

## **THE ROLES OF PARENTS AND TEACHERS IN THE CHILD UPBRINGING: IMPLICATIONS FOR COUNSELLING**

**PROF. (MRS.) B. O. BUKOYE,**

Department Of Counselling Psychology,

Faculty of Education & Arts

I. B. B. University, Lapai,

Niger State, Nigeria.

doctorbukoye@gmail.com 08068725054 & 08053535901

### **Abstract**

*The paper considered the roles of parents and teachers in child upbringing; its counselling implications. The children are naturally unquantifiable gift from God to the parents for wholistic nurturing. The teachers serve as the basic instrument necessary for the realisation of overall children's life goals and objectives. The paper discussed both parental and teachers' roles that enhanced the proper brought up of every child. Some obligations in child's upbringing include; the home obligations, the school, the media, the religious and the government obligatory roles. Some problems of child upbringing among others include; poverty, materialism, broken home/divorce, and lack of fear of God. Implications of improper child upbringing include societal nuisance, mass illiteracy rate, moral decadence, juvenile death, increase in crime rates, among others. Some theoretical approaches were also considered. The counselling approaches should be applied by professional counsellors to assist parents and guardians in their children upbringing. The counsellors should encourage proper child upbringing through television and radio jingles, seminars and workshops, playlets, handbills and drama. Among recommendations provided are, the government should provide financial assistance to schools, take full charge of indigent children education, provide parents with small loans, entrepreneurship skills, educational empowerment, regular advocacy sensitisation to parents and teachers.*

**KEY WORDS:** Parents, Teachers, Roles, Upbringing, Counselling.

### **Introduction.**

Children are naturally unquantifiable gift from God. No parent can actually claim perfection in the challenging duties to their children. Management as the project is one that requires a high amount of sacrifice, commitment, firmness, toughness, at time compromise among others. But with God's help promptly and properly sought task can be less frustrating and difficult, because as the Bible states, children are the heritage of God bestowed on us.

The Bible says further that all good and perfect gift cometh from the Father, the implication of this is that, there is no child that is born without a proposed God given potential to fulfill a destiny. Our roles as parents is a deciding factor at the end of the day whether the child is fulfilled or not. Therefore, a heavy responsibility is placed upon all parents to help the children attain their full potentials. It is our duties to see to the well-being of our children physically, morally, intellectually, vocationally and spiritually. Even the children born to us are potential stars if properly managed; no wonder the Bible says our children are for signs and wonders! Head and not tail! (Heb. 2.4)

Failure in the above context were grievous consequences on us as parents and the affected children. The children of Belial referred to in Deut. 13:13 and Judges 20:13, are not children of unbelievers. They were even children of prophets, who failed as parents.

We must teach them the knowledge and the fear of God. Proverb 1:7 confirms this. Eli's children potentials not properly managed thereby causing their death and that of their father the same day. 1 Sam. 4:17 & 18.

There is a wise saying that goes thus "catch them young" this is further corroborated in the scripture. The Holy Bible says "teach your child the path to follow at a tender age so that when he grows up, he will not depart from it". The advantage of giving back our children to God as done by Hannah, will intimate such a child with God who will also be able to pray and hear from God as we saw in Samuel, we must be good example always. We must also pray together with these children in our houses, teach them the value of personal devotion, group, and family fellowship with God. Let them learn from you that God is all in all.

Child upbringing involves the child in relation to his parents as well as his culture. It also includes the development of the child's physical body, his psychological cognitive, his language, his creativeness, his emotion among others. Child upbringing is the process that the child goes through before becoming a full adult. The child develops into his full personality through starting new activities, through positive interaction, through getting new ideas and through exploration of everything he comes across in his environment. The next stage of the child's upbringing is the elementary school age. Here the child is admitted into the world outside his family,

he is recognized as ready to go to work. He develops a sense of industry and ready to contribute his quota towards developing his community and the country at large. The school age is the period of concrete operations marked with fast, flexible and more accurate thinking.

According to Bukoye (2004), parenting involves complete nurturing of the child, which enhances promoting and supporting adequate creativity, physical, mental, emotional, social, and vocational development of the child right from his childhood through his adolescence and adulthood period. Parenting upbringing of a child encompasses giving adequate food nutrients, shelter, safety, protection, opportunity for adequate rest and exercise, health habit and giving opportunity to enjoy his fundamental human rights. From the parents, the child received emotional care, experience intimacy and acquire understanding and support in a world that is often unpredictable, hurtful and insensitive. The parents have a powerful influence on the prospects, capacity for development of the child's life education and vocational achievement. The parents meet the basic needs of the children and have a vital part in the survival of mankind.

The teachers represent one main instrument necessary for the realization of the child's educational goals in any society, which is teaching. The teachers play a crucial role in Nigerian educational system as importers of knowledge and skill. This is because it is on teachers the total educational system and educational upbringing of the child rest. Teaching refers to the expression of knowledge, ideas, facts and so on by school teacher with the aim of bringing about a desirable change in the behaviour of children in the four walls of the classroom.

The ability of a teacher to perform up to an expectation in the total child upbringing is a function of certain qualities which he or she possesses. These include:

- (a) Academic Excellence:- this relates to knowledge acquisition.
- (b) Instinctual Soundness:- this concern the wisdom and understanding to make relevant curricular choices and to exercise it on the learners.
- (c) Professional Skills:- ability to handle educational problems adequately by applying techniques and relevant methodology for the enhancement of education objectives.
- (d) Social Fitness:- a good teacher must have good human relations that will guarantee child's interest to learning and confidence to open up in classroom.
- (e) Emotional and Dispositional Stability: - this has to do with the total makeup of the individual in term of quality of his mind and character.
- (f) Physical Fitness: for a teacher to be effective, he requires a healthy mind in a healthy body.

The parents on the other hand, lay the psycho-social, moral and spiritual

foundation in the overall development of the child while the mother's significant role in the socialization process cannot be overemphasized; studies in father-child relationship suggest that, the presence of a father in home influences significantly the development of a child.

The child's self-concept especially of pre-adolescent male, his school success, the gender role development in both male and female children have been closely associated with the presence of a father. Parenthood is a responsibility requiring the full co-operation of both parents who must ensure the total development of their offspring. Surprisingly, some parents usually complained that, their children are performing poorly in school, parents who are unable to spend money and time with their children when they are in school are more likely to have children who can display maladaptive behaviour unlike, with the parents who spend more times and their belongings on their children. The parents who their children do not display maladaptive behaviour at home; such children might likely influence with maladaptive behaviour at school if such children lack self-discipline (Gibson, 2000).

There had been constant poor performance and large failure rate among students in their core subjects especially English Language, Mathematic, Biology, Introductory Technology, among others. The poor performance is sometimes lined with many factors one of which is maladaptive behaviours. The decline in the performance of school children in their academics may not necessarily result from the lack of pre-requisite study and examination writing skills; but largely due to the crippling effects of their involvement in behaviour that are considered maladaptive. Their involvement in anti-social acts is a result of their stage of development known as adolescence. This stage has been remarkably known to be period of conflicts between the adolescent and adult member of the society (Sadiya, 2017).

### **Those Responsible For Child Upbringing:**

**Certain individuals and agents responsible for bringing up the child are discussed below.**

#### **(1) The Home**

The parents, consequently, have to assume an active role in the moral development of their children. They need to become fully involved at every stage of the child development for proper child's behaviour monitoring. It could be seen that many adult problems are related to problems from childhood. Unhealthy children with behavioural problems are more likely to grow into unhealthy adults.

Early detection of misbehaviour in a child through parents close

relationship could enhance call for assistance of experts in behaviour remediation that could assist the child early enough. This is very critical and almost inevitable since there is enormous pressure on the children from outside their homes to participate in undesirable activities. Inadequate monitoring and supervision and lack of parental involvement in the activities of children and adolescents are additional well established risk factors for bullying; while a warm, supportive relationship of children with parents or other adults in the family protects children against bullying and other antisocial behaviours.

Three general approaches to increasing safe, stable and appropriate nurturing relationships for children are good parenting training, provision of social support for parents and families and the creation of social environments that support and protect children. This goes a long way to eradicate any form of maladaptive behaviours in children.

(2) **The School**

The School which is made up of both the staff and students pursuing the same goals. Both the staff and students have resolved to co-ordinate their efforts and pool their efforts and resources towards the promotion of teaching and learning. The school sees to the inculcating of societal norms and values in student. Not this alone, both the school and home join hands together in all round development of the child in terms of moral, mental, psychological, social, health wise, emotional and physical development of the child. Any child that is found wanting in terms of moral is immediately sanctioned through punishment, or such a child is negatively reinforced to serve as deterrent to others. On many occasions, as Bukoye (2016) said, the teacher mostly modifies a child maladaptive behaviour such as bullying through imposition of discipline. Some forms of psychology of discipline that the teacher can use to reduce or remediate maladaptive behaviour in the classroom include:

- a), Allow such student to seat alone.
- b), The student should stand in front of the class while teaching is going on.
- c), Pay attention to every child while teaching.
- d), While good behaved children are positively reinforced a bad behaved child should be negatively reinforced.
- e), such a student could be prevented from going for recess while others are allowed.
- f), whenever such student misbehaved, other students, ask him/her to stand on his/her chair.

g), Ask him/her to sweep the classroom alone.

g), Give him/her more home works than other children, among others.

A classroom teacher must define the boundaries for behaviour within a classroom. Any contrary behaviour must be sanctioned immediately. This shows teachers' expectation about what student may and may not do. The teacher must regulate the flow of activities within the classroom which helps to reduce the complexities of learning to a more predictable sequence. Different types of teaching produce different behaviour pattern among the students in a class. The tendency for a class to develop behaviour patterns in response to the styles of teaching is one way in which the classroom organization gets its proper shape (Bright, 2010).

(3) **The Media**

The media has lots to do in children and youths behaviour modification through their various programmes suite out to the public. The children and youth programmes should be tailored to address different misbehaviour common in children and youths and their different risks. Multi or cross-sector programming could be employed that would address and take care of children and other anti-social behaviours in children and youths. Health programme, education programme and security system reform efforts.

Other programme could also embrace; integrating peace education, health education, behaviour modification, skills training and microfinance projects for youths. This assist in giving sense of direction and focus for life goal setting rather than misbehaving.

(4) **The Religion Bodies**

Religion's main function is to reinforce positive behaviour and maintain cultural values; it serves as a socialization force and as a means of social control as well as difference for God. Religion is what exists and it is practiced in all human communities. With the efforts of religious leaders, a child could be made to be more sensible, active and more productive in his environment. It is in this sense that religions serves as opium of the people. As an opiate of the people, religion shapes personality, provides a positive misery and set a goal which undermines the environmental and human obstacles. The religions with the collective efforts of other stakeholders, influences the life of children positively to behave in accordance with their beliefs if they are tamed, civilized and modified by religion. Morality originated from religion and without morality no society can flourish for long (Bukoye, 2016).

(5) **The Government**

The government also play a significant role in the life of every child. The got interested in the children education by enforcing free education for all

Nigerian children and their feeding at school. Not this alone, there are opportunities for exceptional children education and their welfare. The government participated in social changes through the enablement of technological facilities such as Telecommunication, educational technology among others. The government have played some definite roles in encouraging social changes and curbing of anti-social behaviour in schools and society by titling the country's security. Such encouragement has come in the form of establishing law enforcement agencies, War against Indiscipline, Civil Defense, Code of Conduct Bureau, among others (Bukoye, 2008).

More so, the government sees to the compliance of every Nigerian child in putting up behaviour that conform to the norms, values and approved standard of every society/community and define appropriate sanction for any child that deviates from such.

### **Challenges of Child Upbringing**

There are major challenges facing the Nigerian parents in the proper upbringing of their children is the child neglect, which may occur as a result of the following reasons;

#### **1). Socio - economic**

a). **Poverty**:- this leads some children into street hawking, child labour, child trafficking, among others. The issue of poverty is so glaring in the face of the citizens. Many homes according to Bukoye (2016) have disintegrated because most homes could not meet up their parental roles on their children due to salary irregularity, high cost of living and indiscipline attitudes noticed in many homes.

b). **Materialism**:- excess love of materialism of some Nigerian parents contributed a lot to the improper upbringing of the child in the society. Some of these parents have interest in the accumulation of worldly materials such as beautiful houses, fancy cars, land property, Chieftaincy titles and so on than giving their children proper upbringing in form of good home training and sound education.

c). **Broken Home/Divorce**:- majority of children from broken homes are not properly brought up, not only because their parents have been separated, but because they either miss motherly care or fatherly care depending on who is keeping the custody of these children.

d). **Poor Family Planning**: - majority of Nigerian parents deliberately or unintentionally do not consider their financial capacity before giving birth to many children. Consequently, they would not be able to take proper care of them in term of providing them with basic necessity of life, with good formal and informal educational training.

**e). Juvenile Death:**

Juvenile criminal activities in Nigerian society have excessively increased to an alarming rate with a new dimension. The rate of which Juvenile are involved in various

Criminal activities in this modern age is unpredicted. The non-predicted criminal activities such as armed robbery, certificate racketeering, kidnapping, rape, cultism, abduction, fraud, theft, forgery, homicide, murder, among others have now been taking up by juvenile whose age ranges between fifteen and twenty years. Those children involved in these criminal activities have become terrorists and security risks to the society.

There is high increase rate in juvenile death in Nigerian society as a result of improper child upbringing from their families. The under-nourishment, lack of medical care, non-challant attitudes and child neglect of some Nigerian parents have been responsible for the death of many children. Several children have their lives through self-induce abortion, drug abuse, and their involvement in criminal activities. However established statistical data shows that 15 million children die annually in the third world countries from preventable diseases (James, 2020).

**2). Lack of Fear of God:-** the fear of God is the bed rock of wisdom, thus, proper child upbringing without religiosity or fear of God, is just like a soup without salt, which would not lead such child to any tangible success.

**3). Societal Nuisance:**

Some children, who would have grown up to constitute the main force of societal builder, have diverted their potentials into non-productive areas due to their lack of proper child upbringing. Such children could no longer make any contribution to the societal development. Instead they become nuisance to the Nigerian society. Hardly could one move on the street of Nigerian society without coming across various hooligans, gangsters, area boys, drug addicts, smoking addicts, human rituals, among others. These nefarious activities could not yield such children any tangible benefit other than making them loose their lives.

**4). Mass Illiteracy Rate:**

Many Nigerian Children are not able to acquire formal education due to their suffering from the improper child upbringing. Few of them who are opportune to attend schools could not go far as they dropout on the way due to the poverty, negligence and non-challant attitudes of their parents. For every Nigerian child that drops out of the formal education system, he or she increases the rate of illiteracy in the country

**5). Moral Decadence:**

The children from the family guilty of improper child upbringing are easily pruned to various nefarious moral decadence in the society.



Nigerian children that hail from such a family have been identified with various types of decadence such as immoral dressing and immoral exposure to elicit amorous sexual affair through their attending night party, night clubs, prostituting and so on. Immorality like rape, prostitution, homosexuality, abortion, are very rampant in the educational campuses of Nigerian tertiary institutions.

### **Theoretical Approaches to Child Upbringing**

From psychological theory, Freud gave tremendous importance to the long forgotten or repressed childhood experiences from home and society and from the type of harsh treatment received at the early childhood which resulted for the determination of many behaviour problems; like bullying, drug addicts among others. He put forward an unusual method known as the psychoanalytic method such as dream analysis, analysis of the daily psychopathology, among others, for the solution of behavioural problems like bullying. This method involves the process of analyzing the unconscious behaviour which can instigate a child to reveal his/her inner self.

The principle of aggressive as proposed by Freud: Freud suggests the negligence of the child during his early formative years (one to five). The child that is depressed, anxious, among others, may have had the mother neglected him and now the child may manifest his aggressive behaviours toward the younger or weaker ones. It could be deduced here that, the child's aggressive behavior was due his upbringing right from the childhood.

Bullying, depression or aggressiveness in a child enhances as resulting from pent up tensions which Freud described as frustration. The primary process at, which a child discharges tensions by bringing into consciousness memories associated with the source of frustrating; in built during formative period resulting from fixation especially during the oral, anal and phallic stages of life.

Misbehaved child according to Freud, formulates a plan for the satisfaction of his needs and execute it by inflicting pains on his victims. Such child is in quest for immediate gratification of impulse, he seeks pleasure by inflicting pains on his victims in order to reduce his tensions of instinctual tendency of aggressiveness leads to bullying the weaker ones around him.

A child's aggressive tendency develops when the parents or other members of the family impose restriction on his expression or action mostly. The indication of this is that, the child is facing a perpetual warfare between the pressure of the environment and the demand of his wishes. This may eventually arouse bullying or other kind of behaviour in such a child. Adaptive behaviour could be encouraged in a child's life by avoiding over-indulgence, fixation and harsh attitudes during the child's stages of development. Rather, every child should be loved, accepted and cared for to allow him or her be properly fitted to the society he/she belongs to.

According to Ivan Pavlov (1936) a behaviourist, call behaviour as a response to some stimulus in the environment. This means certain stimulus must have arouse a child to either behave well or badly. Pavlov further emphasized that, behaviour is merely the result of a response to some environmental stimulus, which a child could not resist. How a child behaves and why he behaves in such manner can be successfully demonstrated and explained through the habit he formed or conditioned his/herself to; because behaviour is as a result of hereditary endowments and conditioning through environmental influence. If the environment where a child finds him/herself is too harsh on him/her, it could result to maladaptive behaviour of which bullying is among; because behaviour is controlled by environmental forces. Also if the environment is such a pleasant and accommodating one, it enhances the child's high self-esteem, high self-concept, life achievement and uplifting the child sense of developing the country. This simply mean, a child who is well brought up contributes more positively to building self - image and the image of the society.

Classical conditioning as proposed by Pavlov and by social learning theory. According to Bandura and Wallers who suggested a social learning approach. Behaviours that are learned in children who acted well or badly, often get such behaviours from parents or older siblings in the family. According to Bukoye (2016), a child who watches his father beating the mother every time and the mother in returns scolds and showers abuses and rain curses of different kinds on the husband (father). This attitude of beating and curses in return serve as stimuli to the child, which he imbibes through observation as he grows and later manifest the behaviour like bullying and aggression. He misbehaves to other young ones in his family, school and society at large. This is viewed as the result of wrong upbringing.

### **Maslow's Theory of Hierarchy of Needs**

According to Maslow, the inability of a child to fulfill his needs at home, in the mist of peer group and school mates may lead to a feeling of discouragement hence feeling of aggression or failure in the child. A child has to be assisted both in the home and at school by giving him encouragement, recognition, responsibilities and reinforcement to boost up his ego needs at home and likewise in an educational settings.

**From Maslow's theory of hierarchy** of needs (1840) which explains human development in stages, whereas individual rises to the next level upon successful completion of the proceeding one. Maslow (1940) who points that only when the lower order needs of physical and emotional welfare are met, then humans concerned with the higher order needs of influence and personal development. Conversely, if the things that satisfy lower order needs are taken away, human beings

will no longer have concerned about the maintenance of the higher order needs. This model of needs was developed in the 1940s – 50s and it remains valid today for understanding human motivation and personal development.

At the bottom of the hierarchy are biological and physiological Needs which include air, food, drink, shelter, warmth, sex, sleep, child, and social security benefits. Maslows opined that a child who has the tendency to behave well or bad will only be able to sustain himself when he receives with enough food, love, warmth, shelter.

The theory goes on to explain that with the physical needs relatively satisfied, the individuals safety needs take charge and dominate behaviour in the second stage of the hierarchy. In the absence of physical and safety needs, due to natural disaster, family violence, childhood abuse, behaviour, problem may arise which can as well lead to post traumatic stress disorder or trans-generational trauma. In the child, absence of economic safety, due to economic crisis and lack of job opportunities, among others for the parents or guardians can also lead to unhealthy behaviour like bullying in a child. What the child needs at this stage is to satisfy his ego and where this is not possible due to environmental factors, it could lead to any antisocial behaviour in a child and even other individuals.

After physiological and safety needs are fulfilled, the third level of human needs, according to Dial (2000) is interpersonal and feelings of belonging. These feelings can be achieved through work group, family, affections, relationship, schools and dating. This need is especially strong in every individual for expected growth and development. In the home or family and society; where those needs are absent, maladaptive behaviour may result because every social being cherished love, sense of belongingness, affectionate, acceptance, among others. Deficiencies within this level of Maslow's hierarchy probably due to ostracism, stigma, discrimination, hospitalist, and neglect can impact or contravene the peaceful co-existence in any community. Individual's ability to form and maintain emotionally significant relationships in general, like friendship, intimacy and family enhances peaceful existence. According to Maslow, humans need to feel a sense of belonging and acceptance among their social groups, regardless if these groups are large or small.

In the fourth stage, Maslow pointed out that, all humans have a need to feel respected; this includes the need to have self-esteem and self- respect. Esteem presents the typical human desire to be accepted and valued by others. People often engage in a profession or hobby to gain recognition. These activities give the person sense of contribution or value. While, low self- esteem or inferiority complex may result from imbalances experienced. Psychological imbalances such as depression

can hinder the person from obtaining a higher level of self-esteem or self-respect which may lead to behaviour imbalance.

For the dominance tendency of maladaptive behaviour in a child to be adequately checked or controlled, the lower order needs of Maslow such as physiological, safety and social needs must be reasonably satisfied before a child could be regarded as wholesomely developed. Whichever one is lacking, may arise maladaptive behaviour such as bullying, aggression among others in such a child's personality as he grows. Every child needs biological maintenance like food, water, air and shelter; every child needs security, safety, protection from the parents, stability in the physical and internal events. Every child needs love, affection, companionship, acceptance, friendship, sense of belongingness at home and

Community where he belongs. Where any of the above mentioned order of needs is lacking, the child's adaptive behaviour may be thwarted and other higher order needs will be adversely affected in such a way that may affect the child's mental health, poor performance, poor relationship with peer group and emotional breakdown.

### **Script theory**

Huesman (1998) proposed that when children observe violence in the mass media, they learn aggressive scripts. Scripts define situations and guide behaviour. The person first selects a script to represent the situation and then assumes a role in the script. Once a script has been learned, it may be retrieved at some later time and used as a guide for behaviour. This approach can be seen as more specific and detailed account of social learning processes.

Scripts are sets of particularly well-rehearsed, highly associated concepts in memory, often involving causal links, goals, and action plans. When items are so strongly linked that they form a script, they become a unitary concept in semantic memory. Furthermore, even a few script rehearsals can change a person's expectations and intentions involving important social behaviours. A frequently rehearsed script gains accessibility strength in two ways. Multiple rehearsals create additional links to other concepts in memory, thus increasing the number of paths by which it can be activated. Multiple rehearsals also increase the strength of the links themselves. Thus, a child who has witnessed several thousand instances where people often quarrel by using abusive words, by scolding each other, cursing or other individual beating or hitting another person with hard object to settle a dispute on television or hearing this on the radio or even watching this in real life situation either at home, in school, within the community, at the Mosques, Churches, among others is likely to have a very accessible script that has generalized across many situations. In other words, the script becomes chronically accessible and such a child put this into practice, he may eventually become bully, aggressive, among others.

This theory is particularly useful in accounting for the generalized of social learning process and the automatisisation and simplification of complex perception-judgment.

Logotherapy is a theory propounded by Frankly in 1984. Logo therapy is a therapy that emphasized on searching for meaning. Logotherapy is built on three pillars,- (a) the freedom of will, (b) the need for meaning and (c) basis of meaning of life. According to Frankly (1984) man has freedom to make a choice out of the alternatives to life. As such every child is free to determine his behaviour, the type of life to live and the way and manner he wishes to live it. An individual may determine to be good or bad depending on the environment he/she is surrounded with. An individual does not just exist, but always takes a decision on what his existence will be , what he wants to become, in future. So also, a child may misbehave due to his upbringing but, if he eventually noticed that the society frowns at it, he may eventually decides to change and take to normal behaviour that conforms with the societal norms. According to Asagba (2008), child rearing pattern is not also spared from the liberation.

The child who is raised without proper guidance, without good role models, without parental attention, with no restriction, without love or allows to experience love, a child from aggressive background, among others no better behaviour is expected from such a child rather than behaviour misconducts.

To prevent a child from all forms of misconducts, every family should adopt the emphasis laid in logotherapy such as commit the life of your child to God, Love the child, accept the child, give the child freedom of expression, create conducive home environment for the child, provide to your ability and facilities that can make the child feel comfortable and happy; and check the child's wrongs with love. According to Nwadiugwu (2011) man as a social animal needs to interact positively with his environment so as to survive. The opportunity a child has and the quality of his survival depends to what extent he is able to interact meaningfully and comfortably with his environment.

### **Equity Theory of Needs**

Adams and Fitch (1982) developed the Equity Theory of Needs which shows how a person views fairness in regard to social relationships in people with misconduct tendencies. A person identifies the amount of input (things gained) from a relationship compared to the output (things given) to produce an input/output ratio. They then compared this ratio to the ratio of other people in deciding whether or not they have an equitable relationship. Theory suggests that if an individual thinks there is an inequality between two social groups or individuals, the person is likely to be distressed because the ratio between the input and the output are not equal. For example, consider two children at home and who are of the same parents who

supposed to receive the same treatment at home; but if one of them gets fair treatment; for example if the parents love one than the other and give him all the requests he needs; while, the other child is deprived of such opportunity. The later child becomes distressed; feels rejected, unaccepted and unwanted, meaning he notices the inequality between himself and the other loved one by their parents. Such action of the parents could generate to antisocial behaviour like bullying, theft, hatred, aggressiveness, among others in the unacceptable child.

The Psychologists have extended the equity theory, suggesting three behavioural response patterns to the situation. These three types are: benevolent, equity, sensitive and entitled. The level by each type affects our needs, motivation, life satisfaction, and life performance. Benevolent - satisfied when they are under-treated compared with co-internally displaced persons. Equity sensitive-Believe everyone should be fairly treated. Entitled-people believe that everything they receive is what they are due for. During the early stage of every child, the parents should be very careful in the way every child is treated to prevent any unnecessary or suspicious gap among their children.

### **Implications for Counselling**

Counselling is a specialized service offered to individuals who involve in problems and in need of professional assistance to overcome. It is also a process of helping a person overcome a challenge after being brought up. The use of many counselling strategies are needed like individual and group counselling, family and community based counselling, among others to assist the parents and guardians on adequate re-shaping of their children and wards.

Character modification approaches and proper re-orientation of couples toward extending natural love and acceptance of every child under their abode should be considered necessary at every stage of child development. This will go a long way to help the proper upbringing of all children.

More so, the counsellor could help the child proper upbringing through television and radio jingles, seminars and workshops, playlets and drama, among others. Also educates every parent, community members to stop any action or behaviour that threaten or endanger the child's growth and development.

The counsellors in collaboration with the government could flag up empowerment programmes and empowerment palliative that could boost the morale of every home and family. This would assist to reduce the stress faced by parents from children upbringing.

The counsellors in every state of the federation in collaboration with Counselling Association of Nigeria (CASSON), should put up a communique that would encourage reduction in high cost of living by the government hence, raising

the citizen high standard of living. This would go a long way to assist every home and parents to improve on procedure for their children upbringing.

The counsellors through seminars and workshops for parents on the need and benefits of proper child upbringing and these could be achieved. These include; good and sound education for children, good nutrition, regular sleep and exercise, avoidance of child labour, provision clothing and shelter. Others include; be good role model to our children, avoid imposing corporal punishment, avoid being treat to them, love and accept them, among others.

The parents should be made aware to watch the type of friends their children keep and provide good home environment to every child under their roof. This could be done through sensitization talk on the media, sharing out fliers, religion preaching in various religious houses, among others. The positive effects of this cannot be overemphasised.

#### **Recommendations:**

- i. The government should give financial assistance to private schools.
- ii. The government should take full charge of indigent children education.
- iii. Teachers have crucial roles to play in upbringing the child by improving learning in schools through their teaching methodology and dedication to work.
- iv). The ability to carry out teachers' roles would be largely determined by their level of qualifications, their effectiveness in class and their teaching methodology. As such, the government should help the teacher through regular workshops and development programmes.
- v. Teachers must be adequately experienced so as to enable them face the challenges of teaching and meeting learners' demand.
- vi. Both the government and proprietors of schools should ensure that only qualified teachers are employed into the teaching profession and also be exposed to innovations through regular in-service training.
- vii. The primary duties of every child include provision of nourishment, feeding, education and guidance. The government should assist the parents through regular payment of their salaries and allowances
- viii, The spouse should prevent separation and divorce in their marriages so as to instill love, endurance and perseverance in the minds of their children.
- ix. Parents should disallow their children from reading all immoral magazines or watching of nude films and pictures. This will prevent them from imbibing wrong behaviours.
- x. The type of dressing put on by children should always be paid keen attention on by parents and give corrections, whenever such dressing deviates from the norms of the land.

- xi. Separate rooms should be provided for the children based on their sexes. Provision of sound education for every child is the duty of parents and it must be adhere to.
- xii. Cooperate with the school where your children attend for better upbringing of the children and meeting the educational objectives.
- xiii. The schools should endeavour to employ professional counsellors for appropriate moral, education, emotional, vocational and personal-social upbringing of every child.
- xv. The schools must be adequately equipped their school libraries with model and relevant educational materials. For example E-library.

### **Conclusions**

The importance and benefits of children proper upbringing could not be overemphasized. A proper brought up child in returns brings back joy to the parents and comfort to every society and Nigeria at large. A slight mistakes made by parents along the line of bringing up their children could deter the children progress, joy, life achievement, successes, affect the moral, mental, vocational, social, emotional and psychological development. These could eventually lead to low self-concept, depression, aggression, bullying, anxiety, failure, among other maladaptive behaviours in children, which have serious negative effects on the country at large.

### **References**

- Adams, S. O. & Fitch, R. (1982), the children and parenting child upbringing: N.S. & P. Press Lagos.
- Assagba, M.O. (2008), Challenges of child care in depressed situation. Published Presentation, Kwara State Women Forum.
- Bukoye, R. O. (2004); Introduction of Guidance and Counselling Services in Schools. Lawani Printing Press. 161-164.
- Bukoye, R. O. (2008) Clinical Psychology. Text Book. Integrity Publisher. Pg. 99-102.
- Bukoye, R. O. (2016), Bullying Behaviour in Schools Lawani Printing Press. 34-45.
- Bright, S. (2000). Effective Study Management. Scottish Academic Press. Page 70-75.
- Frankly, V. (1984). The Theory of Logotherapy. Scottish American press 1984.
- Dial, L. K. (2000), Quick Reference Guide for family physicians: Conditions for aging Baltimore: Williams & Wilkins
- Gibson, R. L. (2000). The Development and Management of School Guidance Programme Lawal William & Brown Co. Publishers.



- Higgins, R. A. (2007), Implications of parenting styles on children. Seminar paper Presentation at University of Ilorin, Sociology Department
- James, O. A. (2020), Counselling Services and its relevance in child's education. *Journal of Education and Arts*. IBBU
- Ndu, A. (2000), the role of family in managing indiscipline among youths in Nigeria. *Journal of Counselling* 1, 45- 47.
- Nwadiugwu, K. A. (2011), Developmental Advocacy and Child rearing practice. *Journal of Counselling and Development*, Vol. 2(1), 146-148
- Sadiya, M. A. (2017), Enhancing the Girl-Child in Nigeria through Education for National Development. *The Counsellor* Vol. 36 (2) page 172
- Sambo, S. (2005) Truancy among Secondary School Children and the remediating strategies. M.Ed dissertation. A. B. U. Zaria..
- The Holy Bible (1997) Heb. 2:4, I Sam. 4:17 & 18, Deut. 13:13, Judges 20:13