

Dual Perspective to Child's Wholeness

Umukoro, Jones. E.¹, Akinyemi, O², Akinyosoye, L³, guntoke, O⁴ and Ahannaya, C.⁵

¹ Babcock University

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Abstract

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. R² = 0.396 (F (2, 84) = 27.549, p<0.05), and the artificial neural network analysis showed parenting practices as the best predictor.

Index terms— academics, child, morality, parents, practices, .

1 Introduction

t 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; 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; Bunijevac, 2017; Mulali, 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

45 respect for law and order and civility; as, the rate at which children easily indulge in pre-marital sex, alcoholism,
46 drug abuse, robbery, and other social vices is on the increase both nationally and internationally while, most
47 parents are occupied with activities of fending for their children (Akpa & Amanze, 2018; Gates & Badgett, 2017;
48 Griffin, Botvin, Scheier, Diaz, & Miller, 2000; Kimani & Kombo, 2010; Spera, 2005; Substance Abuse and Mental
49 Health Service Administration, 2014). More so, children learn values from their parents more than anyone else,
50 and learn best by copying their parents' actions (Cherry, 2015; Coste, 2015; Berger, 2000); but could it be that
51 parents are taking for granted the fact that successful childrearing requires the active and continuing physical,
52 emotional, intellectual, and spiritual influence of parents in the lives of their children. It is on this premise that
53 this article investigated parental influence (parental presence and parenting practices) on a child's wholeness.

54 2 II.

55 3 Objectives of the Study

56 The objectives of this paper include:

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

62 III.

63 4 Literature Review a) Parenting Influence

64 The earliest research on parenting and its influence on child development examined ways in which parents
65 disciplined their children (Spear, 2005). However, the concept of parenting influence for this work was viewed
66 from the aspect of parental presence and parenting practices. Parental presence is a bipolar concept in that
67 the parent must be present both as an individual and as the incumbent in the parenting role; and if either of
68 the two is lacking, the child could suffer deprivation (Haim, 1999). A large body of literature on the quality
69 of parental involvement concerns parental behaviors that promote secure attachment in infants and toddlers.
70 Further, attachment refers to an enduring reciprocal emotional bond between parent and child that transcends
71 space, time, and even death (Ainsworth, 1989; Bowlby, 1969). Children who experience parental responses that are
72 intrusive, inconsistent, or ill-timed for meeting the child's needs develop a sense of insecurity (Ainsworth, Blehar,
73 Waters, & Wall, 1978). As such, the quality of the parent-infant attachment relationship serves as a prototype for
74 the quality of relationships that children expect to experience throughout their lifespan (Ainsworth, 1989; & Bunijevac, 2017). Parenting practices are defined as specific behaviors that parents use to socialize their
75 children (Darling & Steinberg, 1993).
76

77 5 b) Child's Wholeness

78 Vida, 2011). Elaine (1996), and Mulali (2017) defined spirituality as, awareness that there is something greater
79 than the course of everyday events. However, there is a strong belief amongst recent scholars that spirituality is
80 innate and universal (Mulali, 2017; Vida, 2011). Conversely, Bull (1969) stated that the child is not born with
81 a built-in moral conscience but he is born with those natural, biologically purposive capacities that make him
82 potentially a moral being.

83 According to & Bunijevac (2017), education is essential for the development of society, as it is
84 said that the more educated people of a society are the more civilized and well-disciplined the society will be.
85 Thus, families have the responsibility of educating their children so they are productive members of society
86 (Hafiz, Tehsin, Malik, Muhammad & Muhammad, 2013). As such, parental involvement practices in a child's
87 education along with environmental and economic factors may affect a child's development in areas such as
88 cognition, language, and social skills. Numerous studies in this area have demonstrated the importance of family
89 interaction and involvement practices in the years prior to entering school (Bergsten, 1998; Hill, 2001; & ynn,
90 2002). Epstein's (1995) framework of six major types of parental involvement is among the most useful tools
91 developed in the educational field for defining parental involvement practices and linking them with certain type's
92 outcomes. In light of these comments, Elishiba and Kinmani (2010) postulated that fathers' absence from the
93 home creates tensions, family break-ups, disciplinary and motivation problems, which affect children's emotional,
94 social, academic, and psychological progress. As such, it has been noted that the major cause of most serious
95 personality disorders is maternal deprivation in early childhood.

96 6 c) Parental Influence Perspective to Child's Wholeness

97 Venham, Bengston, and Cipes (1978) studied the reactions in 64 children aged 2-5 years (30 boys, 34 girls) without
98 any prior dental visits in the two groups of with/without parental presence. The visits included preliminary
99 visits, diagnosis, and prophylaxis, and fluoride therapy. During the treatment phase, the children's heartbeat
100 rate, baseline skin reaction, or skin resistance to electrical current were observed followed by Venham Picture Test
101 at the beginning of each visit with scaling the clinical behavior and anxiety via taped Films using the Venham

102 Anxiety and Behavior Scale. Total and one-by-one visits session studies did not reveal any significant differences
103 in children's reactions with or without parental presence. Other studies showed that a family's social class played
104 a large role in the opportunities and resources that were made available to a child. Likewise, children of lower
105 working-class families often grow up at a disadvantage with the schooling, communities, and parental attention
106 made available to them compared to middle-class or upper- Refers to a state of completeness in a child's life and
107 as a result, he or she is able to live life to the fullest (Baumrind, 1978). Thus, this paper measured a child's
108 wholeness with spiritual, academic, moral, and emotional wholeness. Spirituality is a difficult concept to define
109 as it means different things to different people. For some people, spirituality is a sense of connection to the
110 land, environment, and universe; for others, it is about religious philosophy and practices, or certain cultural
111 or family rituals or ways of being that are regarded as sacred. Yet for some people, their spirituality is simply
112 a way of connecting with people and involves deeply held values about what is right and wrong and how one
113 needs to conduct him/herself (Amanze & Amanze, 2009; Bellous & Csinos, 2009; class upbringings (Spera, 2005).
114 Also, research has shown that it is especially important to have a supportive relationship when a child is young
115 and it is also essential to maintain a close relationship during the teen years (Gattis, 2013; Kimani & Kombo,
116 2010;McKay, 2006). Thus, parenting practices could have a direct effect on a child (Hill & Taylor, 2004).

117 Further, Johnson and Medinnus (1968) found that most medical students whose fathers had been absent while
118 they were ages one to five of life were more psychopathic and criminal in behavior than those whose parents
119 were not absent during this period. Thus, the child is emotionally stable when the caring responsibilities are
120 carried out by both parents (Elishiba et al. 2010); as Lareau and Annette (2002) noted that a parental style is
121 the overall emotional climate in the home. Baumrind (1978) identified three main parenting styles in early child
122 development which are authoritative, authoritarian, and permissive, and these parental styles were later expanded
123 to four, including an uninvolved style (McKay, 2006). These four styles of parenting involve combinations of
124 acceptance and responsiveness on the one hand and demand and control on the other. Baeck (2010), and Lee
125 and Bowen (2006) cited cultural norms, insufficient financial resources, and lack of educational attainment as
126 barriers to parental involvement in school. Also, research showed that parental involvement practices are more
127 important to children's academic success than their family's socioeconomic status, race, ethnicity, or educational
128 background (Amatea & West, 2007;Henderson & Berla, 1994). Thus recent research has found that parenting style
129 is significantly related to children's subsequent mental health and well-being (?uri?i? & Bunijevac, 2017;Hornby,
130 2011). As such, parents and families have a major impact on the success of the process of education and the
131 general upbringing of children (?uri?i? & Bunijevac, 2017).

132 IV.

133 7 Theoretical Review a) Social Influence

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

142 8 b) Theory of Centers

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

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153 9 Methodology

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

14 SOURCE: RESULTS EXTRACTED FROM REGRESSION TABLES (SEE APPENDIX 1) C) INTERPRETATION HYPOTHESIS ONE:

161 administered to randomly selected married staff who responded from their experiences as parents. There were
162 100 participants.

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

173 10 VII.

174 11 Results and Discussions a) Respondents Bio Data/Personal Information

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

178 12 b) Data Analysis to Answer Research Questions

179 The following scale was used to analyse respondents' perception. 6 = Strongly Agree; 5 = Agree; 4 = Partially
180 Agree; 3 = Partially Disagree; 2 = Disagree; 1 = Strongly Disagree. Information presented in descriptive Table
181 2 revealed that based on the mean scores (M), respondents agreed that presence of parents impacts on a child's
182 behavior, and that a child that grows up without parental presence lack respect, good manners and moral norms.
183 In addition, participants agreed that a child with parental presence is more responsible and parents are role models
184 to their children. Information presented in Table 3 showed that respondents agreed that behavior exhibited by
185 parents' impacts on a child's behavior. However, respondents partially disagreed that do as I say and not as I do
186 should be one best way of raising up a child; and that parents who drink alcohol can teach a child not to drink.
187 More so, respondents agreed that examples depicted by parents mold a child's wholeness. Data presented in
188 Table 5 revealed that respondents agreed that parent impacts children spiritually, that spiritual virtues are easily
189 cultivated in the life of a child with parental figures, and the absence of parents and practices in a family leaves
190 a child without spiritual guidance. Respondents also agreed that a child with parents who lacked spiritual values
191 lacked encouragement to worship God. Information in Table 5 reveled respondents partially disagreed that a child
192 with parental influence easily indulges in pre-marital sex, but agreed that indiscipline is one of the challenges of a
193 child with no parental influence. Participants partially agreed that a child can easily indulge in alcoholism, drug
194 abuse, robbery and other social vices because of lack of parental influence; and partially disagreed that there
195 is lack of respect in a child with parental influence. Data in Table 6 showed that respondents partially agree
196 that a child performs poorly/excellently in his/her academics due to parental influence. But agreed that children
197 are discouraged from working hard in their academics by the parental influence. Also, participants agreed that
198 parental influence only is not enough to motivate a child to work hard in academics; and partially agreed that
199 children don't like to study so parental influence will not make a difference. Information in Table 7 revealed
200 respondents agreed that a child is sometimes unhappy or emotionally disturbed as a result of parental influence;
201 and parent-child bonding is not achieved when parental influence is lacking. Participants agreed that a child
202 tends to be more attached to parents who stay close to him/her always; and children do not open up or confide
203 in parents who live away from them.

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

207 14 Source: Results extracted from Regression tables (see appendix 1) c) Interpretation Hypothesis One:

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

216 15 Hypothesis Two:

217 The multiple regression results revealed that there is a significant positive effect of parental presence and parenting
218 practices on child's spiritual wholeness as depicted by the aggregated significance result of Adj. R² of 0.196,
219 $p < 0.05$ with F-statistics of 10.220. However, the Adjusted R² of 0.196 indicated that parental presence and
220 parenting practices statistically accounted for 19.6% of a child's spiritual wholeness. Further, the individual
221 results revealed that only parenting practices had positive significant effect on spiritual wholeness with $p =$
222 0.000 while parental presence had positive but insignificant effect. Consequently, based on the aggregated result
223 parental presence and parenting practices had positive significant effect on a child's spiritual wholeness.

224 16 Hypothesis Three:

225 The multiple regression results revealed that there is a significant positive effect of parental presence and parenting
226 practices on child's academic wholeness as showed by the joint significance result of Adj. R² of 0.294, $p < 0.05$ with
227 F-statistics of 17.505. Nevertheless, the Adjusted R² of 0.294 indicated that parental presence and parenting
228 practices statistically accounted for 29.4% of a child's academic wholeness. Additional, the individual results
229 revealed that only parenting practices had significant influence on academic wholeness with $p = 0.000$ while,
230 parental presence had positive but no significant effect. Accordingly, based on the joint result, parental presence
231 and parenting practices had positive significant effect on a child's academic wholeness.

232 17 Hypothesis Four:

233 The multiple regression results revealed that there is a significant positive effect of parental presence and parenting
234 practices on child's moral wholeness as represented by the aggregated significance result of Adj. R² of 0.265,
235 $p < 0.05$ with F-statistics of 15.129. However, the Adjusted R² of 0.265 showed that parental presence and
236 parenting practices statistically accounted for 26.5% of a child's moral wholeness. The individual result showed
237 that only parenting practices had positive significant effect on moral wholeness with $p = 0.000$ while parental
238 presence had positive but insignificant effect. Therefore, based on the joint result, parental presence and parenting
239 practices had positive significant effect on a child's moral wholeness.

240 18 Hypothesis Five:

241 Based on the multiple regression results of hypothesis four summarily showed that there is a significant positive
242 effect of the independent variables (parental presence and parenting practices) on the dependent variable
243 (emotional wholeness) as depicted by the aggregated significance result of Adj. R² of 0.109, $p < 0.05$ with F-
244 statistics of 5.138. Nonetheless, the Adjusted R² of 0.109 showed that parental presence and parenting practices
245 statistically accounted for 10.9% of a child's emotional wholeness. The individual results revealed that only
246 parental presence had positive significant effect on emotional wholeness with $p = 0.022$ while parenting practices
247 had a positive but no significant influence. Hence, based on the joint result, parental presence and parenting
248 practices have positive significant effect on a child's emotional wholeness.

249 19 d) Artificial Neural Network (Multilayer Perceptron)

250 Based on the results from the artificial neural network architecture diagram (Figure 1), the synaptic weight shows
251 higher relationship between the independent variable of parenting practice (PPS/PGP) (0.750). This contrasts
252 the synaptic weights of parental presence (PPR/PLP) (0.311). Nevertheless both predictor variables had positive
253 effect on child wholeness. This was supported by the parameter estimates as shown in Table 9 considering both
254 the hidden and output layers of the analysis. Parenting practices was the stronger determinant with parameter
255 estimate value of 0.750 in the H(1:1) hidden layer. However, parental presence was the stronger determinant of
256 child wholeness in the H(1:2) hidden layer. Aggregately, hidden layer H(1:1) had output effect of 0.449 while
257 hidden layer H(1:2) had output effect of 0.359 mainly due to the effect of parenting practices which significantly
258 affected child wholeness. The observations from the algorithm results correctly identified the model and also
259 projected the parameters with a high degree of certainty and accuracy regarding child wholeness determinants.
260 The model acknowledged the dynamism and the parameter estimation algorithm that would be integrated to form
261 a predictive system for child wholeness. The data entered into the algorithm and the results obtained provided
262 additional aggregated information on the effect of the predictors on child wholeness. When compared with that
263 of the conventional linear regression method used for hypothesis above denoted a large degree of similarity but
264 differ slightly in the importance level. Nevertheless, the observation does not imply double permeability; rather it
265 exhibited lower level of importance among the tested parameters. The application of the different statistical tools
266 deepened empirical insight and expanded the range of methodological analysis to inform the power of parental
267 presence and parenting practices to child wholeness.

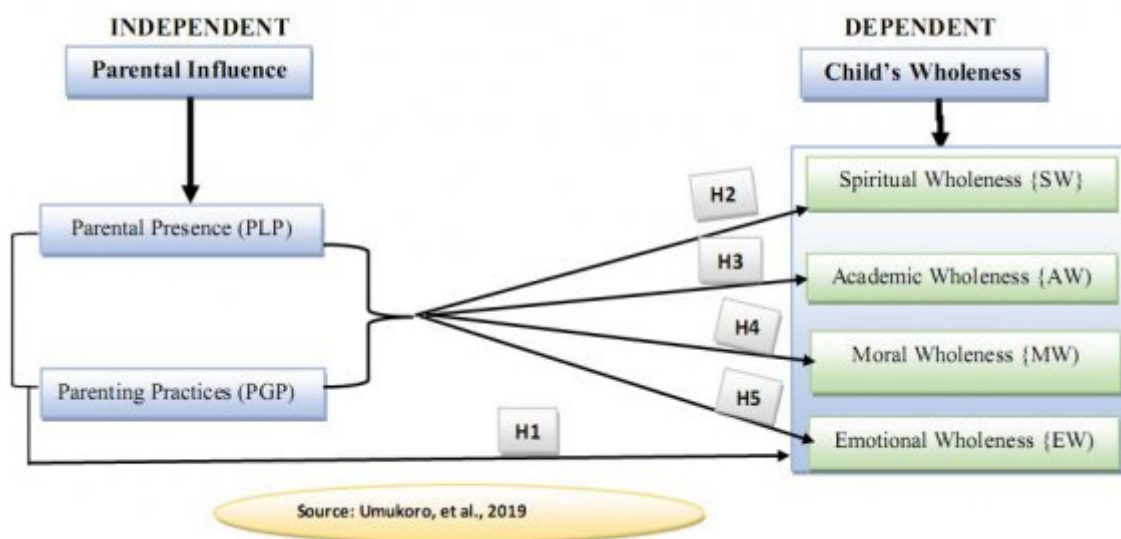
20 VIII.

21 Discussion of Findings

270 The aggregated result of the hypothesis revealed that parental presence and parenting practices had a positive
 271 significant effect on a child’s wholeness. The paper result is in consonance with previous works that found that
 272 parenting style is significantly related to children’s subsequent mental health, well-being, and spiritual health
 273 (Bellous & Csinos, 2009; ?uri?i? & Bunijevac, 2017; Hornby, 2011); and parents and families have a major
 274 impact on the success of the process of education and general upbringing of children (?uri?i? & Bunijevac,
 275 2017;Mulali?, 2017). In addition, Lareau and Annette (2002) noted that a parental style is the overall emotional
 276 climate in the home; and as such, whatever consist of the parenting style, from authoritative, authoritarian,
 277 permissive, and uninvolved style, these styles of parenting involve combinations of acceptance and responsiveness
 278 on the one hand and demand and control on the other (Baumrind, 1978;McKay, 2006). Likewise, Spera (2005)
 279 found a family’s social class plays a large role in the opportunities and resources that will be made available
 280 to a child. In addition, Baeck (2010), and Lee and Bowen (2006) cited cultural norms, insufficient financial
 281 resources, and lack of educational attainment as barriers to parental involvement in school. Conversely, Sarwar
 282 (2016) found that parents who spend maximum time with their children reduce the probability of developing
 283 delinquent behavior among their children. Thus, parenting practices and presence could have a direct effect on
 284 a child (Hill & Taylor, 2004). with parental figures, and a child with parents who lack spiritual values could
 285 lack encouragement to worship God. Likewise, a child could easily indulge in pre-marital sex, alcoholism, drug
 286 abuse, robbery, and other social vices because of lack of adequate parental influence. Also, a child could perform
 287 poorly/excellently in his/her academics due to parental influence although, parental influence only is not enough
 288 to motivate a child to work hard in academics. Thus, parent-child bonding is not usually achieved when parental
 289 influence is lacking as children do not commonly open up or confide in parents who live away from them (Akpa &
 290 Amanze, 2018). Joseph in Genesis 37 was sold into captivity but the influence (presence & practices) he received
 291 from his parents were part of the pillars that sharpen his path in captivity.

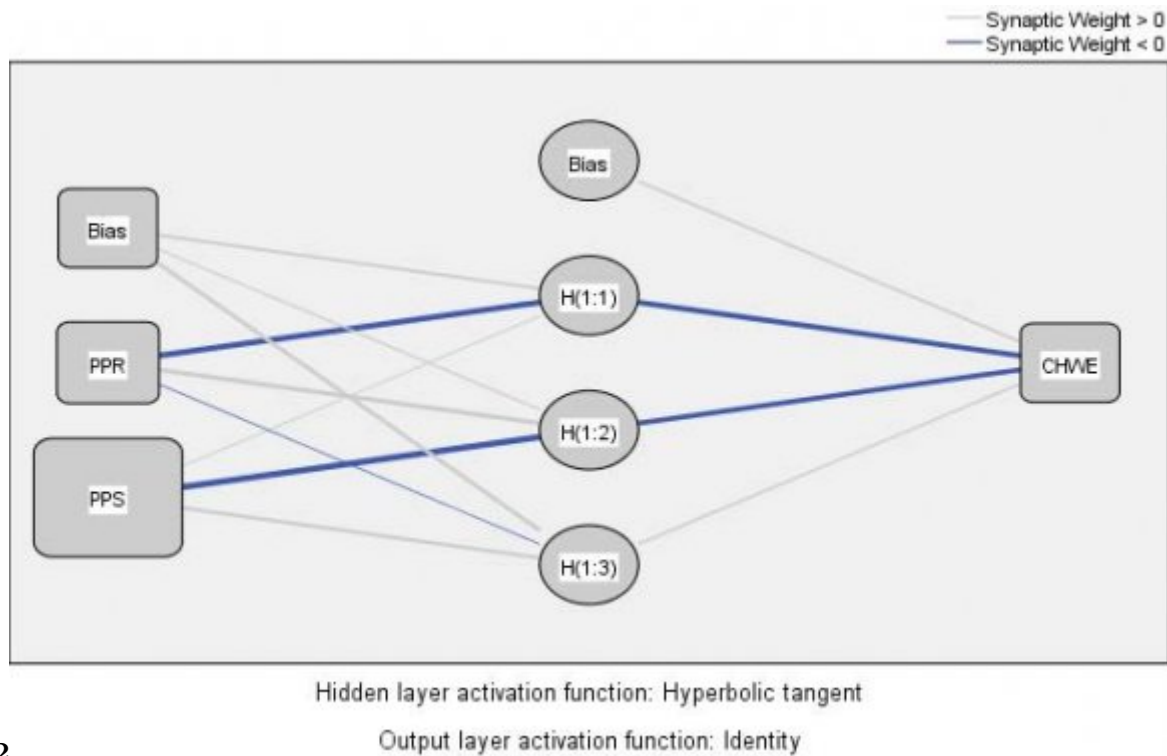
22 IX. Conclusion and Recommendations

293 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
 294 raising a child either positively or negatively. Hence parents should be wary of their actions and inactions towards
 295 every child, as a child’s behaviour could be formed and nurtured through parenting practices the child is exposed
 296 to by his/her parents. Therefore, for a child to experience wholeness in a family, parental influence should be
 297 the combination of parental presence and parenting practices. Consequently, the paper proposed a formula for
 298 a child’s wholeness as: $PI \{PLP + PGP = ?PI\} = CW \{SW + AW + MW + EW = ?CW\}$. Although, the
 299 decaying social vices found in children cannot be totally eradicated due to peer pressure and other external and
 300 internal environmental influence, the fact still remains that, parents, "Train [Or Start] a child in the way he
 301 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. ^{1 2}



1

Figure 1: Figure 1 :



2

Figure 2: Figure 2 :

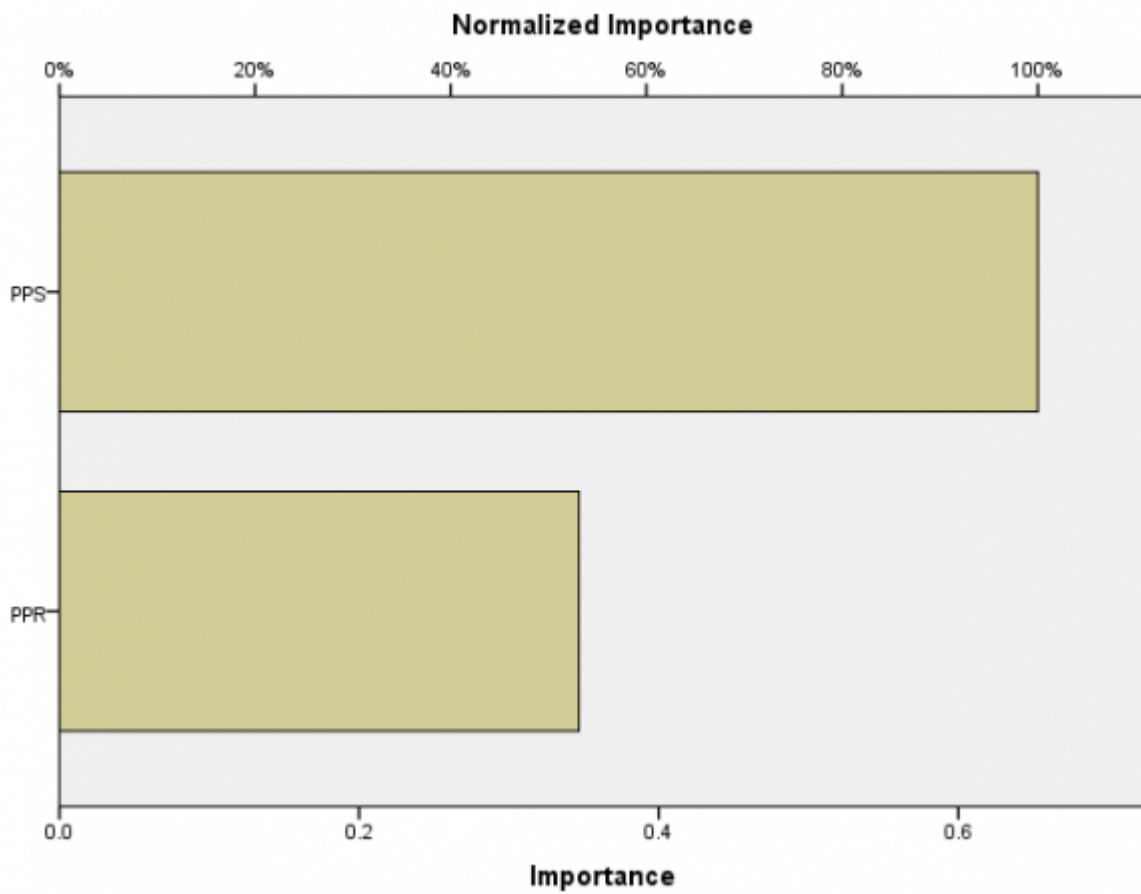


Figure 3:

1

| | | | |
|---|---------------------------------------|----------------------------------|-------------|
| | Dual Perspective to Child's Wholeness | | |
| | V. | Conceptual Framework | |
| Year 2021 (H) Global Journal of Hu- man Social Science | | | |
| | | (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 |

Figure 4: Table 1 :

2

| | | | | | |
|--|----|------|------|--------|--------|
| 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

Figure 5: Table 2 :

3

N Minimum Maximum Mean Std. Deviation

Figure 6: Table 3 :

4

| | | | | | |
|--|----|------|------|--------|---------|
| 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

Figure 7: Table 4 :

5

N Minimum Maximum Mean Std. Deviation

Figure 8: Table 5 :

6

N Minimum Maximum Mean Std. Deviation

Figure 9: Table 6 :

7

| Dual Perspective to Child's Wholeness | |
|--|---------------------------------------|
| Descriptive Statistics | N Minimum Maximum Mean Std. Deviation |
| Year 2021 | |
| 36 | |
| Volume XXI Issue IV Version I (H) | Descriptive Statistics |
| Global Journal of Human Social Science | m |

Figure 10: Table 7 :

8

| Joint Significance Result Items | R | R ² | F | ANOVA p-value | Individual Variables | Significance Coefficient | Result Decision |
|--|-------|------------------|-------|---------------|----------------------|--------------------------|-----------------|
| Hypothesis One | | | | | | | |
| Parental Presence & Parenting Practices on Child's Wholeness | 0.629 | 0.396 (39.6%) | 27.54 | 10.000 b | PLP | on 0.020 | Significant |
| | | | | | CW | | |
| | | | | | PGP | on | Significant |
| | | | | | CW | | 0.000 |
| Hypothesis Two | | | | | | | |
| Parental Presence & Parenting Practices on Child's Spiritual Wholeness | 0.442 | 0.196 (19.6%) | 10.22 | 10.000 b | PLP | on 0.262 | Not |
| | | | | | CSW | | |
| | | | | | PGP | on 0.000 | Significant |
| | | | | | CSW | | |
| Hypothesis Three | | | | | | | |
| Parental Presence & Parenting Practices on Child's Academic Wholeness | 0.542 | 0.294 (29.4%) | 17.50 | 10.000 b | PLP | on 0.125 | Not |
| | | | | | CAW | | |
| | | | | | PGP | on 0.000 | Significant |
| | | | | | CAW | | |
| Hypothesis Four | | | | | | | |
| Parental Presence & Parenting Practices on Child's Moral Wholeness | 0.515 | 0.265 (26.5%) | 15.12 | 10.000 b | PLP | on | Not |
| | | | | | CMW | | |
| | | | | | | 0.227 | Significant |
| | | | | | PGP | on 0.000 | Significant |
| | | | | | CMW | | |
| Hypothesis Five | | | | | | | |
| Parental Presence & Parenting Practices on Child's Emotional Wholeness | 0.330 | 0.109 (10.9%) | 5.13 | 8.008 b | PLP | on 0.022 | Significant |
| | | | | | CEW | | |
| | | | | | PGP | on 0.087 | Not |
| | | | | | CEW | | Significant |

Figure 11: Table 8 :

| Predictor | | Parameter Estimates | | 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 | |

Figure 12: Table 9 :

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e) Importance of Independent Variables Table 10 and Figure 2 further contained an analysis, which computed

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 |
|--------------------|------------|
| Parental Presence | 0.360 |
| Parenting Practice | 0.640 |

Source: SPSS Output Independent Variable Importance

Figure 13: Table 10 :

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22 IX. CONCLUSION AND RECOMMENDATIONS

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