given society. Parenting and child rearing practices cannot therefore be excluded from the process of modernity. No one can doubt that modernity has affected child rearing in many profound ways. Some changes have been unquestionably to the good, other changes have been clearly for the ill; for example, the dissolution of filial and community bonds that have cut millions of children loose from the guidance and protection that they need during their formative years.

Mechanical and scientific invention has changed human health and all aspects of human society (economic, religious, social, and theoretical). Technology, for instance, has made a wide variety of supports available to families that are available within our traditional cultures. The availability of different kinds of technologies has radically changed people's lives despite the pros and cons of technological development. For example, bottle feeding has made it easier for women to have more time for their jobs. But the introduction of bottle feeding and the decrease in breastfeeding has adversely affected the development of needed affection and love usually associated with breastfeeding in the course of child rearing.

Again in societies with rapid flux, it is normal to witness dramatic changes from one generation to the next and these changes affect the way children are raised. Hence,

these lead to differences in the type of care that is provided for children. Families living under traditional beliefs will raise children in one way that is different from those who consider themselves modern and possess quite a different set of beliefs and patterns that determine their child rearing practices. The bonds that used to hold family members together as the fundamental unit of society, have become weakened by cultural, demographic, economic, and political factors resulting from modernity.

Furthermore, it is a known fact that the Nigerian society before now had a very high regard for parenting. Children and their upbringing were considered the responsibility of the entire community. Collective groups traditionally raised children. But with modernisation and globalisation these collective child rearing patterns have become eroded to varying degrees in many of our communities. This is due in part, to migration patterns, acculturation, and acquisition of new life styles, changing perceptions and misconceptions about expectations and the realities of life in the western world.

Child rearing in modern day Nigeria has become quite challenging. In a rapidly changing world, the demands of daily life often times seems to overshadow the structure, care and nurturing that our children need in our role as parents. What we now witness too often is the abandoning of parental roles to nannies and the schools with such parents forgetting that they are giving other people permission to define their children`s thoughts and attitudes and indirectly defining their future as they deem fit.

Modernity to some extent has given room to parents to condone their children`s misbehavior in the name of promoting permissive environment for such children to grow. For example, a larger percentage of Nigerian parents nowadays find it difficult to employ ‘spanking’ as a tool for correcting their children`s misbehaviour, whereas before now the traditional Nigerian family had a strong belief in the philosophy of ‘spare the rod and spoil the child’.

The foregoing discussion does not however imply that modernity is not associated with positive growth of the child. Scholars like Jeffer Shears and Jo Ann Robinson (2005) have been able to establish the fact that higher levels of modernity can be associated with better outcomes for children. A study on the impact of fathering attitudes and practices on child development conducted by these scholars revealed that father`s modernity (which, broadly speaking, encouraged autonomy in their children) was associated with positive-mother-child interaction and child cognitive development. Results show that fathers` modernity defined as endorsing more child-directed versus adult-directed parenting attitudes was a correlate of maternal beliefs and maternal supportiveness, and was directly associated with higher cognitive scores for the focus child.

6.0 ACTIVITY

1. Explain the concept modernity in not more than two sentences. Cite three examples of indiscipline of modernity in a typical Nigerian family.

2. List any three positive and two negative effects of modernity on parenting and child rearing.

7.0 ASSIGNMENT

1. Discuss the benefits of modernity to parenting and child rearing.
2. To what extent has modernity created problems for child rearing in the Nigerian

8.0 SUMMARY

In this unit you learnt about the concept of modernity and its effects on parenting and child rearing practices. Specifically, the unit availed you an opportunity to understand the inevitability of the phenomenon of modernity in any growing society, its negative and positive effects on child rearing practices and the need for parents to be skilful in manipulating the gains of modernity for the good of their children and themselves.

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UNIT 3 IMPROVING CHILD REARING PRACTICES THROUGH DIFFERENT COMMUNITY SUPPORT NETWORKS

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- 2.0 Objectives
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 - 5.1 Typical Community Support Networks
 - 5.2 Community Support Networks and Their Values for Child Rearing Practices
- 6.0 Activities
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- 8.0 Summary
- 9.0 References

1.0 INTRODUCTION

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

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

- explain social or community support networks; and
- explain the values of these social and community support networks on child rearing.

3.0 HOW TO STUDY THIS UNIT

- Read through this unit care.
- Study the unit step by step as the points are well arranged.

NOTE: ALL ANSWERS TO ACTIVITIES AND ASSIGNMENT ARE AT THE OF END THIS BOOK. THIS APPLIES TO EVERY OTHER UNIT IN THIS BOOK.

4.0 WORD STUDY

Guidance refers to advice or information often obtained from mentors, parents and teachers, who are usually members of the society and community.

Reliable refers to the assurance that others can be counted on for tangible assistance, such as money or shelter.

5.0 MAIN CONTENT

5.1 Typical 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.

5.2 Community Support Networks and Their Values for Child Rearing Practices

Cutrona and Russell (1987) were of the opinion that any social support should serve some basic functions which include guidance, reliable alliance, attachment, reassurance of worth, social integration and opportunity for nurturance.

Each of these functions has specific values in the process of child rearing. **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, such 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 organising 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 / her competence, skills and values to be recognised by different categories of people being interacted with in the community. This gives him/her the 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, social integration 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/indigeneship, 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 who can be relied upon by others in the community for their own well-being. 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.

6.0 ACTIVITY

1. What is community or social support network?
2. Highlight any three values of community or social support networks in child rearing.

7.0 ASSIGNMENTS

1. Identify three ways the social and community networks support the child in the community.
2. Discuss the values of social and community support networks in the upbringing of a child using concrete examples from your locality.

8.0 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.

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