

**PARENTING STYLES AS CORRELATES OF DEVELOPMENTAL
MILESTONES OF UNDER-FIVE CHILDREN IN ILE-IFE,
OSUN STATE**

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ABSTRACT

The study examined parenting styles as correlate of developmental milestones of under-five children in Ile-Ife, Osun State. It determined the pattern of developmental milestones among the children, and also identified common parenting styles among parents across residential quarters in the study area. It finally examined the influence of parenting styles on children's developmental milestones in the study area. These were with a view to providing information on the thrust parenting styles on the development of under-fives in the State.

The study adopted *ex-post-facto* research design. The study population comprised parents in Ile-Ife Central Local Government Area. The sample size for the study comprised 120 parents which were selected from 12 (6 private and 6 public) nursery and primary schools using simple random sampling technique. In each selected school, 10 parents who have child/children within 2-3 years old were selected using purposive technique. Two instruments were used to collect data for the study. They are: Parenting Styles Questionnaire (PSQ) which addressed the socio-demographic information of the parents and measured three specific parenting styles of authoritative, authoritarian and permissive parenting styles; Developmental Milestones Assessment Questionnaire (DMAQ) was used to collect data from the parents on child's development and the developmental milestones (physical, emotional and intellectual) of their wards. Data collected were analysed using frequency, percentage and Chi-Square statistical tool.

The study showed that children of not less than 77.1% of the children of parents sampled in this study exhibited a normal pattern of developmental milestones across the three aspect of developmental milestones (physical, emotional and intellectual) examined under the study. The results also showed that the authoritative parenting style was most common among parents across

different residential quarters in Ile-Ife. The results showed further revealed that parenting styles had significant influence on physical/motor and intellectual/communication aspects of developmental milestones; whereas, it had no significant influence on emotional/social aspect of developmental milestones.

This study therefore concluded that parenting styles can be determining factor(s) of a child reaching his/her developmental milestones.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

It is a fact worthy of note that early childhood is the most crucial period of human development. Its duration is from when a woman conceives through to birth until eight years of age and it determines the social, emotional and cognitive domains of a child's development. It is at this period that a child begins to form his/her perception about the society, as this perception helps the child to develop accordingly. According to Cummins and McMaster (2006), a child's experiences during these early stages have great impact on the child's growth later in life. Whatever is learnt at this crucial period is developed into and has a great influence on both the child and the society. For instance, a child that grew with a nagging mother would not see anything wrong with nagging as she grows later in life. At these stages of life, children develop their interpersonal affections and develop interest about the society. However, events in a child's early years of life may be a signal of the child's developmental trajectory and life course.

Based on World Bank's (2006) submission, the first 1000 days from a child's conception to the development of neural pathways leading to cognitive, linguistic, and socio-emotional capacities are also predictors of labour and market outcomes in later life. Malnutrition, poverty, and absence of adequate early childhood home communication can have major implications and expenses for people, their communities, and society in general. These impacts are gradually building up, and the lack of adequate education and childcare in the range from day one to five years of age may further exacerbate the bad results anticipated in kids suffering from inadequate

care (World Bank, 2006). For instance, a mother that hardly stay at home to know what her child feeds on, how she is being cared for by the nannie might not be able to monitor her child's development. Early nurturing and interaction would not only affect behaviour, but would also influences a child's physical brain development. A child develops and maintains a good social relationship which is fundamental to a better quality of life and psychological health (Berger, 1991). The quality of nourishment and social environment of the child tends to either make or mar the aftermath development of the child. In this regard, tendency is high for children with quality of nourishment and conducive social environment to attain the expected developmental milestones of their age than their counterparts with poor nutrition and hostile social environment.

Developmental milestones in early childhood can be referred to as changes in a child's physical growth (height, weight and activities) and as well as the ability to acquire social behaviour (speech and response, toilet training, food consumption and eating habit) emotional, thinking and communication skills needed for life. For instance, some children speak at early age, while others might have delayed speech (Schroeder & Gordon, 2012). The span of the milestones are a set of child's development which are signals to when adults are expected to support the growth and development of young children from delivery stage to kindergarten entry. Research has revealed that inability to put in early childhood development (ECD) can cause developmental delay, which could affect young children later in life. (United Nations International Children's Emergency Fund; UNICEF, 2001).

Parenting could simply be referred to as targeted events aimed at ascertaining the survival and development of children. The word "parenting" is from the Latin verb 'parere' – to develop, nourish or educate. The word parenting is more concerned with doings which involves in developing, building, preserving and educating than who does its (Clarke and Stewart, 2006). Parenting is seen as positive, nurturing activities. Really, parenting is an all doing activities that

normally involves the children, parents, society and other family members in lifelong interaction;

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