

PARENTAL SKILLS RELATED IN WORKING WITH CHILDREN IN THE FAMILY SYSTEM

Akinbobola, O. A. and Oyesode, R. O.

Vocational and Technical Education Department (Home Economics), Faculty of Education, University of Benin, Benin City, Nigeria.

Akinbobolafunmi001@gmail.com
+2348067580664, +23438357020
oyesodebusayo@gmail.com
+2348061691698, +2348154533829

ABSTRACT

Child care has been an important aspect of human development. Childcare includes all types of education and care provided for the young children. In today's society majority of parents are working class, yet the quality of care provided for the child is important. Parenting is the aspect of raising a child aside from biological relationship. The roles of parents is to inculcate values and skills in the child through nurturing while getting rid of negative behaviors that are represented by inherited traits and attitude from the environment. Therefore parental skills needed in working with children include commitment and co-operation establishment and maintaining routine and good communication skill.

Keywords: *Attitude, Skills, Children, Family System, Parenting*

INTRODUCTION

Child care education is an important aspect of Home-Economics education that promotes brain development, school readiness, moral training and stress reduction. Child care includes all types of education and care provided for the young children. The importance of child care is the most consistency findings among the many studies. In today's society, majority of parents now work (working class) regardless of the ages of children, yet the quality of care provided for the child is important in all developmental stage. Early childhood care plays important role in children development, upbringing for interpersonal relationship with the society and better contribution to the development of the nation. Raising a child is one of the most difficult and frustrating, yet rewarding task any human can attempt. (Uzoka, 2013) says parenting is the aspect of raising a child aside from the biological relationship. What the human organism requires most for its development is of love, the source of virtually all health is in the experience of love within the first six years, (Francis & Catherine, 2013). No child can be raised in isolation; this has to be done in a family system. The family system theory is a theory introduced by (Bowen, 2000) which suggested that an individual cannot be understood in isolation from one another, but rather as a part of family, as the family is an emotional unit. The Theory is a theory of human behavior that views a family as an emotional unit and uses system, thinking to describe the complex interaction in the unit. It is the nature of a family unit, its members are intensely connected emotionally. According to Joan and Tanya (2014), parents' attitude, skills, knowledge

is due to the fact that they are molding the behavior of their own children having learned how to parent. In the course of being parented, parents also behave in accordance with information about appropriate parenting acquired through books, website, informal and formal advice. Child rearing attitude are cognitions that predisposes an individual to act either positively or negatively.

- Parent's job is for life and as such parents need to help to sustain their long term commitment to their children.
- A parent is pivotal to all round development of the child, this cannot be outsourced to caregivers without lifelong consequences.
- Parents are a child's most significant influence in life.

The role of parents is to inculcate values and skills in the child through nurturing while getting rid of negative behavior that are represented by inherited traits, attitudes from the environment, media and school. It takes time, diligence and determination to oversee the growth and development of a child. When a child develops to be a responsible adult after going through the turbulent challenges of adolescence, his or her parent will be a fulfilled parent who deserves a place in the pantheon of those who raised children who impacted their generation.

Parents are meant to be life coaches by examples as well as by design because of the faith their children have in them. This trust is reinforced everyday as parents meet the needs of their children. Children have the greatest trust in their parents. They work to live up to their parents' expectation in different spheres of life. Excessive criticism destroys a child's self-esteem. It takes the child a long time to recover from this damage. Parents are to speak positively to their child to build his confidence because this help the child to recover from setbacks to attain goals in life.

Parent or carer attitude goes a long way in impacting and reflecting in children's life, in due of this carer should teach by example since children learn by observing others. Parents should not scream at their children, imitating parents is one of the most powerful ways that children learn. Parent's needs to improve on their conduct as parents, moreover, the experience a child is exposed to in the early years of his life influences how that child's brain develops. Parents are to develop the attitude of acknowledging their children's feelings. Children are prone to express their thought and emotions in extreme term, so they need attention and stimulation. Play stimulates creativity and develops a child's skill faster if you make a child feel loved, connected purposeful and inquisitive. Brain development will follow. Parents should be a companion, a communicator and a teacher. Children are expected to learn a lot from home and learning begins by instructing at an early age with inspiring and talented carers. Supportive and committed parents promote their child's talent, exceptional talent must be nurtured by stimulating and challenging carers, without encouragement, children's youngster talent will wither.

According to Kali & Cavanaugh (2007). four interactive forces involved in development or working with children in the family are:

- Biological Force: Includes all genetic and health related factors that affect development.

- Psychological Forces: Includes all internal, perceptual, cognitive, emotional and personal factors that affect development.
- Socio cultural: Include interpersonal societal, cultural and ethnic factors that affect development
- Life-Cycle forces reflect difference in how the same event affect different children within the same family system. Each person is a product. No two individual, even in the same family experience the forces in the same way.

Parental skills needed in working with children in family system.

Commitment and cooperation: parenting is full of rewards but it also takes a great deal of work. Caring for young children is demanding, it may create disagreement over division of labour. Parents manage to deal with the many challenges of child rearing, reasonably well. They learn to compromise when necessary and when to apply firm but fair discipline. Discipline and rewarding the children are very crucial in child training. Those who support their children yet maintain firm limits, excel academically, develop better social skills feel good about themselves and are happier overall than kids whose parents are either too lenient or excessively harsh. Discipline is about teaching a child how to manage feelings and out of control behaviors. Exercise your authority without becoming a tyrant. Enforce family rules promptly. Kids fare better with clear rules and firm consequences, without structure, children become self-absorbed, selfish and unhappy and they make everyone around them miserable. Children are small people with their own minds and desires and an inborn tendency to do wrong. Emphasize the consequences of disobedience and enforce the consequences of the broken rules immediately don't procrastinate. Don't bargain because children will not take the rules serious. To make a rule serious let the children be part 'law-makers' in the family. Agree on the consequence of breaking the rule. Discipline must be measured by the level of the offence. It must equal the offence committed.

Establish and maintain routines: Routines are major part of adult life likewise children must be structured towards normal day to day routine. Establishing and maintaining routines requires self-discipline and determination to overcome a child's initial resistance to conforming to the routine. Teach the children to structure their time and stick to a schedule which make a child feel safe and secure (Jane & Steph, 2007). Moral values should be impacted as children mature and they should be shown compassion and understanding in the family setting, they need to be taught how to cope with their feelings in a mature way. Children who receive such assistance are generally better prepared to work cooperatively, compassionately and emphatically. Carers are to be generous in expressing love to the children, verbal and physical expressions of love will nurture the children. Everything a child is doing is an experience that he develops. (Jane & Steph, 2007)

Companion and good communication skill

Companion and good communication creates a bond and promote communication skills. Early childhood practitioners understood and applied the knowledge of human development in relating with young children's, families and to the design of environments and learning experiences.

There is a need to know that areas of development are inter-connected and identify the unique pattern which distinguish them from a typical development. The care for the need the knowledge of maintaining confidentiality of information related to children, families and youngster stress and trauma have developmental consequences, child abuse should be avoided at all cost. Each child should be valued and build positive relationship with them and their individual strength need be supported either academically or emotional wise. Active learning activities are to be created. Parenting is a process borne out of love and commitment that spans babyhood to adulthood. It entails nurturing, guiding the child and meeting all development needs of the child. It also includes instilling necessary values and skill that will make the child succeed in life. Matthew and Alina (2014) stated that the basic needs of a child vary according to the developmental stages. The needs can be classified into physical, emotional, social and intellectual needs.

Developmental Stages with Parental Responsibilities

The baby hood: The baby hood stage extends from birth to one year. The newborn baby is, totally dependent on the mother for breast feeding, comfort, attention when the baby cries or needs a change of diapers and other things. Speaking to the child or reading to the child helps the child develop early reading skills, preparing the child tenderly promotes bonding with the mother first and father later.

Toddlerhood: This stage covers 1 to 3 years. This phase marks the development of mental skills and coordination that leads to sitting, crawling, standing and walking. The child needs physical production. Toilet training takes place at this stage. The child learns to talk while helping the child respond to gesture is appropriate for this phase of life. A child learns to play, develops emotionally on how he/she expresses feelings and socially on how he/she interacts with people.

Early Childhood: This stage covers from 3 to 5 years; it is also referred to as the preschool years. This is the phase when the child begins to internalize what is socially acceptable. The child also develops a sense of guilt at this period, children that throws tantrums at the slightest provocation is connected at this phase, he/she learns an acceptable way to express frustration. A child is to be taught how to stabilize relationship with his/her parents at this phase of life. A child learns to control his/her emotions at this stage and this enables him/her to get along with mates at school. Parents should make the home environment safe at this stage to prevent accidents.

Late childhood: This stage covers 6 to 12 years. The child acquires knowledge while learning new skills and how to cope with challenges and failure in this phase of life. They develop self-esteem at this phase where he/she accomplishes a goal.

Adolescence and teenage years: The child forms his/her destiny during this phase, seek for more personal freedom and look to peers for affirmation of the right behavior. Parents' guidance and counsel are needed to steer the child away from trouble. This is when exploration of different careers should start and sexual education should be given by parents to their teenage children. (Holden & Buck, 2010).

Parenting is a very noble venture which transforms a baby into a responsible adult over time, equipping the child to take his/her place in society thereby making meaningful contribution to the world. Successful children are the product of coordinated effort of parents who know about the correlation of good parenting style with successful evolution of children from infancy to responsible adulthood (Francis & Catherine, 2013). Every child is limited by the principles upon which he/she was raised. Children need instructions appropriate for their developmental stage. They should be introduced to the rules what is acceptable and what is not acceptable. Rules create boundaries for children and put them in the notion that actions have consequences.

Every action of the parent has repercussions on the child, they are either building up your child or pulling him down. Parents are to live by example, values are more readily caught by children than taught. When one explains to children why taking a particular action, it makes sense and it is less abstract to them than just teaching without illustrations. A parent cannot beat out of a child what is wrong in his/her life. Some parents see their faults or character defects in their children and attempt to prevent history from repeating itself by disciplining them excessively. Excessive discipline or wrong discipline measures, which break the spirit of a child, is counterproductive and tantamount to physical abuse. Shouting or repetition may discourage the child, get him confused and make him stupid. Discipline should as much as possible be a learning experience for the child.

Parenting knowledge and skills do not come naturally, they must be acquired, since the attitude and appearance of children often changes quickly over time. Carers need to acquire listening skill and build empathy with children or young people within the family system this can be done by establishing a rapport, build respect, trust, honest and supportive relationship with young children. Clear language should be used to communicate with all children, adopt styles of communication to be used and abilities of children also develop a relationship using the most appropriate form of communication (for example spoken language, visual communication, play, body and sign language, information technology) to meet the needs of the individual child or young person. Parents should hold conversations at the appropriate time and place, understand the value of regular contact. Parents should listen in a calm and open non-judgmental, non-threatening way and use open question. Acknowledge what has been said and check if you have heard correctly.

Understanding the importance of building good relationships with children and young people in the family. Also, it is important likewise to know when to focus on an individual and when to focus on a group or the entire children in the family. Parents and carers are to know that their attitude and behavior have an effect on children and young people in the family likewise the importance of praise and support for the children, carers should by all means avoid assumption in handling children cases but ensure your actions support the equality diversity, rights and responsibilities of children.

Full engagement in child's learning and development is required at every stage of development and the balance of effects. Parent, peers and authority influence may alter the child's way of life or developmental stages. Be fully part of them as they face some underlying problems. Manage

the process of transition in a timely way and help the child or young people to reach positive outcome by making choices appropriate to their age and stage of development.

CONCLUSION

Effective parenting is not about controlling but about teaching and instilling proper value, committing time to them, giving them guidance and letting them dress in a way appropriate for their ages. Parents who spend more time with their babies, children and young people are more affectionate and sensitive to them. Therefore, parental skills in relating with children in the family ought to be acquired from time to time as children develop and transits from infant, to become toddlers, children and eventually young people (adolescent) within the family system and each stages require different knowledge, attitudes and skills in handling them. Children are the living messages parents send to a time we may not see, Good parents have an everlasting memory in their child's lives and progeny. Whatever is put in a child by parenting is what the child gives to the society. Children reflect the training they got from home the light is reflected in the mirror.

RECOMMENDATIONS

Having explored this particular topic the following recommendations should be considered. Parents/carers are to allow their children to explore their own little world and test his own resourcefulness. Comparism should not be adopted as a means of correcting children. Parents have the power to build and destroy a child's self-confidence, in the light of this, carers should equally learn to hear, listen, give attention to children and adolescent. Finally, sound relationship with the children will help them to develop well and bring better contribution for the development of a well-organized and cultured society, never correct an adolescent in the midst of his/her peers.

REFERENCES

- Bowen, M. (2000). *The Theory of Family system. The Bowen centre for the study of the family*. Retrieved from <http://www.thebowencentre.org>
- Kail. V.R & Cavanaugh, C. J (2007). Human development, a life- span view. Canada, Thompson learning web tutor.
- Francis, E. O. & Catherine O. O. (2013). *Maximized Parenting 112 Solutions to the Parenting Problems of Today*. Ondo, De- leo grafiks prints.
- Holden, G. W. & Buck, M. J. (2010). Parental Attitude toward Child Rearing in Bornsternmit *Psychological bulletin*. 26, 160-163
- Jane N., Lynn L., & Steph, G. (2007). *Positive Discipline A - Z from Toddlers to Teens 1001 Solution to Every Day Parenting, Problem*. U.S.A., Prima publishing.
- Joan, E. G. & Tanga, D. (2014). *Parents Attitude and Belief. Their impact on children Development*, University of Toronto, Canada.
- Mathew, R. S. & Alina, M. (2014). Dysfunctional Expectation Attribution and Emotional Regulation Improve Outcomes for Children. *Parenting and family support centre University of Queen's land*, 48: 16-19
- Uzoka, F. A. (2013). *Home Economics Methodology for Colleges and Universities*. Enugu, Chembus Communication.