Influence of Parental Beliefs on Primary School Pupil's Social Development in Edo State

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Abstract: Parents' practices, beliefs and attitudes like support, pressure, and anxiety have a great impact on decisions that have implications for the future, such as choice of career. This makes the study to investigate on influence of parental beliefs on primary school pupil's social development in the Edo state local government of Esan. This study employed correlation research design. 200 respondents were chosen using a multi-stage sampling technique. Parents Socio Cultural Practice Questionnaire (PSCPQ, = 0.70) is one instrument. In this study, three research questions were posed and addressed. Collected data were analyzed using descriptive statistics for demographic information and study task frequencies, percentages, means, standard deviations, and weighted averages, as well as inference statistics and analysis of variance from PPMC. The results showed that parents' socio cultural practices were higher in Esan local government area of Edo State (WA=3.27). It also affirms parents' socio-cultural practices and social development of pupils (r = -0.016; P> 0.05) and parents religion does not influence their socio-cultural practices ($F_{2,197}$ = 0.77; P>0.05). Based on the study's findings, it was suggested, among other things, that parents continue to foster a supportive socio cultural environment for children to maintain high social skills and that they be made aware of the risks associated with socio cultural practices that might impede social development. In our communities and educational system, western culture appears to have disregarded socio-cultural customs.

Keywords: Influence, Parental beliefs, Pupils, Social development

Introduction

Education is an instrument for national development and social change. It is vital for the promotion of a progressive and a united Nigeria. It maximizes the creative potentials and skills of the individual for self-fulfillment and general development of the society. It is therefore, meant to be qualitative, comprehensive, functional and relevant to the needs of the society. Thus,

The Federal Republic of Nigeria (2013), states that education is the foundation of every country, which is why the government invests heavily in educating its citizens. Education is the key to developing a country. For a nation to achieve her educational, scientific, and technological goals, her citizens must have skills, aptitude, ability, and creative potentials necessary for the achievement of these goals.

Parents' practices, Decisions that have long-term effects, like choosing a career, are significantly influenced by attitudes and beliefs like support, pressure, and anxiety. Hamzat (2017) and Amao (2017) established that parenting practices predicted social growth in children. The duration of the parents spends with their offspring and the standards of interactions are important in relation to children's trait and social development. This is not only because those times joint activity relied more on a positive parenting, but because they are likely to promote modeling, reinforcement, shared attention and social cooperation (Algere, 2012).

The influence of parental attitudes is an important factor in a child's personality development. Parental attitude here means thinking and feeling about the professional future of their children. Parents' attitudes constitute the main social influence that the child experiences during his earliest years. The parents' mentality shows how supportive a family is of their children's education. Parent's attitude may be either favorable or bad. Parents' bad attitudes toward education and learning may discourage their kids from receiving an education. Parents' optimistic attitudes often benefit their children and are reflected in improved class performance, children's increased interest in learning, and increased literacy rates. Children with less parental support in academic performance may suffer from lower motivation and lower self-esteem.

Parental beliefs about the value of daily activities depend on the types of activities parents encourage and the nature of their involvement in activities. It is an important intermediary for both and range. Instead of being actively researched, parental ideas are typically inferred from the types of behaviors that are prevalent in a given community or social group. In this study, the emphasis is on identifying different kind of activities which make up background of family and community life for young children (Dunst, 2015; Tudge, 2016). Everyday activities are an important source of learning opportunities and experiences for children and are expected to vary according to cultural and/or socioeconomic context (Dunst, 2015; Tudge, 2016). In other words, everyday activities are

assumed to represent the embodiment of the principles and ideals of a cultural or social group. Tudge, (2016) For instance, found that kids with more educated parents were more likely to partake in activities that are thought to get kids ready for school, like playing with educational toys and having adult talks.

Parents' beliefs about the effectiveness of education and its relationship to school, particularly in terms of supporting children's learning, have a strong impact on children's academic success in social development. According to a study by Wilson, Cordry, Notar, and Friery (2015), teachers concur that they cannot do it alone, and for effective educational processes to occur in classrooms, parental help in partnership with educators is needed. Epstein and Salinas (2015) state that a school learning community includes educators, pupils, parents, and community partners who work together to improve the school and enhance pupils' learning opportunities. The home, school, and community connections make school subjects more meaningful for pupils. In addition, to learn at high levels, all pupils need the direction and assistance of their caregivers, families, and others in the neighborhood. Nonetheless, there are several inhibitions to parents' involvement in their children's education in many parts of the world. There is the need to identify and address the influence of socio-cultural practices and parental beliefs on primary school pupils.

Parents are the number one advocate for their child. When parents take an active concern for their child social development and play a variety role in developmental activities, children typically have holistic social development. Social development early in life involves learning on the skills, knowledge, and values that enable children to interact effectively with a larger community. In this manner learning starts with their family and those who teach and care for them. As children develop socially, they learn to respond more appropriately to the influences of their environment. As children develop socially, they learn to respond more appropriately to the influences of their environment. Effects on Child Social Development There are several factors that contribute to a child's social development. This includes those most closely involved in raising or educating a child. Through daily interactions with parents, families, school staff and peers, children learn a range of practices and values that support their development. Larger networks such as other cultures and religious groups also provide opportunities for these children to develop social awareness. Children develop a sense of who they are and where they belong through their connections with other people. The thoughts and beliefs they hold help them understand themselves. They begin to shape their self-concept through feedback from others, especially during adolescence in elementary school. There, they absorb a lot of information from their peers.

Primary education promotes early development of children which will also have positive benefits to the nations (UNICEF, 2012). Primary education supports children's school readiness and later academic success. A high-quality primary education must promote not only cognitive development and academic learning, but also socio-emotional skills (Anthony 2015). Parental participation in quality early childhood care and education is linked to early learning activities at home and in school. Yoder and Lopez (2016) explain parental involvement as an element in children's education by which children's academic achievement can be enhanced at the same time as positive behavior is promoted.

Early childhood researchers have reported youthful children learn best through activities that support the evolution of the whole child (Elkind, 2015). Elkind (2015) argued youthful children learn best through direct interaction with their environment. Before a certain age, they are simply incapable of the level of reasoning necessary for formal instruction; however, national concern with accountability, competition, testing, and back-to-basics, places an overemphasis on academics and single-subject teaching (Elkind, 2017; Perrone, 2015). In response to these concerns, early childhood educators may focus the curriculum on the teaching of academic skills (Morrison, 2015). In some programs these factors have led to narrowly defined curricula, which deny young children valuable life experiences found in play.

It has been observed that children are more likely to succeed academically and exhibit less violent behavior if their families are involved in their education (Linda Starr, 2017). Primary education becomes more effective when in addition to parents community involves with primary school activities. When school, parents, family and communities work together to support learning, student tend to earn higher grades, attend school more regularly, stay school longer and enroll in higher level program (NEA, 2018). Increasing and promoting parental involvement in educational settings is the main focus of study. When schools build partnership with families that respond to parent concerns, honor their contributions, and share decision-making responsibilities, they are able to sustain connections that are aimed at improving pupil's achievement.

Newborns do not seem to fear or prefer contact with certain people. During the first few months, you will experience nothing but joy, sadness, and anger. A baby's first smile usually appears between 6 and 10 weeks of age (Bero, 2017). It is a social smile because it occurs during social interactions. Between 8 and 12 months of age, they experience fairly rapid changes and become more afraid to perceive threats. They also like people they know well and show anxiety and distress when they are separated from or approached by strangers (Oduolowu, 2012). begins and continues to develop into adulthood. Anger appears to be strongest during early childhood, preschool and adolescence (Patterson and Challote, 2008). Some aspects of social development, such as empathy, love, and kindness, develop gradually, while others, such as fear, appear to involve a sudden reorganization of the child's emotional experience (Bello, 2017 and Hamzat, 2017). Estes (2004) postulated that interpersonal or social relationships between individuals arise when there is an opportunity to interact.

The earliest relationships emerge from the strong emotional bonds of attachments between infants and their significant family members and caregivers (Honig, 2002). Using the attachment relationships as guides, infants and their social worlds as they encounter others outside their circles of primary caregivers. Emotional development continues to play an important role in social development throughout life (Sroufe, 1996 in Estes, 2004). Is noteworthy that children at developing stage are new at decision taking and therefore they tend to make some inappropriate choices; but family members and caregivers can provide opportunities for successful decision making by giving children a limited number of reasonable choices. For instance, instead of asking two-year olds, "what will would you like to eat today?" ask "will you like to eat rice?". This is how either choice the child makes is successful, thereby supporting her fledging attempts at independence. Making decisions and demonstrating independence continue to be integral behaviours during stage three of the psychosocial development process (Estes, 2004). Bartkowski, et al (2019) examined the results of parents' religious attendance and how the religious environment in the household (frequency of parent-child religious discussions and spousal conflicts over religion) influenced a nationally representative a third-grade student sample. They looked at the kids' psychological development, social skills, problematic behaviors, and test results (reading, math, and science).

They found that several religious variables were positively associated with psychological adjustment and social skills in third graders. Nevertheless, different types of parental religion were inversely correlated with student performance in reading, math, and science exams. Parental religion is therefore a double-edged blessing that can significantly enhance third-grade social and psychological development and worsen academic performance, especially in mathematics and science (Bartkowski, et al 2019).

"According to Bartkowski, the religion gives moral precepts a high priority in an effort to cultivate virtues like self-control and social awareness. Religious organizations may place a high priority on these soft talents at the price of academic achievement, according to workers. Religion affects psychological adaptations and social (kindergarten) skills in children during primary school, which was found to be associated with an improvement in Marital religious solidarity and parent-child communication were found to be associated with positive developmental traits, whereas spousal religious conflict was associated with negative developmental traits. This study, published in 2008, was the first to use national data to assess the impact of religion on child development. It has been argued that there are many ways to seek holistic growth, and religion is just one. "When children need to be raised in villages, religion plays an important role there. However, there is no monopoly that promotes positive developmental pathways in children. It may be beneficial to combine it with other community services, such as social services and activities" (Bartkowski et al., 2019).

Research Questions

1. What are the socio economic practices of parent's in Edo State's Esan west local government area?

2. What is the relationship between parent's socio cultural habits and social growth of pupils in Edo State's Esan west local government area?

3**.** Does parent's religion influence their socio cultural practices?

Methodology

The research design used in the study was correlational. Because it aims to determine whether a linear relationship between variables exists, the correlation study design is chosen. It is employed to look for connections between different variables. Students from all of the Edo Central Senate District's public elementary schools made up the study's population. The respondents' data were chosen and recorded using a multistage sampling technique. Because of its rich cultural legacy and traditions, the Edo Central Senatorial District was chosen using a purposeful sampling technique. Out of the five Local Government Areas, one was chosen using a straightforward random method. Ten public elementary schools were chosen at random. One hundred parents whose children were in primary four classes and one hundred students in primary four courses were purposefully chosen using a simple random procedure. 200 respondents made up the study's sample as a result. "Parents Socio Cultural Practices Questionnaire" (PSCPQ) is the name of the data collection tool. The researcher created the tool to gather data on the socio cultural parenting practices. There are two sections for the instruments. Parts A and B. Parental demographic information is included in Section A, while a questionnaire about the social development of primary school students' is presented in Section B. To examine the items' internal consistency, the dependability value of 0.75 was calculated using Cronbach's alpha. The data were analyzed using descriptive statistics, such as frequency and percentage, mean and standard deviation, and weighted average, as well as inferential statistics, such as Pearson Product Moment Correlation (PPMC) and Analysis of Variance.

Results

Answering of research questions

Research question 1:

Socio-cultural practices of parents in Edo State's Esan west local government area

S/N	Items	SA	A	D	SD	Mean	Std.D
1	I allow my children to participate in the new yam festival (Ihuen)	44 (22)	108 (54)	47 (23.5)	1 (0.5)	2.975	.6904
2	I permit my children to attend the eldership initiation ceremony festival (Ighele)	58 (29)	90 (45)	43 (21.5)	9 (4.5)	2.985	.8295
3	My children are allowed to attend the acrobatic spirit dance (Igbabonelimin)	74 (37)	89 (44.5)	33 (16.5)	4 (2)	3.165	.7685
4	I allow my children to witness the hunter's dance ceremony (Asologun)	71 (35.5)	95 (47.5)	30 (15)	4 (2)	3.165	.7487
5	I allow my children to enjoy moon light games (Ogbelololo)	75 (37.5)	107 (53.5)	18 (9)	-	3.285	.6210
6	My children are allowed to participate in lion in the gardens game (Oduma vbade)	93 (46.5)	96 (48)	11 (5.5)	-	3.410	.5947
7	I permit my children to enjoy African traditional board games (Ogidise)	90 (45)	101 (50.5)	9 (4.5)	-	3.405	.5767
8	My children are allowed to witness burial rites or ceremonies (Itorimi)	93 (46.5)	95 (47.5)	12 (6)	-	3.405	.6023
9	My children are permitted to attend marriage ceremonies (Iyoha)	99 (49.5)	92 (46)	9 (4.5)	-	3.450	.5824
10	I permit my children to engage in female teenage dance (Kpegbegbe)	100 (50)	95 (47.5)	4 (2)	1 (0.5)	3.470	.5663
Weighted Average= 3.27							

Table above shows the Socio-cultural practices of parents in Edo State's Esan west local government area. The table reveals that parents; allow their children to enjoy moon light games (Ogbelololo) ($\overline{X} = 3.92)\underline{X} = 3.92)$, children are allowed to participate in lion in the gardens game (Oduma vbade) ($\overline{X} = 3.41)$, permit their children to enjoy African traditional board games (Ogidise) ($\overline{X} = 3.41)$, children are allowed to witness burial rites or ceremonies (Itorimi) ($\overline{X} = 3.41)$, My children are permitted to attend marriage ceremonies (Iyoha) ($\overline{X} = 3.45)$, permit their children to engage in female teenage dance (Kpegbegbe) ($\overline{X} = 3.47)$.

Research question 2:

Summary of Pearson Product Moment Correlation (PPMC) showing the relationship between parents' socio-cultural practices and social development of pupils

Variable	N	Mean	Std.D	r	Sig.	Remark
Socio-cultural Practices	200	32.72	3.50	-0.016	0.82	Not Significant
Social Development	200	38.40	4.36			

The table confirms that there is no significant association between students' parental social development and sociocultural practices (r = -0.016; P > 0.05). However, this indicates that the relationship is negative (r = -0.016).

Research Question 3: Summary of Analysis of Variance showing the influence of parents' religion on their socio-cultural practices

Religion	N	Mean	Std.D	F	Df	Sig.	Remark
Christian	127	32.68	3.42	0.77	2.197	0.773	Not Significant
Islam	49	32.43	4.13				
Traditional	24	33.50	2.38				
Total	200	32.72	3.50				

Table depicts that parents religion does not influence their socio-cultural practices ($F_{2,197}$ = 0.77; P>0.05).

Summary of findings

➢ Parents; allow their children to enjoy moon light games (Ogbelololo), children are allowed to participate in lion in the gardens game (Oduma vbade, permit their children to enjoy African traditional board games (Ogidise)

➢ There is no significant relationship between parents' socio social development of pupils and socio cultural practices

➢ Parents' religion does not influence their socio-cultural practices

➢ The largest contribution to pupils' social development is made by religion.

Conclusion

A person's unique traits, from multiple cultural affiliations to the tendencies and impulses of their biological systems, can be socially and culturally influenced in ways that produce unique processes of cognitive development that are adapted to the conditions in which children live harmonize with the situation. Culture is passed down through the family, as social aspects are particularly important in child development.

Recommendations

1. Parents should continue to foster a supportive socio-cultural environment for their children to maintain good social skills.

2. Parents need to be aware of the risks posed by socio cultural behaviors that may interfere with their child's social development.

3. The school should continue to encourage practices that would foster children's social acceptance in the school and the society.

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