



# **Unguided Societal Vices From Childhood Development Effects On Students' Pedagogical Accomplishment: An Empirical Study Of Selected Public Schools In Bwari, FCT, Abuja**

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## **ABSTRACT**

The study was focused on Unguided Childhood Development Effects on Students' Pedagogical Accomplishment: An Empirical Review of Selected Public Schools in FCT, Abuja. It was guided by one research question and hypothesis. A self structured questionnaire was used to elicit response from respondents which was validated by the supervisor and the research question was answered; using mean, standard deviation and z-test to test the hypothesis. The result of the study indicated that there are societal vices from unguided childhood Development that affect students' pedagogical accomplishment; these are Child street trading, Child domestic works, Child playing on unclean environment, Child playing with over-aged group, and Child denial of African culture, norms and values. The paper gave the following recommendations that Child street trading denies early child education and so should be completely avoided; child domestic works is another form of slavery and takes the child's attention while in school as he/she reflects back on the ills and so should stop; playing on unclean environment exposes the child to numerous diseases and resulting to mental and/or physical illnesses and so cannot compete with those that are normal and therefore parents/guardians should prevent their children from playing in an unclean environment; playing with over-aged group brings untold social vices such as rape, cultism, kidnapping, etc, and such stigma (like rape, kidnapping) follows the child to the school and those in cult go and join other cultist in the school or introduce it where there is none in place of learning and so parents/guardians should guard against their children/ward playing with over-aged group and parents/guardians should not deny their children/wards the opportunity of knowing African culture, norms and values, so that among other advantages, they learn faster in their mothers tongue. The study concluded by revealing the negative effects the societal vices from unguided Childhood Development had on Students' Pedagogical Accomplishment in Selected Public Schools in FCT, Abuja.

**Keywords:** Childhood Development, societal vices, pedagogical accomplishment; students

## **INTRODUCTION**

Kid-sense (2018) indicates that childhood development is the sequence of physical language, thought and emotional changes that occurs in every child from birth to the beginning of adulthood; during the period the child progresses from dependency on parents or guardians to increasing independency. Day care and Early Childhood Education and Care (ECEC) is a form of non-parental child care and early education which takes place before the child begins the formal education. Though this early childhood education is not formal and can be organized by anybody like relatives, grandmothers, Aunties, families and groups but some schools have also introduced the system in their curriculum.

Wikipedia (2018) defines childhood development as a biological, psychological and emotional change that occurs in humans between birth to adolescent; as the child progresses from dependency to independency in life. The period of childhood development is faced with factors that are very influential which occur due to parental relationship with the child, genetic and environmental which is very vital in human existence. Kid-sense (2018) unveiled some areas what childhood development covers that is inherent in the childhood development scope and they are as follows;

- Cognition; the concept of learning and solving problems.

- Social interactions and emotional regulation; constant exchange of pleasantries and communication with others, learning steps of controlling ones emotions despite the prevailing circumstances
- Speech and language; understanding the use of language at every given time and having the required knowledge (reading, writing, eloquent speaking and communication skills).
- Visible skills; ensuring that the motor skills are put into practice.
- Sensory awareness; the formal registration sensory information into use.

As a result of this, parents are advised to follow these measures to identify the challenges within the child's developmental stages. These stages are:

- Fine motor skills development charts.
- Gross motor skills development charts.
- Phonological (sounds) awareness development chart.
- Play and social skills development charts.
- Self care and organization development charts
- Sensory processing development charts.
- Speech sounds (articulation) development charts.
- Stages of language development chart.
- Written communication development chart.

Early Child Development (ECD) services are encompassing and has being proved to be the best approaches to health, education, social and child protection. These are some of the most cost effective interventions; for long term outcomes include completed schooling, lifetime earnings and reduced crime. Some programmes are antenatal care, birth registration (through nutrition) and quality learning (which maximizes the child's potentials towards the realizations of sustainable development goals).

GSDR (2015) indicates that the following are some economic benefits of investing in Early Child Education. These include quality pre-primary education (results in higher primary and secondary education completion rate); higher earning in adulthood; lower crime rate; raising preschool enrolment to 5% in low and middle income countries; nutrition and parents stimulation intervention for infants and toddlers, resulted impacts in 20 years later. Higher IQ: reduced anxiety, depression and violence.

Basically the capacity for countries to growth, innovate and strengthen its economy depends largely on the level of education, skills, knowledge, health, creative and productive nature of the people.

### **Purpose of the study**

The study is to examine Unguided Societal Vices from Childhood Development Effects on Students' Pedagogical Accomplishment: An Empirical Review of selected Public Schools in Bwari, FCT, Abuja.

- To identify the Effects of Unguided Societal Vices from Childhood Development on Students' Pedagogical Accomplishment: An Empirical Review of selected Public Schools in Bwari, FCT, Abuja.

### **Research Questions**

- What are the Effects of Societal vices from Unguided Childhood Development having on Students' Pedagogical Accomplishment in Selected Public Schools in Bwari, FCT, Abuja?

### **Hypotheses**

- There is no significant difference between the mean rating of the perceptions of teachers and principals on the Effects of Societal vices from Unguided Childhood Development having on Students' Pedagogical Accomplishment in Selected Public Schools in Bwari, FCT, Abuja.

### **Review of Related Literatures**

#### **Childhood Development and Pedagogical Accomplishment**

Novella (2016) defines the principles of child development as a predictable and orderly process. That is, we can predict how most children will develop and how they will develop at the same time rate with other children. Though there are individual differences in children's personalities, activity level and timing of developmental milestones, such as age and stages. Below are the principles of childhood development which proceeds from the head downward. It is also known as cephalocaudal principle. It describes the direction of growth and development; these principles ensure that the child gains control of the head first, the arms and legs later. Infants' development takes control of the head

and face movement within the first two months after birth; within the next five months they are able to lift arms; within six to twelve months the child begins to gain full control by crawling, standing or walking. And coordinating of arms supersedes control of legs. Development proceeds from the centre of the body outward. It is known as the principle of proximodistal development. It describes direction of development; it ensures the spinal cord development inside before the outer parts of the body. The child's arms develop before the hands, hands before the fingers.

Development depends on maturation and learning; maturation refers to the sequential characteristics of biological growth and development. The biological changes happen in stages that gives the child new abilities. Changes in the brain and nervous system are responsible for maturation in the child. These changes ensure that the child brain and nervous system improves the child's thinking (cognitive) and motor (physical). The maturity is expected to get to a certain point before the child gets to acquire new skill. For instance, a child of four months cannot use language by speaking because the brain development is below such stage. Basically maturation patterns are innate, it is genetically programmed. The child's environment and learning that occurs is as a result of the child's full potentials. Development proceeds from the simple to the more complex. This stage ensures that the child's cognitive and languages are utilized to the fullest to solve the problems of learning and relationship between things and classifications. This cognitive stage helps the child learning abilities in identifying and describing of items like orange and apple; being able to identify both and their differences. As the child develops in cognitive skills, the child can understand a higher and a complex relationship between objects, things like an apple and orange. Growth or development is a conditional process; as development gradually occurs in a child's life, he or she adds to the already acquired skills or knowledge, which becomes basis for mastering the skills or admiring more. Most children follow this in a motor development. There are predictable stages that must occur for the next stage to take place like lifting of arms, turning of heads, moving of arms and legs, crawling, climbing, walking and running. Growth or development proceeds from the general to the specific; on the physical development (motor), the child will be able to grasp an object with the whole hand before using only the thumb and forefinger. The infants' first motor movements are very generalized, undirected and reflexive; waving arms or kicking before being able to reach or creep towards an object. Growth starts from large muscle movement to more refined (smaller) muscles movement. There are individual rates of growth or development; the rate every child grows or develops differs from the other, though it is imperative to understand that development patterns in some, takes simple stages, which are present in every child but the speed of occurrence differs in every child's developmental stages. Understanding these facts clearly enables everybody to know that these characteristics and features of child development differ in every child; hence the speed of development is not at the same rate with every child. Some walk at ten months, while others at eighteen months of age; some children are active while others are passive. It doesn't make the passive child less intelligent as an adult. It is not a reliable root to validate the child's growth in development; it differs from the individuals and as such should be given due attention at every stage; for example in some children their emotional and social lives develop faster than the intellectual while in some the intellectual develop faster.

Having a full knowledge of these principles in child development and growth, this has enabled parents, guardians, teachers and those providing these childhood services to know ways that is appropriate to plan the child's activities, stimulating and enriching the child's experience while the growth process is ongoing; it also provides basis for support and encouragement which is deemed adequate.

### **Parenthood and Childhood**

Betty et al (2010) revealed the stages of parenting children as follows;

**Nurturing;** Parents-child relationship has long been acknowledged to be one of the most powerful predictors of optimal child development. The fallouts include warm responsive (is associated with later child language development) (Bee et al, 1982, Bradley & Caldwell 1977, Clarke-Stewart 1973); Cognitive development (Bakeman & Brown 1980, Bee et al 1982, Escalona 1982, Lyons-Ruth, Connel & Zoll, 1989; School Success (Werner & Smith, 198) and Behavioural Adjustment (Escalano, 1987, Maccoby & Martin 1983, Petit & Bates 1989).

Conversely parents who are less involved and less affectionate with children are more likely to witness variety of academic and behavioural problems with the children as they grow up (Olweus, 1980). Nurturing attachment figure does not necessarily have to do with the child's mother to have

beneficial effects; the critical variables appear to the sensitivity and continuity of a reliable adult, providing responsive care (Kochanek, 1993). At the far end of the spectrum, child abuse and neglect are strongly related to poor developmental outcomes in short and long term basis.

**Supportive Relationship;** One index of the quality of parent-child relationship during the years is the attachment or bond between the child and parents (Ainsworth & Bowlby, 1991). A large body literature explores the relationship of mother child attachment to later development. Secure attachment in infancy is associated with cognitive and language development (Gersten, Coster, Schmeider-Rosen, Carlson & Gcchetti, 1986).The quality of later is enhanced by peer relationship (Jacobson & Willie, 1986); Persistent in problem solving and good behavioural adjustment (Arend, Gove and Sroufe, 1977). It is theorized that these developmental stages occur because a secure attachment provides the child with a base from which to explore the environment, this increase opportunity for learning and a sense of control or mastery (Ainsworth & Bowlby, 1991). In addition, the early model of a caring relationship motivates and helps the child learn to understand others faster (Selman, 1980). Quality of interaction is critical, hence it promotes trust and secure attachment, the importance of adult-child relationship does not end in early childhood but goes into adulthood.

**Child Abuse or Neglect;** Warm attention and affectionate parent child interaction with secured attachment is seem as one end of a continuum of nurturing then child abuse or neglect can be conceptualized as the opposite end (Azar, Barnes & Twenty-man, 1988). Child neglect is the emotional, affectionate, social and physical harm done to the child like shelter, food, care and cleanness. Hence a child abuse or neglect by adults like parents, teachers, guardians and relatives, negatively affects the child's growth and development. To crown it all if children abused are not counselled properly they will forever live with the memories and develop negative mindset towards the entire society.

**Effects of children brain development;** Constant interactions helps the child brain and physical development, for children born with neurons or brain cells will have rapid brain growth within the first two years at birth the brain is 25% and at age two is 80% which is the ultimate weight (Berger, 1991). The growth consist primarily of connection between brain cell and insulation (or "myelination") of those connections. Key principles of developmental experience organizing in response to the pattern, intensity and nature of sensory and perceptual experience (Perry, 1993).

**Verbal and cognitive stimulation;** The development of this skill is pertinent towards the enhancement of language and speaking abilities with specific features of the caregiver environment. Verbal interaction is very crucial in parenting hence children learn fast by example and imitation, the frequency of this verbal interaction develops the child's IQ and language. Verbal interaction is an old and traditional strategies used by parents and caregiver to ensure fast development of the child's speaking skills.

**Quantity of language;** Level of interactions between parents and children is unique hence it ensures language IQ development within the ages of 6-36 months and at this point parents and caregivers are expected to guide and monitor the child's development carefully.

**Reading;** Parents and caregivers are expected often to present to the children, at a very early age, story books with pictures for their learning. As a toddler this regular routine instils the reading culture into the child's mentality and becomes the child's way of life.

**Structuring of success;** Regular conservation enables the child communicate effectively, those who have looked closely at the kind of interaction that is associated with child development describes it as scale folding. Observing the children interest, passion, abilities as a rudiment of setting the child's path towards success in life by guiding and encouraging him towards harnessing his full potentials.

**Physical environment;** Parents and caregivers arrange the kind of environment that resonate to the aspiration of the child which serves as a trigger towards dream actualization of the child, hence environment plays a prominent role towards child's development.

**Behavioural regulation;** At this point parents and caregivers are to guide the child based on the positive and expected norms, values, culture and moral accepted in the society. Discipline practice is expected to be part of what the parents will instil in the child from adequate and accurate positive dimension which will enable the child to live a positive life in the society.

#### **Method of Data Analysis**

Descriptive survey design was used for the study, the instrument used is questionnaire. Data obtained was analyzed using the Mean, Standard deviation & rank order of mean to answer the research questions and z-test of significance to test the research hypotheses.

**Research Question 1:** *What are the Effects of Societal vices from Unguided Childhood Development having on Students' Pedagogical Accomplishment in Selected Public Schools in Bwari, FCT, Abuja?*

**Table 1: The mean, standard deviation and rank order of the perceptions of teachers and principals on the Effects of Societal vices from Unguided Childhood Development having on Students' Pedagogical Accomplishment in Selected Public Schools in Bwari, FCT, Abuja.**

	What are the Effects of Societal vices from Childhood Development having on Students' Pedagogical Accomplishment in Selected Public Schools in FCT, Abuja?	Teachers (n=397)		Principals (n=33)		Mean Set	Rank Order	Decision
		Mean ( $\bar{x}_1$ )	SD	Mean ( $\bar{x}_2$ )	SD			
1	Child street trading	3.39	0.73	2.82	0.85	3.10	1 <sup>st</sup>	Agreed
2	Child domestic works	2.98	0.93	2.76	0.85	2.87	2 <sup>nd</sup>	Agreed
3	Child playing on unclean environment	2.65	0.94	2.51	1.01	2.58	4 <sup>th</sup>	Agreed
4	Child playing with over-aged group	2.91	0.65	2.82	0.86	2.87	2 <sup>nd</sup>	Agreed
5	Child denial of African culture, norms and values	2.51	0.92	2.76	0.75	2.64	3 <sup>rd</sup>	Agreed
	Aggregate Mean	2.89	0.83	2.73	0.86			Agreed

The data in Table 1 shows that respondents agreed on the following items 1, 2, 3, 4, and 5 with mean scores of 3.10, 2.87, 2.87, 2.64, 2.58 and rank orders of 1<sup>st</sup>, 2<sup>nd</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, & 4<sup>th</sup> from criterion mean of 2.5. The aggregate mean for teachers is 2.89 and 2.73 for principals showed that the respondents agreed on the list of items on the table as the effects of societal vices from Childhood Development having on Students' Pedagogical Accomplishment in some selected Public Schools in FCT, Abuja, since its greater than the criterion mean. The influences identified included: Child street trading, Child domestic works, Child playing on unclean environment, Child playing with over-aged group and Child denial of African culture, norms and values.

**Hypothesis 1: There is no significant difference between the mean rating of the perceptions of teachers and principals on the Effects of Societal vices from Unguided Childhood Development having on Students' Pedagogical Accomplishment in selected Public Schools in Bwari, FCT, Abuja.**

**Table 3: The mean, standard deviation and z-test scores on analysis of difference between the perceptions of teachers and principals on the Effects of Societal vices from Unguided Childhood Development having on Students' Pedagogical Accomplishment in Selected Public Schools in Bwari, FCT, Abuja.**

Staff	N	Mean	SD	Df	z-cal	Critical Value	Decision
Teachers	397	2.88	1.08	428	0.65	±1.96	Accept H <sub>0</sub>
Principals	33	2.77	0.94				

In table 3, the mean ratings of 2.88 and 2.77 are so closely related to show no significant difference between them. Furthermore at 0.05 levels of significance and at 428 degrees of freedom, the calculated z value of 0.65 was far less than the critical value of ±1.96. From the analysis above since the calculated z value was far less than the table value, thus researcher accepts the null hypotheses and which indicates that no significant difference existed between the perceptions of teachers and principals on the Effects of Societal vices from Unguided Childhood Development having on Students' Pedagogical Accomplishment in Selected Public Schools in Bwari, FCT, Abuja.

## DISCUSSION

Child Street trading or hocking denies the child her early child education. When her peers are in the class acquiring formal education, he/she is on the street acquiring ills of the society in the name of

trading. This exposure has a serious advice effect on the child; like a female girl child could be sexual assaulted or a male boy child could be persuaded into smoking in the course of street trading. In other to avert these ills the act should be completely avoided.

Child domestic works is another form of slavery. Taking an under aged girl as a house keep and involving her in all sorts of domestic activities is inhuman. Some cases the child will be doing the domestic activities with an empty stomach, in tattered wares, with rain of abuses while her peers in school learning. Some might have the opportunity of going to the school but while in school he/she will be reflecting back on the ills at home and will end up learning nothing. Child neglect is the emotional, affectionate, social and physical harm done to the child like shelter, food, care and uncleanness. Hence a child abuse or neglect by adults like parents, teachers, guardians and relatives, negatively affects the child's growth and development, (Azar, Barnes & Twenty-man, 1988). Parents/guardians should therefore put a stop to this incivility, if we intend to have a better tomorrow. Playing on unclean environment exposes the child to numerous diseases. Children are at greater risk if they are exposed to environmental contaminants. Contaminants are anything that can cause something to become unclean, polluted or not pure... A child with asthma playing outside when the air quality is bad may have an asthma attack (CDC A-Z, 2019). When these health issues occur they further degenerate to mental and/or physical illnesses and so the child cannot compete with those that are normal and therefore parents/guardians should prevent their children from playing in an unclean environment.

playing with over-aged group brings untold social vices such as rape, cultism, kidnapping, etc, and such stigma (like rape, kidnapping) follows the child to the school and those in cult go and join other cultist in the school or introduce it where there is none in place of learning and so parents/guardians should guard against their children/ward playing with over-aged group. Gray (2011) stated that, "young children learn from older ones even when they are not interacting with them. They learn just from watching and listening". One can go further to ask, what do they learn?; positive or negative ideas? The ideas could be positive if guided or structured but most of the unguided or unstructured plays end up the child learning the negative ideas. Sometimes before the parents will know what is happening, the child had been seriously afflicted with negative ideas, like stealing, smoking, etc. Parents/Guardians should monitor their children and know the types of age group they play with both at home and in school.

Parents/guardians should not deny their children/wards the opportunity of knowing African culture, norms and values; like Ige (2011) stated that, instead of using mother tongue or the language of immediate environment in communicating with their children/wards, parents/guardians choose to use English as medium of communication in their homes. This among other disadvantages will not let the child to learn faster in his studies. Parents/Guardians are therefore advised not to deny their children/wards the opportunity of knowing the culture, norms and values of Africa.

## **CONCLUSION**

The study concluded by revealing the Influence of Early Child Education in Academic Performance of Students in Public Secondary Schools including roles and factors influencing early child education.

## **RECOMMENDATIONS**

- Early Child Educators (Parents/Guardians) should completely avoid the act of Child Street trading in other to prevent the child from the ills associated with street trading.
- Early Child Educators (Parents/Guardians) should put a stop to this incivility, if we intend to have a better Nigeria tomorrow.
- Early child Educators (Parents/Guardians) should prevent their children from playing in an unclean environment for avoidance of air borne diseases.
- Early child Educators (Parents/Guardians) should monitor their children and know the types of age group they play with both at home and in school.
- Early Child Educators (Parents/Guardians) are advised not to deny their children/wards the opportunity of knowing the culture, norms and values of Africa so as to sustain our natural endowment from the Creator.
- Build a legal framework to carter for the defaulters (Parents, Guardians, Teachers, etc) of Early Child Education.

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