Volume 21 Issue 25
Originally issued as H4



Global Journal of human-social science: H
Interdisciplinary
Volume 21 Issue 4 Version 1.0 Year 2021
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460x & Print ISSN: 0975-587X

Dual Perspective to Child's Wholeness

By Umukoro, Jones. E., Akinyemi, O., Akinyosoye, L., Oguntoke, O., & Ahannaya, C.

Babcock University

Abstract- A child's wholeness is argued to be essential to the child becoming a productive citizen. However, when measured by the spiritual, academic, moral, and emotional wholeness appear to have maintained a steady decline. Therefore, the paper investigated the role of parental presence and parenting practices on child's wholeness. The cross-sectional survey research design was adopted through a validated structured questionnaire. A purposive random sampling technique was applied to select 87 married people at Babcock University, Ogun State Nigeria. The data gathered were analyzed using both descriptive and inferential statistics. Multiple regression results revealed that parental presence and parenting practices had a positive significant effect on child's wholeness (Adj. $R^2 = 0.396$ ($F(2, 84) = 27.549$, $p<0.05$), and the artificial neural network analysis showed parenting practices as the best predictor. The study recommended that the formula for a child's wholeness should be the integration of parental presence and practices towards raising model youths for societal, national and international productive impact.

Keywords: *academics, child, morality, parents, practices, presence, wholeness.*

GJHSS-H Classification: *FOR Code: 940105p*



Strictly as per the compliance and regulations of:



© 2021. Umukoro, Jones. E., Akinyemi, O., Akinyosoye, L., Oguntoke, O., & Ahannaya, C. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Dual Perspective to Child's Wholeness

Umukoro, Jones. E. [α], Akinyemi, O. [σ], Akinyosoye, L. [ρ], Oguntoke, O. [ω], & Ahannaya, C. [¥]

Abstract- **A child's wholeness is argued to be essential to the child becoming a productive citizen. However, when measured by the spiritual, academic, moral, and emotional wholeness appear to have maintained a steady decline. Therefore, the paper investigated the role of parental presence and parenting practices on child's wholeness. The cross-sectional survey research design was adopted through a validated structured questionnaire. A purposive random sampling technique was applied to select 87 married people at Babcock University, Ogun State Nigeria. The data gathered were analyzed using both descriptive and inferential statistics. Multiple regression results revealed that parental presence and parenting practices had a positive significant effect on child's wholeness (Adj. $R^2 = 0.396$ ($F(2, 84) = 27.549$, $p<0.05$), and the artificial neural network analysis showed parenting practices as the best predictor. The study recommended that the formula for a child's wholeness should be the integration of parental presence and practices towards raising model youths for societal, national and international productive impact.**

Keywords: academics, child, morality, parents, practices, presence, wholeness.

I. Introduction

At conception, the human egg and sperm meet and fuse into a zygote, the one cell beginning of human life; as such after conception, the zygote begins the infinite amount of mitotic divisions to produce an embryo, fetus, and eventually a baby. Throughout each phase of growth and development, the Deoxyribonucleic Acid (DNA) of the child directly influences its development. The child's genome will become its most distinguishing feature, as the DNA is different from everyone else's DNA (Keith, Persaud & Mark, 2013; Santrock, 2007). Thus, the child's genome is directly influenced by the chromosomes the biological parents of the child passed in their egg and sperm. In this sense, the child will develop based on the genes it received from his or her parents; the child's body shape, eye color, hair color, complexion, and temperament as well as numerous other characteristics will arise based on its inherited genes (Keith et al., 2013). Therefore, the debate that parents could directly influence the development of their child in the genetic sense is unabated.

Likewise, once the child is born, the child enters into a new environment in which the parents are the sole means of survival and interaction with the world (Gattis, 2013; Marshak, 2016; McKay, 2006). As a result, to what extent do parents influence the development of their child's wholeness and how do the environmental interactions with parents influence the development of a child are persistent discuss (Hornby, 2011; Đurišić & Bunijevac, 2017; Santrock, 2007; Spera, 2005). Thus, scholars have opined that parents could influence the development of their child in all areas (McKay, 2006; Mills-Koonce, Rehder, & McCurdy, 2018; Papalia, Gross, & Feldman, 2002). However, parental influence on child wholeness is argued to be most notable in the areas of physiological development aside from the emotional, moral, spiritual, academic, and social development. According to Spera (2005), a parental practice is a specific behavior that a parent uses in raising a child. Scholars opined that such parental behaviour includes, reading books to the child and storytelling to promote academic, moral, and spiritual development (Bellous & Csinos, 2009; Bolin & Inge, 2006; Đurišić & Bunijevac, 2017; Mulalić, 2017).

In the light of these commentaries, scholars have demonstrated the effectiveness of establishments such as schools, churches, and businesses partnering in a child's education and wholeness (Akpa & Amanze, 2018; Lareau & Annette, 2002; Hornby, 2011). However, reports have shown that families today are under siege and children are being hurt by parents; as more children are growing up with weak attachments, little empathy, and weakened respect for law and order and civility; as, the rate at which children easily indulge in pre-marital sex, alcoholism, drug abuse, robbery, and other social vices is on the increase both nationally and internationally while, most parents are occupied with activities of fending for their children (Akpa & Amanze, 2018; Gates & Badgett, 2017; Griffin, Botvin, Scheier, Diaz, & Miller, 2000; Kimani & Kombo, 2010; Spera, 2005; Substance Abuse and Mental Health Service Administration, 2014). More so, children learn values from their parents more than anyone else, and learn best by copying their parents' actions (Cherry, 2015; Coste, 2015; Berger, 2000); but could it be that parents are taking for granted the fact that successful childrearing requires the active and continuing physical, emotional, intellectual, and spiritual influence of parents in the lives of their children. It is on this premise that this article investigated parental influence (parental presence and parenting practices) on a child's wholeness.

II. Objectives of the Study

The objectives of this paper include:

1. Ascertain the effect of parental presence and parenting practices on a child's wholeness.

Author α σ ρ ω ¥: Babcock University, Ilishan-Remo, Ogun State, Nigeria. e-mail: umukoroj@babcock.edu.ng

© 2021 Global Journals

2. Examine the effect of parental presence and parenting practices on a child's spiritual wholeness.
3. Investigate the effect of parental presence and parenting practices on a child's academic wholeness.
4. Determine the effect parental presence and parenting practices have on a child's moral wholeness.
5. Ascertain whether parental presence and parenting practices have effect on a child's emotional wholeness.

III. Literature Review

a) Parenting Influence

The earliest research on parenting and its influence on child development examined ways in which parents disciplined their children (Spear, 2005). However, the concept of parenting influence for this work was viewed from the aspect of parental presence and parenting practices. Parental presence is a bipolar concept in that the parent must be present both as an individual and as the incumbent in the parenting role; and if either of the two is lacking, the child could suffer deprivation (Haim, 1999). A large body of literature on the quality of parental involvement concerns parental behaviors that promote secure attachment in infants and toddlers. Further, attachment refers to an enduring reciprocal emotional bond between parent and child that transcends space, time, and even death (Ainsworth, 1989; Bowlby, 1969). Children who experience parental responses that are intrusive, inconsistent, or ill-timed for meeting the child's needs develop a sense of insecurity (Ainsworth, Blehar, Waters, & Wall, 1978). As such, the quality of the parent-infant attachment relationship serves as a prototype for the quality of relationships that children expect to experience throughout their lifespan (Ainsworth, 1989; Đurišić & Bunijevac, 2017). Parenting practices are defined as specific behaviors that parents use to socialize their children (Darling & Steinberg, 1993).

b) Child's Wholeness

Refers to a state of completeness in a child's life and as a result, he or she is able to live life to the fullest (Baumrind, 1978). Thus, this paper measured a child's wholeness with spiritual, academic, moral, and emotional wholeness. Spirituality is a difficult concept to define as it means different things to different people. For some people, spirituality is a sense of connection to the land, environment, and universe; for others, it is about religious philosophy and practices, or certain cultural or family rituals or ways of being that are regarded as sacred. Yet for some people, their spirituality is simply a way of connecting with people and involves deeply held values about what is right and wrong and how one needs to conduct him/herself (Amanze & Amanze, 2009; Bellous & Csinos, 2009; Vida, 2011). Elaine (1996), and Mulalić (2017) defined spirituality as, awareness that there is something greater than the course of everyday events. However, there is a strong belief amongst recent scholars that spirituality is innate and universal (Mulalić, 2017; Vida, 2011). Conversely, Bull (1969) stated that the child is not born with a built-in moral conscience but he is born with those natural, biologically purposive capacities that make him potentially a moral being.

According to Đurišić and Bunijevac (2017), education is essential for the development of society, as it is said that the more educated people of a society are the more civilized and well-disciplined the society will be. Thus, families have the responsibility of educating their children so they are productive members of society (Hafiz, Tehsin, Malik, Muhammad & Muhammad, 2013). As such, parental involvement practices in a child's education along with environmental and economic factors may affect a child's development in areas such as cognition, language, and social skills. Numerous studies in this area have demonstrated the importance of family interaction and involvement practices in the years prior to entering school (Bergsten, 1998; Hill, 2001; Wynn, 2002). Epstein's (1995) framework of six major types of parental involvement is among the most useful tools developed in the educational field for defining parental involvement practices and linking them with certain type's outcomes. In light of these comments, Elishiba and Kinmani (2010) postulated that fathers' absence from the home creates tensions, family break-ups, disciplinary and motivation problems, which affect children's emotional, social, academic, and psychological progress. As such, it has been noted that the major cause of most serious personality disorders is maternal deprivation in early childhood.

c) Parental Influence Perspective to Child's Wholeness

Venham, Bengston, and Cipes (1978) studied the reactions in 64 children aged 2-5 years (30 boys, 34 girls) without any prior dental visits in the two groups of with/without parental presence. The visits included preliminary visits, diagnosis, and prophylaxis, and fluoride therapy. During the treatment phase, the children's heartbeat rate, baseline skin reaction, or skin resistance to electrical current were observed followed by Venham Picture Test at the beginning of each visit with scaling the clinical behavior and anxiety via taped Films using the Venham Anxiety and Behavior Scale. Total and one-by-one visits session studies did not reveal any significant differences in children's reactions with or without parental presence. Other studies showed that a family's social class played a large role in the opportunities and resources that were made available to a child. Likewise, children of lower working-class families often grow up at a disadvantage with the schooling, communities, and parental attention made available to them compared to middle-class or upper-

© 2021 Global Journals

class upbringings (Spera, 2005). Also, research has shown that it is especially important to have a supportive relationship when a child is young and it is also essential to maintain a close relationship during the teen years (Gattis, 2013; Kimani & Kombo, 2010; McKay, 2006). Thus, parenting practices could have a direct effect on a child (Hill & Taylor, 2004).

Further, Johnson and Medinnus (1968) found that most medical students whose fathers had been absent while they were ages one to five of life were more psychopathic and criminal in behavior than those whose parents were not absent during this period. Thus, the child is emotionally stable when the caring responsibilities are carried out by both parents (Elishiba et al. 2010); as Lareau and Annette (2002) noted that a parental style is the overall emotional climate in the home. Baumrind (1978) identified three main parenting styles in early child development which are authoritative, authoritarian, and permissive, and these parental styles were later expanded to four, including an uninvolved style (McKay, 2006). These four styles of parenting involve combinations of acceptance and responsiveness on the one hand and demand and control on the other. Bæck (2010), and Lee and Bowen (2006) cited cultural norms, insufficient financial resources, and lack of educational attainment as barriers to parental involvement in school. Also, research showed that parental involvement practices are more important to children's academic success than their family's socioeconomic status, race, ethnicity, or educational background (Amatea & West, 2007; Henderson & Berla, 1994). Thus recent research has found that parenting style is significantly related to children's subsequent mental health and well-being (Đurišić & Bunijevac, 2017; Hornby, 2011). As such, parents and families have a major impact on the success of the process of education and the general upbringing of children (Đurišić & Bunijevac, 2017).

IV. Theoretical Review

a) Social Influence

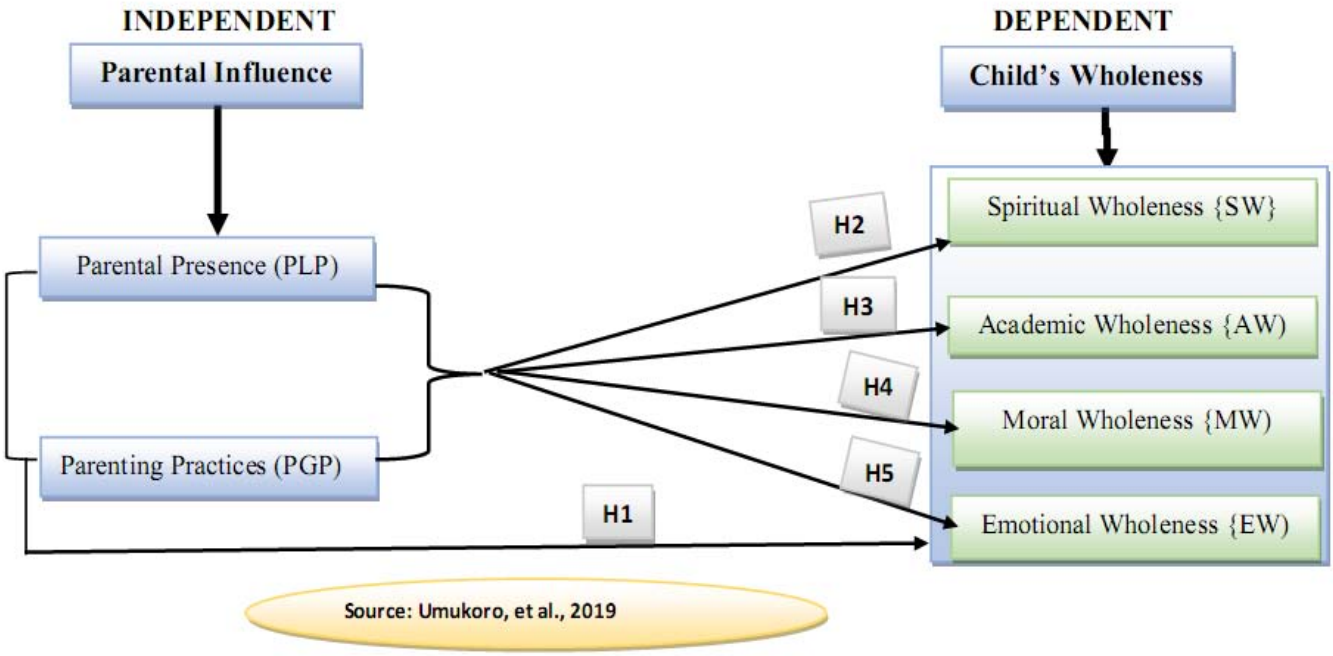
Social influence theory was posited by Paul Lazarsfeld and colleagues in the 1940s and 1950s. Their focus was on the power of informal communication as a complement to the influence of mass media. The assumption was that informal communication is widespread and that certain people were more central and influential than others in a group. They termed these individuals 'opinion leaders', thereby instigating a major topic of research that confirmed, expanded, and refined this idea (Katz, 1987; Weimann, 1994). The theory has since been applied to political science, education, marketing, and a host of other fields. In this study, the effect of informal communication on children through parental presence and parenting practices goes a long way to forming the child's early behaviour.

b) Theory of Centers

The theory of centers (Alexander, 2002) adopted some radical thinking, in which shared values and human feelings are part of science, particularly that of complexity science. In this theory of centers, wholeness is defined as a global structure or life-giving order that exists in things and that human beings can feel. What can be felt from the structure or order is a matter of fact rather than that of cognition, that is, the deep structure that influences, but is structurally independent of our own cognition. To characterize the structure or wholeness. Alexander (2002) in his theory of centers distilled 15 structural properties to glue pieces together to create wholeness and described the wholeness as a mathematical problem yet admitted in the meantime no mathematical model powerful enough to quantify the degrees of wholeness or beauty. In this study wholeness focused on gluing spiritual, academic, moral and emotional variables as components of wholeness.

© 2021 Global Journals

V. Conceptual Framework



VI. Methodology

The cross-sectional survey research design was applied because of the time duration of the study, responses were gathered from respondents at a particular point in time, also it is a survey research because the questionnaire is considered to be the most feasible research instrument for the study considering the low cost implication, the confidentiality of the identity of respondents and it ensured access to respondents who were otherwise inaccessible. The research design was used to allow for proper investigation of the trends in form of impact and influence as it relate to family. This study focused on the parents within the Babcock University, Ilishan-Remo, Ogun State Nigeria since more than 70% of the regular workers are married. The survey questionnaire was directly administered to randomly selected married staff who responded from their experiences as parents. There were 100 participants.

The researchers collected data from respondents at their earliest convenience. Also, secondary data was used in addressing contemporary social issues on parenting, published in the library and online current articles, books, journals and internal sources were used for the study. Six point Likert scale was chosen because it is the most universal method for survey collection therefore it was easily understood, responses were easily quantifiable and subjective to computation of mathematical analysis. The questionnaire was partially adopted from a study carried out by Berger (2000), and Emereonye (2016) on a descriptive study of the impact of spousal separation on children. Simple tables and percentages were used to analysis the responses obtained from respondents to offer answers to the research questions. Multiple regression analysis and artificial neural network analysis were used to determine the effect of parental influence on child's wholeness. The study analyzed the data using inferential statistics through Statistical Package for Service Solutions SPSS 21.0.

VII. Results and Discussions

a) Respondents Bio Data/Personal Information

This section sets out the identity of 87 respondents whose questionnaire were retrieved and categorized by demographic characteristics. Below are the results of questionnaires distributed.

Table 1: Respondents' Demographic

(Respondents in this study N=87)

	Frequency (N)	Percent (%)
1. Age:		
• 19-28	31	35.6
• 29-38	26	29.9
• 39-48	18	20.7
• 49-58	10	11.5
• 59 & above	2	2.3

© 2021 Global Journals

2. Gender:		
• Male	41	47.1
• Female	46	52.9
3. Qualification		
• BSc/HND	40	46.0
• MBA/MSc/MA	26	29.9
• PhD	19	21.8
• Others	2	2.3
4. Occupation		
• Academic Staff	26	29.9
• Non-Academic Staff	61	70.1
5. Religion		
• Christianity	70	80.5
• Islam	17	19.5

Source: Field survey, 2019

Information in Table 1 showed the age distribution of respondents. 31 (35.6%) were between the ages of 19-28, 26 (29.9%) were between ages 29-38, 18 (20.7%) between the ages of 39-48 and 10 (11.5%) between the ages of 49-58 while 2 (2.3%) were between ages 59 & above. Implying that more of the respondents were between ages 19 and 48. Profile of respondents' gender showed that, 41 (47.1%) were males while 46 (52.9%) were females. Hence, there were more females than males. The above figures revealed that respondents have had formal education with majority having BSc/HND with 46.0%. Profile showed respondents, occupation. 61 (70.1%) were non-academic staff while 26 (29.9%) were academic staff. On respondents' religion, 70 (80.5%) were Christians while 17 (19.5%) were Muslims.

b) Data Analysis to Answer Research Questions

The following scale was used to analyse respondents' perception. 6 = Strongly Agree; 5 = Agree; 4 = Partially Agree; 3 = Partially Disagree; 2 = Disagree; 1 = Strongly Disagree.

Table 2: Respondents opinion on parental presence

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Presence of parents impacts on a child's behavior	87	5.00	6.00	5.7931	.40743
A child that grows up without parental presence lack respect, good manners and moral norms	87	2.00	6.00	5.1264	.91250
A child with parental presence is more responsible	87	2.00	6.00	5.1264	.94996
Parents are role models to their children	87	4.00	6.00	5.6207	.57550
Valid N (listwise)	87				

Source: Field survey, 2019

Information presented in descriptive Table 2 revealed that based on the mean scores (*M*), respondents agreed that presence of parents impacts on a child's behavior, and that a child that grows up without parental presence lack respect, good manners and moral norms. In addition, participants agreed that a child with parental presence is more responsible and parents are role models to their children.

Table 3: Perception of respondents on parenting practices

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Behavior exhibited by parents impacts on a child's behavior	87	1.00	6.00	5.0920	1.21648
Do as I say and not as I do should be one best way of raising up a child	87	1.00	6.00	3.2644	1.97931
Parents who drink alcohol can teach a child not to drink	87	1.00	6.00	3.4483	1.75710
Examples depicted by parents mold a child's wholeness	87	1.00	6.00	4.8966	1.04586
Valid N (listwise)	87				

Source: Field survey, 2019

Information presented in Table 3 showed that respondents agreed that behavior exhibited by parents' impacts on a child's behavior. However, respondents partially disagreed that do as I say and not as I do should be one best way of raising up a child; and that parents who drink alcohol can teach a child not to drink. More so, respondents agreed that examples depicted by parents mold a child's wholeness.

© 2021 Global Journals

Table 4: Respondents perception on a child's spiritual wholeness

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Parent impacts children spiritually	87	1.00	6.00	4.8621	1.23111
Spiritual virtues are easily cultivated in the life of a child with parental figures	87	1.00	6.00	4.6437	1.26654
Absence of parents and practices in a family leaves a child without spiritual guidance	87	1.00	6.00	4.5862	1.17683
A child with parents who lack spiritual values lack encouragement to worship God	87	1.00	6.00	4.7931	1.33937
Valid N (listwise)	87				

Source: Field survey, 2019

Data presented in Table 5 revealed that respondents agreed that parent impacts children spiritually, that spiritual virtues are easily cultivated in the life of a child with parental figures, and the absence of parents and practices in a family leaves a child without spiritual guidance. Respondents also agreed that a child with parents who lacked spiritual values lacked encouragement to worship God.

Table 5: Perception on a child's moral wholeness

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
A child with parental influence easily indulges in pre-marital sex	87	.00	6.00	3.3103	1.62331
Indiscipline is one of the challenges of a child with no parental influence	87	1.00	6.00	4.5057	1.18982
A child can easily indulge in alcoholism, drug abuse, robbery and other social vices because of lack of parental influence	87	1.00	6.00	4.2184	1.31561
There is lack of respect in a child with parental influence	87	1.00	6.00	3.5057	1.55424
Valid N (listwise)	87				

Source: Field survey, 2019

Information in Table 5 reveled respondents partially disagreed that a child with parental influence easily indulges in pre-marital sex, but agreed that indiscipline is one of the challenges of a child with no parental influence. Participants partially agreed that a child can easily indulge in alcoholism, drug abuse, robbery and other social vices because of lack of parental influence; and partially disagreed that there is lack of respect in a child with parental influence.

Table 6: Opinion of respondents a child's academic wholeness

	N	Minimum	Maximum	Mean	Std. Deviation
A child performs poorly/excellently in his/her academics due to parental influence	87	1.00	6.00	4.0460	1.41346
Children are discouraged from working hard in their academics by the parental influence	87	1.00	6.00	4.5632	1.23610
Parental influence only is not enough to motivate a child to work hard in academics	87	1.00	6.00	4.6667	.96046
Children don't like to study so parental influence will not make a difference	87	1.00	6.00	3.5581	1.24243
Valid N (listwise)	87				

Source: Field survey, 2019

Data in Table 6 showed that respondents partially agree that a child performs poorly/excellently in his/her academics due to parental influence. But agreed that children are discouraged from working hard in their academics by the parental influence. Also, participants agreed that parental influence only is not enough to motivate a child to work hard in academics; and partially agreed that children don't like to study so parental influence will not make a difference.

© 2021 Global Journals

Table 7: Assessment of respondents' opinion on a child's emotional wholeness

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
A child is sometimes unhappy or emotionally disturbed as a result of parental influence	87	1.00	6.00	4.5402	1.37929
Parent-child bonding is not achieved when parental influence is lacking	87	2.00	6.00	5.1149	.85488
A child tends to be more attached to parents who stay close to him/her always	87	3.00	6.00	5.3908	.85394
Children do not open up or confide in parents who live away from them	87	3.00	6.00	4.9195	.93035
Valid N (listwise)	87				

Source: Field survey, 2019

Information in Table 7 revealed respondents agreed that a child is sometimes unhappy or emotionally disturbed as a result of parental influence; and parent-child bonding is not achieved when parental influence is lacking. Participants agreed that a child tends to be more attached to parents who stay close to him/her always; and children do not open up or confide in parents who live away from them.

The table presents a summary of regression results used in deciding whether to reject or not reject the null hypotheses for this study

Table 8: Analysis of Hypotheses

Joint Significance Result					Individual Significance Result		
Items	*R*	R^2	*F*	ANOVA *p*-value	Variables	Coefficient Sig-value	Decision
Hypothesis One							
Parental Presence & Parenting Practices on Child's Wholeness	**0.629**	**0.396 (39.6%)**	**27.549**	**0.000[b]**	PLP on CW	0.020	Significant
					PGP on CW	0.000	Significant
Hypothesis Two							
Parental Presence & Parenting Practices on Child's Spiritual Wholeness	**0.442**	**0.196 (19.6%)**	**10.220**	**0.000[b]**	PLP on CSW	0.262	Not Significant
					PGP on CSW	0.000	Significant
Hypothesis Three							
Parental Presence & Parenting Practices on Child's Academic Wholeness	**0.542**	**0.294 (29.4%)**	**17.505**	**0.000[b]**	PLP on CAW	0.125	Not Significant
					PGP on CAW	0.000	Significant
Hypothesis Four							
Parental Presence & Parenting Practices on Child's Moral Wholeness	**0.515**	**0.265 (26.5%)**	**15.129**	**0.000[b]**	PLP on CMW	0.227	Not Significant
					PGP on CMW	0.000	Significant
Hypothesis Five							
Parental Presence & Parenting Practices on Child's Emotional Wholeness	**0.330**	**0.109 (10.9%)**	**5.138**	**0.008[b]**	PLP on CEW	0.022	Significant
					PGP on CEW	0.087	Not Significant

Source: Results extracted from Regression tables (see appendix 1)

c) Interpretation

Hypothesis One:

The multiple regression results revealed that there is a significant positive effect of parental presence and parenting practices on child's wholeness as depicted by the aggregated significance result of *Adj.* R^2 of 0.396, $p<0.05$ with *F*-statistics of 27.549. However, the *Adjusted* R^2 of 0.396 indicated that parental presence and parenting practices statistically accounted for 39.6% of a child's wholeness. Further, the individual results revealed that both parental presence and parenting practices had positive significant effect on child's wholeness with p = 0.000. Consequently, based on the aggregated result parental presence and parenting practices had positive significant effect on a child's wholeness.

© 2021 Global Journals

Hypothesis Two:

The multiple regression results revealed that there is a significant positive effect of parental presence and parenting practices on child's spiritual wholeness as depicted by the aggregated significance result of *Adj.* R^2 of 0.196, $p<0.05$ with *F*-statistics of 10.220. However, the *Adjusted* R^2 of 0.196 indicated that parental presence and parenting practices statistically accounted for 19.6% of a child's spiritual wholeness. Further, the individual results revealed that only parenting practices had positive significant effect on spiritual wholeness with p = 0.000 while parental presence had positive but insignificant effect. Consequently, based on the aggregated result parental presence and parenting practices had positive significant effect on a child's spiritual wholeness.

Hypothesis Three:

The multiple regression results revealed that there is a significant positive effect of parental presence and parenting practices on child's academic wholeness as showed by the joint significance result of *Adj.* R^2 of 0.294, $p<0.05$ with *F*-statistics of 17.505. Nevertheless, the *Adjusted* R^2 of 0.294 indicated that parental presence and parenting practices statistically accounted for 29.4% of a child's academic wholeness. Additional, the individual results revealed that only parenting practices had significant influence on academic wholeness with p = 0.000 while, parental presence had positive but no significant effect. Accordingly, based on the joint result, parental presence and parenting practices had positive significant effect on a child's academic wholeness.

Hypothesis Four:

The multiple regression results revealed that there is a significant positive effect of parental presence and parenting practices on child's moral wholeness as represented by the aggregated significance result of *Adj.* R^2 of 0.265, $p<0.05$ with *F*-statistics of 15.129. However, the *Adjusted* R^2 of 0.265 showed that parental presence and parenting practices statistically accounted for 26.5% of a child's moral wholeness. The individual result showed that only parenting practices had positive significant effect on moral wholeness with p = 0.000 while parental presence had positive but insignificant effect. Therefore, based on the joint result, parental presence and parenting practices had positive significant effect on a child's moral wholeness.

Hypothesis Five:

Based on the multiple regression results of hypothesis four summarily showed that there is a significant positive effect of the independent variables (parental presence and parenting practices) on the dependent variable (emotional wholeness) as depicted by the aggregated significance result of *Adj.* R^2 of 0.109, $p<0.05$ with *F*-statistics of 5.138. Nonetheless, the *Adjusted* R^2 of 0.109 showed that parental presence and parenting practices statistically accounted for 10.9% of a child's emotional wholeness. The individual results revealed that only parental presence had positive significant effect on emotional wholeness with p = 0.022 while parenting practices had a positive but no significant influence. Hence, based on the joint result, parental presence and parenting practices have positive significant effect on a child's emotional wholeness.

d) Artificial Neural Network (Multilayer Perceptron)

Based on the results from the artificial neural network architecture diagram (Figure 1), the synaptic weight shows higher relationship between the independent variable of parenting practice (PPS/PGP) (0.750). This contrasts the synaptic weights of parental presence (PPR/PLP) (0.311). Nevertheless both predictor variables had positive effect on child wholeness. This was supported by the parameter estimates as shown in Table 9 considering both the hidden and output layers of the analysis. Parenting practices was the stronger determinant with parameter estimate value of 0.750 in the H(1:1) hidden layer. However, parental presence was the stronger determinant of child wholeness in the H(1:2) hidden layer. Aggregately, hidden layer H(1:1) had output effect of 0.449 while hidden layer H(1:2) had output effect of 0.359 mainly due to the effect of parenting practices which significantly affected child wholeness. The observations from the algorithm results correctly identified the model and also projected the parameters with a high degree of certainty and accuracy regarding child wholeness determinants.

© 2021 Global Journals

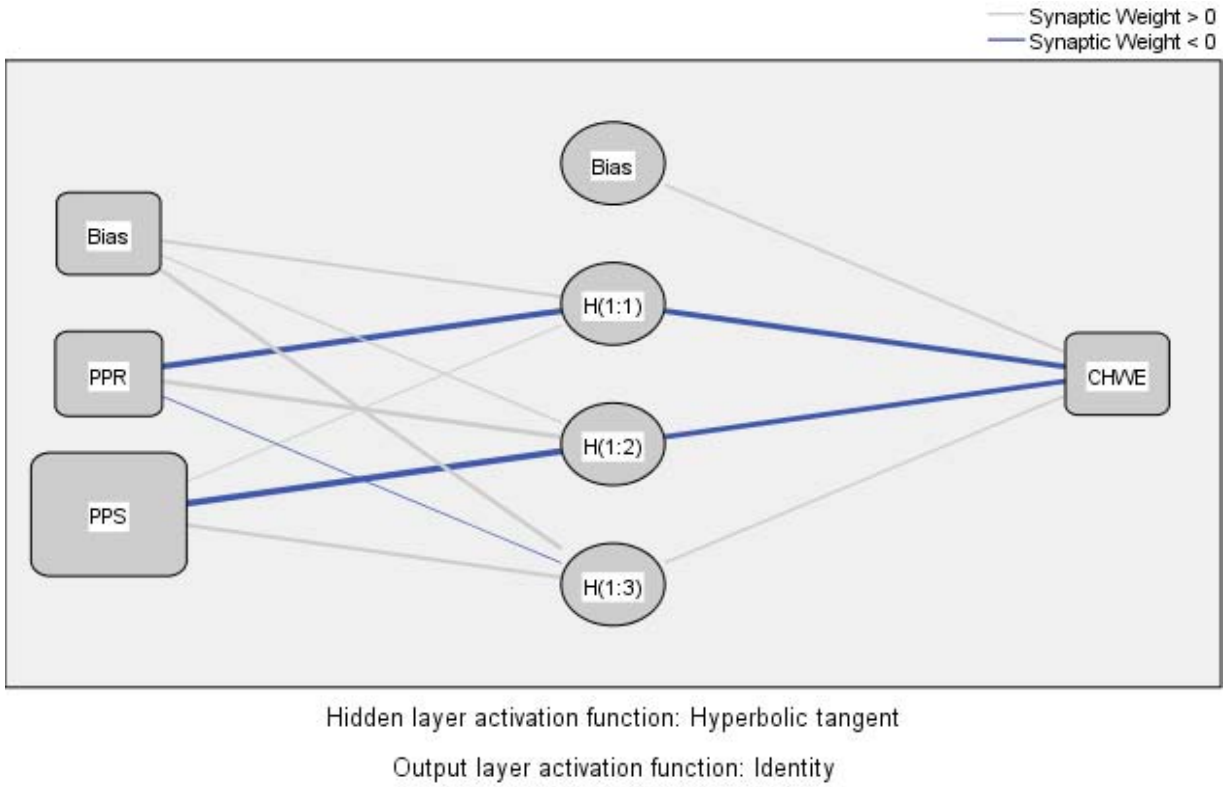


Figure 1: Artificial Neural Network (ANN) architecture diagram

The model acknowledged the dynamism and the parameter estimation algorithm that would be integrated to form a predictive system for child wholeness.

Table 9: Parameter Estimates Table

Parameter Estimates				
Predictor		Predicted		
		Hidden Layer 1		Output Layer
		H(1:1)	H(1:2)	Child Wholeness
Input Layer	(Bias)	-0.290	-0.187	
	PPR/PLP	0.180	0.311	
	PPS/PGP	0.750	0.156	
Hidden Layer 1	(Bias)			-0.127
	H(1:1)			0.449
	H(1:2)			0.359

e) Importance of Independent Variables

Table 10 and Figure 2 further contained an analysis, which computes the importance and the normalized importance of each predictor in determining the neural network. The analysis is based on the training and testing samples which includes 61 (70.1%) cases assigned to the training sample and 26 (29.9%) testing samples with no data excluded. The normalized importance represents the importance values divided by the largest importance values and stated as percentages. Hence from Table 10 and Figure 2, it is evident that "Parenting Practices (0.640/100.0%) contributes more in the neural network model construction, followed by "Parental Presence (0.360/54.3%)".

Table 10: Independent Variable Importance

	Importance	Normalized Importance
Parental Presence	0.360	54.3%
Parenting Practice	0.640	100.0%

Source: SPSS Output Independent Variable Importance

© 2021 Global Journals

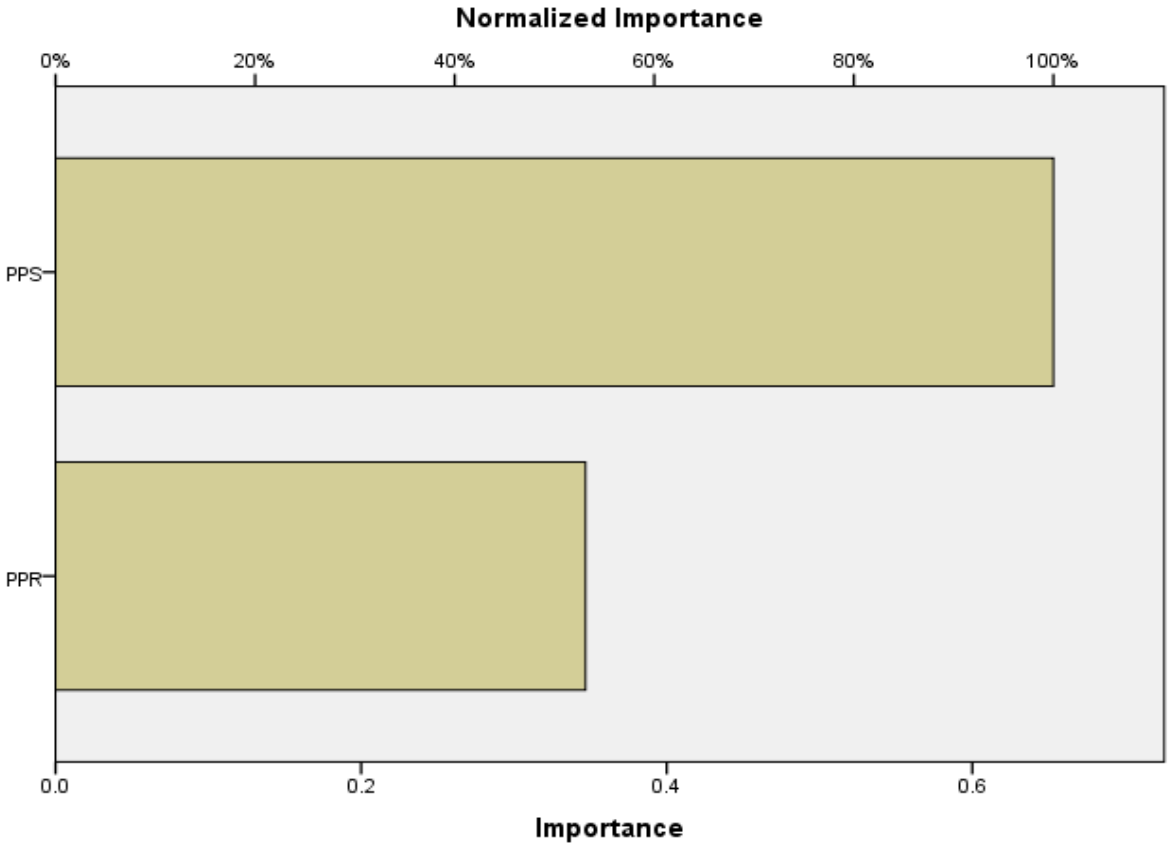


Figure 2: Importance ranking of studied variables influence on the child wholeness.

The data entered into the algorithm and the results obtained provided additional aggregated information on the effect of the predictors on child wholeness. When compared with that of the conventional linear regression method used for hypothesis above denoted a large degree of similarity but differ slightly in the importance level. Nevertheless, the observation does not imply double permeability; rather it exhibited lower level of importance among the tested parameters. The application of the different statistical tools deepened empirical insight and expanded the range of methodological analysis to inform the power of parental presence and parenting practices to child wholeness.

VIII. Discussion of Findings

The aggregated result of the hypothesis revealed that parental presence and parenting practices had a positive significant effect on a child's wholeness. The paper result is in consonance with previous works that found that parenting style is significantly related to children's subsequent mental health, well-being, and spiritual health (Bellous & Csinos, 2009; Đurišić & Bunijevac, 2017; Hornby, 2011); and parents and families have a major impact on the success of the process of education and general upbringing of children (Đurišić & Bunijevac, 2017; Mulalić, 2017). In addition, Lareau and Annette (2002) noted that a parental style is the overall emotional climate in the home; and as such, whatever consist of the parenting style, from authoritative, authoritarian, permissive, and uninvolved style, these styles of parenting involve combinations of acceptance and responsiveness on the one hand and demand and control on the other (Baumrind, 1978; McKay, 2006). Likewise, Spera (2005) found a family's social class plays a large role in the opportunities and resources that will be made available to a child. In addition, Bæck (2010), and Lee and Bowen (2006) cited cultural norms, insufficient financial resources, and lack of educational attainment as barriers to parental involvement in school. Conversely, Sarwar (2016) found that parents who spend maximum time with their children reduce the probability of developing delinquent behavior among their children. Thus, parenting practices and presence could have a direct effect on a child (Hill & Taylor, 2004).

Therefore, based on the Social Influence theory posited by Lazarsfeld, Berelson, and Gaudet (1944), and Theory of Centers by Alexander between 2002 and 2005 and findings as presented, the researchers concluded that the presence of parents and parenting practices could have an effect on a child's behavior, as parents are role models to their children and examples depicted by parents could mold a child's wholeness. As such, parents could influence children spiritually as spiritual virtues are easily cultivated in the life of a child

© 2021 Global Journals

with parental figures, and a child with parents who lack spiritual values could lack encouragement to worship God. Likewise, a child could easily indulge in pre-marital sex, alcoholism, drug abuse, robbery, and other social vices because of lack of adequate parental influence. Also, a child could perform poorly/excellently in his/her academics due to parental influence although, parental influence only is not enough to motivate a child to work hard in academics. Thus, parent-child bonding is not usually achieved when parental influence is lacking as children do not commonly open up or confide in parents who live away from them (Akpa & Amanze, 2018). Joseph in Genesis 37 was sold into captivity but the influence (presence & practices) he received from his parents were part of the pillars that sharpen his path in captivity.

IX. Conclusion and Recommendations

The study concluded that the concept of: do as I do and not just only as I say could be the one best way of raising a child either positively or negatively. Hence parents should be wary of their actions and inactions towards every child, as a child's behaviour could be formed and nurtured through parenting practices the child is exposed to by his/her parents. Therefore, for a child to experience wholeness in a family, parental influence should be the combination of parental presence and parenting practices. Consequently, the paper proposed a formula for a child's wholeness as: PI {PLP + PGP = ∑PI} = CW {SW + AW + MW + EW = ∑CW}. Although, the decaying social vices found in children cannot be totally eradicated due to peer pressure and other external and internal environmental influence, the fact still remains that, parents, "Train [Or Start] a child in the way he should go, and when *he is old* he will not turn from it." Proverbs 22:6. Future studies could apply longitudinal survey research design and increase the sample size and scope.

Acknowledgement

The authors' first appreciation is to God Almighty for life, health, mercies, wisdom and foresight. Appreciation goes to Prof. M. O. Akpa for his spirit-led tutelage, practical true-life applications and inspiration during the course "Personal and Family Wholeness", and behind this article write-up and critique. May God continue to bless, strengthen and prosper him and family.

References Références Referencias

1. Ainsworth, M., Blehar, M., Waters, E., & Wall, S. (1978). *Patterns of attachment.* Hillsdale, NJ: Erlbaum.
2. Ainsworth, M. (1989). Attachments beyond infancy. *American Psychologist, 44*(1), 709-716.
3. Akpa, M. O., & Amanze, P. O. (2018). *GEDS 901: Personal and family wholeness.* Lecture notes presented at College of Postgraduate Studies School of Education and Humanities Department of Religious Studies for Elongated Semester Module: July-August 2018 2017/2018 Academic Session.
4. Alexander, C. (2002). *The nature of order: An essay on the art of building and the nature of the universe*. Center for Environmental Structure: Berkeley, CA.
5. Amatea, E. S., & West, C. A. (2007). Joining the conversation about educating our poorest children: Emerging leadership roles for school counselors in high poverty schools. *Professional School Counseling, 11*(2), 81–89.
6. Amanze, R., & Amanze, P, (2009). *Give me children – A pastoral couple reconsiders the challenges of infertility among God's people.* Lagos: Jamiro Press Link.
7. Baumrind, D. (1978). Parental disciplinary patterns and social competence in children. *Youth & Society*: 238–276.
8. Bellous, J. E., & Csinos, D. M. (2009). Spiritual styles: creating an environment to nurture spiritual wholeness. *International Journal of Children's Spirituality, 14*(3), 213-224
9. Berger, E. H. (1998). *Parents as partners in education, Columbus.* A Bell and Howel Information Company
10. Berger, K. S. (2000). *The developing person through childhood and adolescence.* New York: Worth Publishers.
11. Bæck, U. D. K. (2010). Parental involvement practices in formalized home-school cooperation. *Scandinavian Journal of Educational Research, 54*(6), 549–563.
12. Bolin, N., & Inge. J. (2006). *Growing up in a culture of respect: Child rearing in Highland Peru.* Austin: University of Texas Press.
13. Bowlby, J. (1969). *Attachment*. New York: Basic Books.
14. Bull, N. J. (1969). *Moral education,* London, Routledge & Kegan Paul
15. Cherry, K. (2015). *Parenting styles: What they are and why they matters*. Retrieved from http://psychology.about.com/od/developmentalpsychology/a/parenting-style.htm
16. Coste, B. (2015). *Positive parenting: Practice advice and deep insights.* Retrieved from http://www.positive-parenting-ally.com/3-parenting-styles.html
17. Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin, 113,* 487-496.
18. Đurišić, M., & Bunijevac, M. (2017). Parental involvement as an important factor for successful education. *c e p s Journal, 7*(3), 137-153.

© 2021 Global Journals

19. Elaine, M. (1996). Talking to young people about things spiritual in education, spirituality and the whole child. *R. Best, London*: 196 - 205.
20. Katz, E. (1987). Communications research since Lazarsfeld. *Public Opinion Quarterly, 51*(4), 25-45.
21. Kimani, E., & Kombo, K. (2010). Challenges facing nuclear families with absent fathers in Gatundu North District, Central Kenya. *The African Symposium: An Online Journal of the African Education Research Network*, *10*(2), 34-56.
22. Epstein, J. L. (1995). Perspectives and previews on research and policy for school, family and community partnerships. In Booth, A & Dunn, J. (eds). *Family-school links: how do they affect educational outcomes*? Hillsdal, N.J.: Erlbaum.
23. Gates, G. J, & Badgett, L (2017). *Best practices for asking questions about sexual orientation on surveys*. UCLA CCPR Population Working Papers
24. Gattis, M. N. (2013). An ecological systems comparison between homeless sexual minority youth and homeless heterosexual youth. *Journal of Social Service Research, 39,* 38–49.
25. Griffin, K. W., Botvin, G. J., Scheier, L. M., Diaz, T., & Miller, N. L. (2000). Parenting practices as predictors of substance use, delinquency, and aggression among urban minority youth: Moderating effects of family structure and gender. *Psychology of Addictive Behaviors. 14*(2), 174-184.
26. Hafiz, M. W. R., Tehsin, F., Malik, M. S., Muhammad, S., & Muhammad, A. K. (2013). Parental involvement and academic achievement: A study on secondary school students of Lahore Pakistan. *International Journal of Humanities and Social Science*, *3*(8), 32.
27. Haim, O. (1999). *Parental presence: Reclaiming a leadership role in bringing up our children.* Zeig Tucker & Theisen Publishers.
28. Henderson, A., & Berla, N. (1994). *A new generation of evidence: The family is critical to student achievement. Columbia, MD*: National Committee for Citizens in Education.
29. Hill, N.E. (2001) Parenting and academic socialization as they relate to school readiness: the roles of ethnicity and family income. *Journal of Educational Psychology, 93,* 686-697.
30. Hill, N. E., & Taylor, L. C. (2004). Parental school involvement and children academic achievement: Pragmatics and issues. *Current Directions in Psychological Science, 13*(4), 161–164.
31. Hornby, G. (2011). *Parental involvement in childhood education: Building effective school family partnerships.* New York: Springer.
32. Johnson, R. C. & Medinnus, G. R. (1968) *Child Psychology, Behaviour and Development.* New York: John Ziley.
33. Keith, L. M., Persaud, T. V. N., & Mark, G. T (2013). Before we are born: Essentials of embryology. *Philadelphia, PA: Saunders. 8*, 327
34. Lareau & Annette (2002). Invisible inequality: Social class and childrearing in black families and white families". *American Sociological Review*. *67*(5) 747–776.
35. Lee, J., & Bowen, N. K. (2006). Parental involvement, cultural capital, and the achievement gap among elementary school children. *American Educational Research Journal, 43*(2), 193–218.
36. Lazarsfeld, P. F., Berelson, B., & Gaudet, H. (1944). *The people's choice.* New York: Duell, Sloan and Pearce.
37. Marshak, D. (2016). *The common vision: Parenting and educating for wholeness, (2nd Edition)*. Fairhaven Spiral Press.
38. McKay, M. (2006). Parenting practices in emerging adulthood: *Development of a new measure. Thesis, Brigham Young University.*
39. Mulalić, M. (2017). The spirituality and wholeness in education. *Journal of History Culture and Art Research, 6*(2), 13-24.
40. Papalia, D. E, Gross, D. & Feldman, R. (2002). *Child development: A tropical approach and making the grade.* London, United Kingdom: McGraw-Hill Education.
41. Rubin, M., & Kelly, B. M. (2015). *A cross-sectional investigation of parenting style and friendship as mediators of the relation between social class and mental health in a university.*
42. Santrock, J. W. (2007). *A topical approach to life-span development, third Ed.* New York: McGraw-Hill.
43. Sarwar, S. (2016). Influence of parenting style on children's behaviour. *Journal of Education and Educational Development, 3*(2), 222-249.
44. Spera, C. (2005). A review of the relationship among parenting practices, parenting styles, and adolescent school achievement. *Educational Psychology Review*, *17*(2), 125-146.
45. Substance Abuse and Mental Health Service Administration (2014). A practitioner's resource guide: Helping families to support their LGBT Children HHS Publ. No. PEP14-LGBTKIDS. Rockville, MD: SAMHSA.
46. Venham, L., Bengston, D., & Cipes, M. (1978). Parent's presence and child's response to dental stress. *J Dent Child*; *45*(3), 37-41.
47. Vida, T. (2011). Extract for putting children first, the magazine of the National Childcare Accreditation Council (NCAC). Issue 37: 11-13.
48. Weimann, G. (1994). *The influential*. Albany, NY: State University of New York Press.
49. Weiten, W., & McCann, D. (2007). *Themes and Variations. Nelson Education ltd:* Thomson Wadsworth.

© 2021 Global Journals

50. Wynn, L. (2002). *School readiness: Starting your child off right.* Raleigh North Carolina Partnership for Children.

Appendix 1

Hypothesis One

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.629[a]	.396	.382	.50850

a. *Predictors: (Constant), PARENTAL PRACTICE, PARENTAL PRESENCE*

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14.246	2	7.123	27.549	.000[b]
	Residual	21.720	84	.259		
	Total	35.966	86			

a. *Dependent Variable: CHILD WHOLENESS*
b. *Predictors: (Constant), PARENTAL PRACTICE, PARENTAL PRESENCE*

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.540	.626		2.459	.016
	PARENTAL PRESENCE	.273	.115	.204	2.367	.020
	PARENTAL PRACTICE	.343	.053	.559	6.489	.000

a. *Dependent Variable: CHILD WHOLENESS*

Hypothesis Two

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.442[a]	.196	.177	.86864

a. *Predictors: (Constant), PARENTAL PRACTICE, PARENTAL PRESENCE*

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.422	2	7.711	10.220	.000[b]
	Residual	63.381	84	.755		
	Total	78.803	86			

a. *Dependent Variable: SPIRITUAL WHOLENESS*
b. *Predictors: (Constant), PARENTAL PRACTICE, PARENTAL PRESENCE*

© 2021 Global Journals

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.970	1.070		1.841	.069
	PARENTAL PRESENCE	.223	.197	.112	1.129	.262
	PARENTAL PRACTICE	.370	.090	.408	4.100	.000

a. *Dependent Variable: SPIRITUAL WHOLENESS*

Hypothesis Three

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.515[a]	.265	.247	.94241

a. *Predictors: (Constant), PARENTAL PRACTICE, PARENTAL PRESENCE*

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	26.873	2	13.436	15.129	.000[b]
	Residual	74.603	84	.888		
	Total	101.476	86			

a. *Dependent Variable: MORAL WHOLENESS*
b. *Predictors: (Constant), PARENTAL PRACTICE, PARENTAL PRESENCE*

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.408	1.161		.351	.726
	PARENTAL PRESENCE	.260	.214	.116	1.217	.227
	PARENTAL PRACTICE	.495	.098	.481	5.054	.000

a. *Dependent Variable: MORAL WHOLENESS*

Hypothesis Four

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.542[a]	.294	.277	.68825

a. *Predictors: (Constant), PARENTAL PRACTICE, PARENTAL PRESENCE*

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	16.584	2	8.292	17.505	.000[b]
	Residual	39.789	84	.474		
	Total	56.373	86			

a. *Dependent Variable: ACADEMIC WHOLENESS*
b. *Predictors: (Constant), PARENTAL PRACTICE, PARENTAL PRESENCE*

© 2021 Global Journals

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.305	.848		1.539	.127
	PARENTAL PRESENCE	.242	.156	.145	1.551	.125
	PARENTAL PRACTICE	.382	.072	.497	5.333	.000

a. *Dependent Variable: ACADEMIC WHOLENESS*

Hypothesis Five

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.330[a]	.109	.088	.69323

a. *Predictors: (Constant), PARENTAL PRACTICE, PARENTAL PRESENCE*

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.938	2	2.469	5.138	.008[b]
	Residual	40.368	84	.481		
	Total	45.306	86			

a. *Dependent Variable: EMOTIONAL WHOLENESS*
b. *Predictors: (Constant), PARENTAL PRACTICE, PARENTAL PRESENCE*

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.479	.854		2.903	.005
	PARENTAL PRESENCE	.367	.157	.245	2.336	.022
	PARENTAL PRACTICE	.125	.072	.182	1.734	.087

a. *Dependent Variable: EMOTIONAL WHOLENESS*

© 2021 Global Journals