

Quality Parents: An Elixir for Quality Education and Sustainable Development

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Abstract: - The nature and quality of education is being fundamentally altered by a number of different factors like policy initiatives, incessant conflict and crisis as well as series of different forms of strikes irrespective of the fact that, the overall development of any nation is extricable tied to its educational system. This is predicated on the fact that, through education; children are prepared for good citizenship in order to fit adequately into the society. This preparation has to do with inculcating good morals, trainings, guidance, principles and values into them. But it is worthy of mention that, it is no longer a secret but a statement of truth that, recent times has witnessed fall in education quality to the extent of affecting development due to parental influence as education/ learning starts from home through parental teachings, instructions, guidance and examples.

The purpose of this paper is to investigate selected variables like family self-concept and locus of control of parents which have obviously influenced the parents who require counselling as an elixir for combating substandard education while promoting sustainable development. The researcher adopted an ex-post factor design to elicit responses from a sample of 1500 (25%) of a population of 6010 civil servants in Akwa Ibom State.

A purposive sample was affected since the parents were obviously identified. Two null hypotheses were postulated and tested after the research. Questions were asked about the extent to which parental quality has impeded quality of education and sustainability of development.

It was found that:

1. Family Self-concept significantly influenced the quality of education and sustainability of development.
2. Locus of control significantly influenced the quality of education and sustainability of development.

The researcher went ahead to put down the following recommendations;

1. Counsellors should embark on community counselling periodically in order to educate and enlighten parents to know their position as intermediate beings between children (Students) and teachers then their expected roles for quality education and development sustainability.
2. Counselors should educate the parents on what Locus of control is, the types of which are the internal and external locus of control and enlighten them on how internal Locus of control can promote quality education and development sustainability whereas external Locus of control can hinder quality education and development sustainability.

I. INTRODUCTION

In spite of technological advancement in terms of education instructional materials, computerised equipments, teaching aids, serene environment as well as competent teachers and instructors, the quality of parents still remains indispensable as they are the foundation (grundnorms) for which all other variables rest on and upon. As a matter of fact, the heart of any successful learning is the informed parents.

No matter the level, extent or how rich an educational policy is alongside with competent teachers in serene learning environment, the meaningfulness of such depends largely on the quality of the parents as the children leave the parents for school and return from school to parents. These prove that, parents are the borders of children's educational pursuit. And with this, one can attest to the fact that the entire educational success of the children rest almost solely on the efficiency of the parents. The reason to this occurrence is not far fetch from the fact that, amongst the three elements which are the family (parents), human beings (children) and education that control development, the family (parents) is the most fundamental as she (produces) the fuel (rearing & training) for teachers (educators) to fuel the engine (the learners) for development (progress) to occur. In spite of this, many researchers seem to reason that, only teachers control qualitative education as well as sustainable development. Researchers like Emuruwa (1981) findings established that, teachers are the key factors in the operations and success of the curriculum because they do not only determine what is to be learnt but also control the learning activities that go on in the classroom. Later, Orzi (1995) added that, no educational system can rise above the quality of its teachers. According to him, teachers' qualities in terms of holistic competences are indexes of the educational development of any nation. Many researchers without looking at the background of the learners believe in philosophy like, the realization of the potentialities of organized education as a variable instrument for social change and national reconstruction depends largely on the teacher. In addition, good educational policies are meaningless unless there are equally good teachers to see the realization of such policies.

Yes, it suffice to mention that, teachers are vital tool for livelihood and social mobility since values like attitude, competences, knowledge, skills come to know by students through the teachers during learning in school.

In as much as the researcher will agree with the importance of teachers in qualitative education and sustainable development, the researcher will differ from the fact that, the success of education can be possible without the role of parents because before the advent of formal education in Nigeria, they existed informal education whose main objective was inculcating the right attitudes and values into the child. Fafunwa (2004) added that children were properly initiated into various forms of values and morals through home education by their parents. It remains an established fact that, the aim of informal education was to produce an individual who is vested with the characteristics of honesty, respect, skilled, co-operative and conforms to the social order of the society and emphasized character training. Since Denga (2010) opines that, moral values control behaviour and that, is through such values that society regulates behaviour of its citizen and achieve internal cohesion. The home that remains the most important institution and beginning point for values transmission is carry out by the parents hence the necessity of quality of parents to quality education and development sustainability. Remember Proverbs, 22: 6.

Research Questions

1. To what extent can counselling influence quality education and development sustainability?
2. How can family self-concept of student influence quality of education and development sustainability?
3. How can Locus of control of a student influence quality of education and development sustainability?

Statement of Hypotheses

1. Family self-concept of the students cannot significantly influence the quality of education and development sustainability.
2. Locus of control of students cannot significantly influence the quality of education and development sustainability.

Counselling:

Counselling is an excellent way to high light different ways for which one can overcome any kind of obstacles including teaching/learning difficulties and still arrive at quality education and sustainable development. This is so because at counselling, one feels save to express any feeling a person would have felt difficulty to express. As such, any parent with any kind/type of difficulties/challenges as regards children rearing/training that would have influenced in a negative way the education interest of such children which would have perhaps hamper the quality of the education such a child acquired as a result of his/her attitude and by extension, distort the development sustainability. This is so because a counsellor is trained and dedicated to assisting people get over obstacles of any sort (educational pursuit inclusive) and still arrive successfully. Hence, counselling supports parents to promote quality education and sustainable development through positive family self concept and Locus of control.

II. FAMILY SELF-CONCEPT

Family is an indispensable sub-system of marriage institution. Many social workers like psychologists, counselors, social-health workers have either opposed or supported the fact that, the family is a unique entity in one's life which can cause individual to excel positively or negatively. The importance of the context of family cannot be overemphasized as it major functions among others are the socialization and care of the children because that is the place where some of our most typically identities take shape. The reason being that, parents and significant others serve as mentors for children (Mead, 2008).

The intimate; extensive; relative enduring relationship and characteristic of the family as a primary group makes it an important context for self-concept of a person from childhood to adulthood except otherwise. In general these studies revealed that, parental support and encouragement, responsiveness and use of inductive control are positively related to children's self-concept (Gecas & Seff, 2009). This is to say that, what a child learnt in his/her family through the parent while a child follows such a child to educational institution. Perhaps that is why parson opined that, family is not only factory for children's security, warmth and mutual support, rather, the child is better stabilized through the family into the motivating society. Therefore, any negativity from such child's family may hinder quality education and sustainable development.

To add to this, family self-concept has major role in quality education and development sustainability achievement because moral development of children (students) has long been ascribed predominantly to the effect of parenting through issues like social orientation, self-control, compliance, self-esteem with four central aspects of moral functioning like empathy, conscience, moral reasoning and altruism. That is why parents who explain their parenting behaviour to the child specially with a focus on consequences of one's actions including future relationships to others have more empathic children and also tend to prepare and produce better if not best citizens

Hence the role of adults especially parents in children's moral development as a central focus cannot be overemphasized (Kohlberg, 1999; Sagan, 2000; Berkouritz, 2002)). Magid and Mickelvey (2001) in Harrel (2005) argued that, the single most consistent cause of childhood antisocial behaviour is the lack of a secure attachment bond in infancy. They further went on to assert that, resultant of failure to develop a conscience may hinder children from complying with teaching/learning situation and environment that can result in quality education and sustainable development demands and expectations. To crown it all, Grych and Fineham, 1990; in Grych and Fincham (2003) argued that, children actively attempt to make sense of the causes and consequences of parental behavior.

III. LOCUS OF CONTROL AND MARITAL STABILITY

Locus of control is very significant for achievement of quality education and sustainable development because the success or failure of any Endeavour depends on the individual concerned. Edide (1998) in Sanni (2005) while outlining the two-types of locus of control which are the internal locus of control and the external locus of control asserted that, the failure or success of students in their teaching/learning relationships depends on their kind of locus of control.

- a. Internal Locus of Control: Internal locus of control according to Edide (1998) is when someone believes that, he/she is solely responsible to the income and outcome of their action and reaction and also reason that, any action is a reaction to their previous actions and not reasoned as being instigated by outsiders. Edide propounded that, though such citizens/students still determine the effective coordination of the occurrence of reinforcing event, they have a goal-oriented approach to home matters therefore quality education and development sustainability is sure among such students.
- b. External Locus of Control: whereas external locus of control is an act where a children or students believe on external forces when it comes to the occurrences of negative events in his/their education pursuit as well as character. To such children/students, he/she is always restless and mislead by external forces like behaviors of others. Children/students of this conduct according to Edide is always believing that, some forces beyond their control are capable of determining the occurrences or reinforcing of events and as such, cannot on his/her own effort alone succeed in achieving goals that accompanied quality education and sustainable development. It is worthy of mentioned that, this external locus of control is a kind of locus of control that blames or places blame on outsider for any short coming in any of their pursuit and conduct instead of searching their actions or reactions for practicing and maintaining of proper behavior in order to achieve quality education and development sustainability.

IV. RESEARCH DESIGN

The ex-post facto design was adopted for this research because the researcher was not able to manipulate the independent variables which are counselling, family self-concept and Locus of control therefore they have no real control over any possible causes.

Area of the Study

The area of the study which is Akwa Ibom State is Named after Qua Ibo River.

Population of the Study:

The target population for this study is six thousand and ten (6,010) civil servants working in Akwa Ibom State Ministries, agencies, boards, bureaus, commissions and parastatals retrieved from payroll and statistic department of each ministry.

Sampling Technique:

The researcher used purposive sampling technique to choose five departments which were account, administration, audit, registry and payroll because there were found in all the 20 ministries.

Sample:

A sum of one thousand, five hundred (1,500) sample size was selected using stratified random sampling technique.

Instrumentation:

Counselling the stigmatized Questionnaire (COSQU) was constructed and developed for male and female civil servants working presently in 20 ministries in Akwa Ibom State Civil Service. The instrument Counselling parents for positive family self concept and Locus of control Questionnaire which is made up of three sections A,B and C with 27 items was constructed for use to test the formulated hypothesis.

Validity of the Instrument:

The entire Counselling the parents Questionnaire was given to experts to confirm the first validity then to experts in counselling, measurement and evaluation for general vetting which reduced the items to 27-7, 10 and 10 respectively.

Reliability of the Instrument:

Before conducting pilot testing on fifty (50) civil servants who were exempted from the main exercise, the researcher used Factor Analysis or Cronbach Alpha (α) to cut down the numbers of items on each variable for only the relevant ones to prevail.

Procedure for Data Collection:

The research instrument that was developed out from the sub-theme was administered on the purposively selected male and female civil servants working in Akwa Ibom State Ministries

Procedure for Data Preparation & Scoring:

The modified 4-point likertscale was used as a base of scoring scale. While all the positive items were scored 4, 3, 2 and 1, the negative items were scored in reverse 4,3,2 and 1 respectively.

V. PROCEDURE OF DATA ANALYSIS

The three (3) research questions alongside with the two (2) hypothesis that are used in this study are stated in the null form and the appropriate statistics analysis were applied using frequency and percentage then independent t-test at .05 level of significance during testing.

TABLE 1. Results of Independent t-test analysis on the influence of family self concept on quality education and sustainable development.

Variable	Family self concept	N	Mean	SD	t-cal	t-crit	Decision at .05 alpha
Marital	Low	770	74.73	6.09			
					4.72	1.96	S
Stability	High	630	76.68	8.75			

S = Significant at df= 138

TABLE 2. Results of Independent t-test analysis on the influence of locus of control on quality education and sustainable development

Variable	Attitude towards sexual matters	N	Mean	SD	t-cal	t-crit	Decision at .05 alpha
Marital	Low	573	74.83	7.27			
					3.25	1.96	S
Stability	High	827	76.14	7.56			

S = Significant at df= 1261

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