

# Lack of Parental Supervision and Psychosocial Development of Children of School Going Age in Buea Sub-Division

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## ABSTRACT

This study sought to investigate lack of parental supervision and psychosocial development of children of school going age in Buea sub-division of the South West Region. A mixed research method was used. Data collected from the administration of questionnaires with pupils and the interview data from interview sessions with parents were analysed using both quantitative and qualitative data analytical techniques respectively. In relation to questionnaire data, we adopted the quantitative technique of data analysis consisting of both descriptive and inferential statistics. This consisted mainly to the closed ended questions which consist of both single response and Likert scale sets of questions. The open-ended questions were analysed using thematic analysis. After receiving questionnaires from the field, the data was entered and analysed using the Statistical Package for Social Sciences (SPSS) Standard version, Release 21.0 (IBM Inc. 2012) and data validation and cleaning were carried out. Descriptive results revealed that parents offer assistance to their children with regards to their assignments but do not exercise full supervision with regards to whether their children need private teaching at home; there is high level of parental supervision over children works; also there is parental supervision with respect to discussion of issues concerning the future of children; parents and guardians create time to supervise their children to determine if they have done their assignments before going to bed; as well as offer attention to children. Findings revealed that in cases of increase in lack of Parental supervision, there is an increase in social withdrawal amongst children ( $r=0.461$ ,  $p < 0.01$ ), increase in anger levels amongst children of school going age ( $r=0.263$ ,  $p < 0.01$ ), decrease in anxiousness in children ( $r = -0.164$ ,  $p < 0.01$ ), but an increase in self-esteem levels in children of school going age ( $r=0.363$ ,  $p < 0.01$ ), and an increase in depression amongst children ( $r=0.399$ ,  $p < 0.01$ ), and an overall increase in psychosocial development in ( $r=0.345$ ,  $p < 0.01$ ) of children of school going age in Buea Sub-Division. Lack of parental supervisor determines 15.9% variation ( $R^2 = 0.159$ ;  $F=66.088$ ;  $P < 0.01$ ) in pupil's level of depression, 21.2% variation ( $R^2 = 0.212$ ;  $F=94.094$ ;  $P > 0.01$ ) in children's level of social withdrawal, 6.7% variation ( $R^2 = 0.067$ ;  $F=26.029$ ;  $P < 0.01$ ) in level of anger amongst children, 2.7% variation ( $R^2 = 0.027$ ;  $F=9.613$ ;  $P < 0.01$ ) in pupil's level of anxiousness, 13.2% variation ( $R^2 = 0.132$ ;  $F=53.070$ ;  $P < 0.01$ ) in pupil's level of self-esteem and 11.9% variation ( $R^2 = 0.119$ ;  $F=47.184$ ;  $P < 0.01$ ) in overall psychosocial development of children of school going. This confirms the hypothesis results that ( $t=6.869$ ,  $P < 0.01$ ) lack of parental supervision has a significant effect on the psychosocial development of children of school going age in Buea Sub-Division.

**KEYWORDS:** Parental Supervision, Psycho-social Development, Children

## INTRODUCTION

Every society in the world has a set of peculiar ideas, beliefs, customs and values that guide the behaviour and practices of members of that society (Akinsola, 2011). Every society has a culture and every culture has at least one ideology of the universe or worldview that reflects an obvious philosophical outlook to what

the universe is, regarding the meaning and purpose of life and the development and place of the child in it. A majority of children today spend their first years of existence within the context of the family. Parents would like their children to grow up as socially and emotionally matured individuals, characterized by a

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healthy personality and good social standard. Children's needs must be understood and met and in addition to this, there is need to develop a kind of nurturing environment that optimally supports child development.

### **Background**

Child neglect is a concept that has brought a lot of controversy among persons and societies at large. Child neglect begins at a very young age from infancy between 0-2 years of age and extends to other stages of child development. Hildyard & Wolfe (2002) argue that child neglect typically begins at an early age from infancy/preschool and has accumulating effects on subsequent developmental abilities and limitations in cognitive, social-emotional and behavioural. Neglect is recognised as leading to significantly poor outcomes for children in the short and long term. It is also known to co-exist with other forms of abuse. Children at preschool are, clearly, simultaneously in need and at risk, with the risks flowing both directly from the unmet needs and indirectly from the dangers associated with lack of care and supervision (Scottish Executive, 2002).

### **Statement of the Problem**

The environment children grow in is very important as far as their emotional and social developments are concern. Meeting children's needs has always been a motivating factor for healthy development. However, Cameroon's socio-cultural contexts provide a very challenging and even sometime difficult environment for children's psychosocial development. Many children are exposed to poor physical care as they do not get sufficient and quality nutrition, some end up homeless in streets as street children because of abandonment or rejection from their homes, some have insufficient clothing and many are also exposed to poor health conditions and have no access to quality health services. In spite of government's many policies aimed at protecting children, the impact of those policies on target children is far from meeting the size of the need. The present study seeks to create awareness of the existing gaps in policy and practice by investigating lack of parental supervision and the psycho-social development among children in Buea.

### **Poor parental supervision**

Poor parental supervision poses questions about why the parent is not watching over their child (or making sure this happens). Lack of supervision encapsulates a range of behaviour including the child being left at home alone. Gardner's (2008) study the one hundred practitioners interviewed gave over 30 descriptions of situations where children had been left unsupervised at home. These included extreme examples of being locked inside their family home while parents were out for extended periods.

A mixed methods study of young people's own recognition of abuse and neglect revealed that young people find it more difficult to define and recognise neglect than other categories of maltreatment and the younger the child the less likely they are to understand their own experiences as abusive and unacceptable (Cossar, 2013). This indicates that it is unrealistic to expect young children to disclose their experiences and highlights the need to observe young children's behaviour and their conversations about life at home. Cawson et al. (2000) surveyed 2,869 young people's reflections on their earlier experiences of physical nurturing, health care and supervision, and found that young people more frequently gave examples of poor supervision than other facets of neglect. There were many reports of supervisory neglect and its subsequent consequences. Poor supervision resulted in children having to look after themselves frequently, going hungry, going to school in dirty clothes, not being taken to the doctor, being left alone in the evenings/overnight because their parents were away or had other problems, e.g., substance misuse. Yet, even these older respondents did not on the whole describe themselves as neglected when they were younger

The significance of attachment between the child and the parent has long been established (Bretherton, 1992; Lyons-Ruth & Jacobvitz, 1999). A loving, warm and responsive parent provides a firm foundation for a child's social and emotional development. Research has suggested a link between the quality of parent-child attachment and outcomes later in life, such as the level of social skill, self-esteem, and the level of aggressive behaviour. Preschool children who have uninvolved, rejecting or harsh parents are more likely to show overactive, noncompliant, aggressive and impulsive behaviour (Campbell, 1995). A secure bond to the parents allows the child to develop a positive self-image and the child also learns to trust the parent and this may transfer to a general perception of other people as safe and reliable. A secure base is created when the parent is available, responsive and a reliable source of safety and comfort to the child, and this provides a good foundation for general interpersonal skills. The way a child interacts with the parent is important, and the child's temperament might influence the parent's way of treating him or her, therefore making the bond dyadic in nature. A vicious cycle may begin as difficult infant temperament attracts harsher parenting. This process may be further compounded by the sensitivity and therefore greater susceptibility of children with difficult temperaments to the effects of harsh and neglecting parenting styles.

Neglectful parents show little control, are disengaged, undemanding, and unsupportive of their children. The parents are focused on their own needs more than the needs of their child. Therefore, the child develops a poor sense of self-worth; the child grows up believing that he or she is not special or important enough to deserve the parent's attention. These children may later in life seek affection and attention in other ways, and peers can become very important during the teenage years, when these children may show patterns of truancy and delinquency (O'Connor, 1997). Differences in self-perception are important factors to consider when the potential for criminal behaviour is discussed. A positive self-image protects against a range of life challenges. A supportive and warm relationship may lay the foundation upon which a positive self-image can develop. It may be misleading to suggest that a positive self-image is the direct result from a development of positive attachment; however, a positive bond is important for the development of a healthy self-image. Recent research suggests that children in care who developed a secure attachment were most likely to have a positive self-image (Taylor, 2006).

A supportive and loving relationship with the parent may lead to the development of a perception of oneself as someone who is competent and deserving of affiliations. This positive self-image will be reflected in later relationships in life. Parents, who constantly shout or ignore the child, damage the self-image which increases the externalising conduct (Delfos, 2004). The children later may show a number of antisocial behaviours: lying, stealing and aggression. Early parent-child relationships characterised by inconsistency and insecurity are more likely to foster a model in which other people are perceived as not to be trusted. Furthermore, people are seen as acting according to negative motives. The child grows up living with fear scared and one that is easily misled. These children are more easily to lead astray, and are more likely to be involved in criminal activities.

Poor parental supervision in many cases begins at early childhood; however, the consequences of this parenting style might not become obvious until the child becomes a teenager. Teenagers who lack parental supervision are more likely to engage in early sexual behaviour and experiences with drugs than children of authoritative parents. The influence of peers is significantly high during the teenage years, and a poor self-image may allow these individuals more susceptible to engage in criminal behaviour. There seems to be a link between letting children roam the streets unsupervised from an early age and

potential criminal behaviour later in life. For example, in the Cambridge-Somerville study, poor parental supervision in childhood was the best predictor of violent and property offending up to the age of forty-five (Lyons-Ruth & Jacobvitz, 1999).

Thus, the young people who lack both the supportiveness of parental warmth and the self-esteem may have major difficulties in coping with challenging situations or negative influences of peers. These children are afraid to say no, and they might be looking for friendship and support from peers, since they lack support at home. In some cases, the problem is complicated by public responses to young people. Sometimes youths are considered a source of disorder and their behaviour must be restricted, this may make young people feel angry and unwanted. They are out on the streets because they have nowhere else to turn, and because they are not appreciated at home. The frustration and lack of supervision may be expressed in destructive activities, such as vandalism. Delinquent behaviour is frequently committed in the same area as the young person place of residence. Young people are likely to offend with their peers and the criminal activity is often unplanned, and opportunistic. In other words, many of these crimes have a character of attention seeking.

Neglectful parents are focused on their own needs and the child grows up believing that other aspects of their parents' lives are more important. The child's temperament and behaviour also influence the parent, and in some cases a vicious cycle may begin. Children who grow up in homes which lack parental supervision often have low self-esteem. This lack of confidence makes it difficult and hard to establish relationship with peers, and these children may be easy to influence and lure into criminal activities. From the research conducted, a major aspect to why poor supervision from parents may direct a child to engage in criminal behaviour is the fact that children may have a distorted perception to what is considered to be socially accepted and what is not from an early age. Often, as discussed earlier, in families from a working-class background, committing crimes such as theft, benefit fraud or vandalism is deemed as acceptable. As a young child growing up around this environment, it may be seen as the norm by the child from an early age because the child's peers and family are participating in similar activities. This may result in the child committing more severe crimes as he or she grows up, in order to fit in with the environment or because the boundaries of what is deemed as socially accepted are blurred, as a result of the child's upbringing.

Poor parental supervision in many cases begins at early childhood; however, the consequences of this parenting style might not become obvious until the child reaches adolescence. Inconsistency between the parents (sometimes allowing particular behaviour and sometimes punishing it) may also contribute to an individual's criminal potential. Parents who tend not to explain to children why they are being punished make it difficult for the child to identify the behaviour that was being punished. Even though the consequences of lack of supervision might have different effect on girls and boys, generally, lack of supervision and attention has an enormous impact on a child and a child's criminal potential.

Children that are left alone, unsupervised, and don't have regular one-on-one time with a parent frequently have unmet emotional needs. They are not taught the importance of values, morals, and respect for self and others. Spending quality time with your children should be a priority. However, many children and teens do not get this much-needed attention from parents. They are alone, unsupervised, and left to their own defences (Baker, 2017).

## Methodology of the Study

### Research Design

The study employed a mixed research design. This involved the use of both quantitative and qualitative research methods as one complements the other. The rationale behind the use of this mixed method was due to the nature of the research problem under investigation. Also, it confirms, cross-validates, or corroborate findings within the study. The purpose is substantiated by the fact that generally, both methods are used to overcome a weakness in using one method with the strength of another as to clarify unexpected findings and/or potential contradictions; for instance, combining a survey questionnaire with observation data (Creswell, 2000).

### Area of the Study

This study is carried out within the subdivision of Buea. Buea Sub-division is located on Latitude  $4^{\circ}$  and  $4^{\circ}20'$  North of the equator and on Longitude  $9^{\circ}$  and  $9^{\circ}20'$  East of the Greenwich meridian (Buea Communal Development Plan, 2012). It is bounded to the west by Mount Cameron with an approximate height of 4100m above sea level; to the south by Limbe subdivision; to the north by Muyuka Subdivision and to the east by Tiko Sub division (Fig.1). Buea has a surface area of  $870\text{km}^2$  and it is about 1000m above sea level (Buea Communal Development Plan, 2012). Buea subdivision is comprised on localities such as Mile 14, Mile15,

Mile16, Mile17, Bomaka, Muea, Molyko, Boduma, Great Soppo, Clarks Quarter and Federal Quarters, Buea Town, Government Residential Area (GRA), Membea and Bokwango (Fig 1). The climate of Buea subdivision is the tropical monsoon type with an average equatorial climate with two major seasons (the rainy and the dry season). The raining season runs from March to October and the dry season spans from November to mid-March. Temperatures range between  $20^{\circ}\text{C}$  to  $28^{\circ}\text{C}$ . The annual rainfall of the area varies as it ranges between 3000mm -5000mm the average monthly high and low temperatures reduces as we ascend the mountain adjacent settlement from Mile 16 to Buea town (Buea Communal Development Plan, 2012).

### Data analysis

Data collected from the administration of questionnaires with pupils and the interview data from interview sessions with parents were analysed using both quantitative and qualitative data analytical techniques respectively. This was done in order to meet the stated objectives of the study.

In relation to questionnaire data, we adopted the quantitative technique of data analysis consisting of both descriptive and inferential statistics. This consisted mainly to the closed ended questions which consist of both single response and Likert scale sets of questions. The open-ended questions were analysed using thematic analysis. After receiving questionnaires from the field, the data was entered and analysed using the Statistical Package for Social Sciences (SPSS) Standard version, Release 21.0 (IBM Inc. 2012) and data validation and cleaning were carried out.

After this, simple descriptive analysis of items are generated involving percentages, frequencies, means and standard deviations in relation to each construct on the question corresponding to child neglect and psychosocial development of the children and those on the observational checklist. A Four-Point Likert Scale technique was used to analyse the level of opinions of pupils on issues related to child neglect and its consequences on psychosocial development of the children.

The four points used in indicating the level of opinions included; Strongly Agree (SD) coded as "4"; Agree (A) coded as "3"; Disagree (D) coded as "2" and Strongly Disagree (SD) coded as "1". In each of the sections, the constructs under it were analysed using measures of central tendencies such as mean, median and mode; and measures of dispersion, which are standard deviation, Minimum, Maximum scores. In addition, respondents' opinions on each construct were weighted in relation to the overall Likert Scale

weighted mean of 2.5, wherein, a mean of below 2.5 indicates a tendency towards disagreement and a mean of above 2.5 indicates a tendency towards agreement.

This study also adopted the use of Pearson's correlation and linear regression to assess the relationship between child neglect and psychosocial development of children and assess the effect of child neglect on psychosocial development of children respectively.

To examine the effects of lack of parental supervision for long periods on the psychosocial development of children of school going age in Buea Sub-Division, this study adopted multiple linear regression analysis to examine this causal relation and ascertain the effect of lack of parental supervision and lack of parental affection on psychosocial development of children of school going age in Buea subdivision. In order to carry out this, the Likert scale items pertaining to constructs on child neglect and those on psychosocial development of children of school going age will be transformed to aggregate data to meet the requirement for the regression analysis. The aggregated data for each was thus used in the model. The results of the regression analysis were employed to establish the

### Results

A total of six (6) likert items were presented to pupils to assess the level of parental supervision towards them. The posed statements were all in their negative forms. The results of pupils were captured using four point likert scale to understand their level of agreement with higher codes attributed to the negative dimensions of the scale (SD coded as 4, D coded as 3) and lower codes to the positive dimensions (Coded as 2 and SA coded as 1). Findings for structured items were stretched to reflect all the responses options (strongly agree, agree, disagree, and strongly disagree). Thereafter, the positive responses (SA, A) and negative ones (SD, D) were collapsed. The results were captured in the dimensions of weighted frequencies and percentages, cumulative sum or total as well as means, standard deviations and the decision level.

### Respondents views on items related to Lack of parental supervision (N=352)

Items	Stretched				Collapsed		Total	Mean	Std. Dev	Decision
	Strongly Agree	Agree	Disagree	Strongly Disagree	SA/A	D/SD				
My parents/guardian don't assist me in my homework and this makes me not to learn faster	0 (0)	174 (16.94)	621 (60.47)	232 (22.59)	174 (16.94)	853 (83.06)	1027 (100)	2.92	0.637	D
My parents hardly ask my teachers if I need private teaching at home so I can perform better and this makes me feel sad.	107 (14.13)	256 (33.82)	222 (29.33)	172 (22.72)	363 (47.95)	394 (52.05)	757 (100)	2.15	0.991	A
My parents/guardians do not watch over what happens as far as my school work is concerned and so I do not feel encouraged.	4 (0.39)	132 (12.92)	726 (71.04)	160 (15.66)	136 (13.31)	886 (86.69)	1022 (100)	2.90	0.582	D

effect of transformational and instructional leadership styles on pro-social behaviour in secondary schools in the South West region of Cameroon.

The hypotheses which states that Lack of parental supervision for long periods has a significant effect on the psychosocial development of children of school going age in Buea Sub-Division; Lack of parental affection has a significant effect on the psychosocial development of children of school going age in Buea Sub-Division will be tested using Multiple linear regression and verified at 0.05 level of significance.

On the other hand, interview data was analysed qualitatively. The recorded interview data was transcribed and structured in Microsoft word. All the data were reviewed first in a general manner to obtain a sense of the data and emerging themes. After cross check, the data was transferred into Microsoft Excel for data classification and transformation alongside assigning codes and themes where necessary. The coded data was sorted chronologically with respect of the themes assigned and from this an analysis of each section was carried out in line to the objectives of the study.

My parents/guardians hardly discuss on issues concerning my future and so I don't feel very motivated	0 (0)	112 (10.68)	741 (70.64)	196 (18.68)	112 (10.68)	937 (89.32)	1049 (100)	2.98	0.547	D
My parents/guardians hardly create time to check if I have done assignments before going to bed and this makes me always unconscious of my duty to study.	4 (0.37)	108 (9.94)	603 (55.47)	372 (34.22)	112 (10.30)	975 (89.70)	1087 (100)	3.09	0.676	D
I do not have all the attention I need from my parents/guardian and so I do not feel fulfilled.	3 (0.27)	48 (4.24)	648 (57.29)	432 (38.20)	51 (4.51)	1080 (95.49)	1131 (100)	3.31	1.747	SD
<b>Multiple response set and overall mean</b>	118 (1.94)	830 (13.67)	3561 (58.64)	1564 (25.75)	948 (15.61)	5125 (84.39)	6073 (100)	2.89	0.86	D

NB: For Negative constructs the Weighted Perceptions are coded as follows: SD coded as 4, D as 3; A as 2 and SA as 1: Decision Levels: Overall mean is 4 and as such the levels for decision making are as follows: mean score of  $<1.75=SA$ ;  $1.75-2.50=A$ ;  $2.51-3.26=D$ ;  $3.27-4=SD$

Parental supervision was measured on their assistance to children in relation to their assignments. This was captured by the statement: "My parents/guardian don't assist me in my homework and this makes me not to learn faster." Results revealed that 83.06% of the respondents were of disagreement to the view that parents or guardians do not assist them in their homework while 16.94% were of agreement. The results ( $M=2.92$ ,  $SDev=0.637$ ) reveal that there is high variability in children's opinions and an overall disagreement on the statement. As such, it is indicative that parents offer assistance to their children with regards to their assignments which improve children's learning ability.

Also, parental supervision was captured in relation to provision of private teachers to children at home to support learning. This was captured by the statement "My parents hardly ask my teachers if I need private teaching at home so I can perform better and this makes me feel sad." Results revealed that 52.05% of the children were of disagreement to the view while 47.95 were of overall agreement to the view that parents hardly ask their teachers if they need private teaching at home to improve their performance which makes them feel bad. The results ( $M=2.15$ ,  $SDev=0.991$ ) indicates high level of variability in responses but an overall agreement to the view that that parents hardly ask their teachers if they need private teaching at home to improve their performance which makes them feel bad. As such parents do not exercise full supervision with regards to whether their children need private teaching at home which may increase their performance levels and increase a better feeling in their children.

Also, parental supervision was assessed in relation to their supervision over what happens with children school work. This was expressed in the statement "My parents/guardians do not watch over what happens as far as my school work is concerned and so I do not feel encouraged." Results based on survey with children reveals that 86.69% of respondents were of disagreement to this view while only 10.68% were of agreement. The results ( $M=2.90$ ,  $SDev=0.582$ ) reveals that moderate variability in response and an overall disagreement to the view that parents do not watch over what happens with children school work. This therefore is indicative that there is a high level of parental supervision over children works.

Another dimension of assessing parental supervision was done in relation to assessing if they check on issues related to the future of children. This was captured by the statement "My parents/guardians hardly discuss on issues concerning my future and so I don't feel very motivated." Results revealed that 89.32% of the respondents were of disagreement to the view while 10.68% were of agreement. The results ( $M=2.98$ ,  $SDev=0.547$ ) revealed moderate variability in responses and an overall disagreement to the view that parents/guardians hardly discuss on issues concerning their future. This is indicative therefore that there is an overall confirmation of parental supervision with respect to discussion of issues concerning the future of children which makes them motivated.

Also, parental supervision was examined in relation to whether they create time to supervise children in relation to their assignments. The statement posed to children was as follows: “My parents/guardians hardly create time to check if I have done assignments before going to bed and this makes me always unconscious of my duty to study.” 89.70% of the respondents were of disagreement to the view while 10.30% of the respondents were of agreement. The results ( $M=3.09$ ,  $SDev=0.676$ ) revealed a high variability in responses with an overall disagreement to the view. This therefore means that parents and guardians create time to supervise their children to determine if they have done their assignments before going to bed and this instils in children a conscious spirit towards their duties.

In relation to assessing parental supervision, this was done in relation to whether they show attention. This was done by posing the statement “I do not have all the attention I need from my parents/guardian and so I do not feel fulfilled.” Based on this, results revealed that 95.49% of the respondents were of disagreement to the view while 4.51% were of agreement. The results ( $M=3.31$ ,  $SDev=1.747$ ) revealed very high variability in opinion with an overall disagreement to the stated view.

### Psychosocial development of children

Assessment of psychosocial development of children was done with 20 items. These items were classified into five dimensions which included depression, social withdrawal, anger, anxiousness, and self-esteem. Each of these dimension had a total of four items. These were posed to the parents and their responses were stretched to reflect all the responses options (strongly agree, agree, disagree, and strongly disagree). Thereafter, the positive responses (SA, A) and negative ones (SD, D) were collapsed. The results were captured in the dimensions of weighted frequencies and percentages, cumulative sum or total as well as means, standard deviations and the decision levels. The results are presented in Table. One of the dimensions of psychosocial development considered in this study was depression in children. With regards to the items captured the following were the results related to each of the items assessed. With respect to the first items which was captioned “I am not happy all the time”. Results revealed that 37.99% of the children were of disagreement while 62.01% of the children were of agreement. The results ( $M=1.95$ ,  $SDev=0.999$ ) indicates very high variability in views amongst the children and an overall agreement to the view that children are not happy all the time.

### Respondents views on items related to Psychosocial development of child (N=352)

Items	Stretched				Collapsed		Total	Mean	Std. Deviation	Decision
	Strongly Agree	Agree	Disagree	Strongly Disagree	SA/A	D/SD				
I am not happy all the time	136 (19.8)	145 (42.21)	23 (10.04)	48 (27.95)	426 (62.01)	261 (37.99)	687 (100)	1.95	.999	A
I often talk to my myself	14 (1.60)	163 (37.36)	161 (55.20)	13 (5.94)	340 (38.86)	535 (61.14)	875 (100)	2.49	.636	A
I often shout when I am with my friends	5 (0.57)	176 (40)	157 (53.52)	13 (5.91)	357 (40.57)	523 (59.43)	880 (100)	2.51	.595	D
I often like to be sad	0 (0)	38 (7.01)	244 (67.53)	69 (25.46)	76 (7.01)	1008 (92.99)	1084 (100)	3.09	.546	D
I do not like playing with my friends	0 (0)	0 (0)	102 (23.50)	249 (76.50)	0 (0)	1302 (100)	1302 (100)	3.71	.455	SD
I do not visit my friends	4 (0.33)	25 (4.07)	114 (27.85)	208 (67.75)	54 (4.40)	1174 (95.60)	1228 (100)	3.50	.680	SD
I do isolate myself and love sitting alone	11 (0.94)	32 (5.45)	132 (33.70)	176 (59.91)	75 (6.38)	1100 (93.62)	1175 (100)	3.35	.774	SD
I do not communicate with my friends	1 (0.08)	4 (0.63)	114 (26.74)	232 (72.56)	9 (0.70)	1270 (99.30)	1279 (100)	3.64	.520	SD
I do not get angry very easily	101 (14.68)	200 (58.14)	13 (5.67)	37 (21.51)	501 (72.82)	187 (27.18)	688 (100)	1.96	.864	A

I do not insult my siblings	20 (2.39)	220 (52.63)	68 (24.40)	43 (20.57)	460 (55.02)	376 (44.98)	836 (100)	2.38	.772	A
I do not grumble when I am asked to perform a task	90 (11.92)	124 (32.85)	131 (52.05)	6 (3.18)	338 (44.77)	417 (55.23)	755 (100)	2.15	.823	A
I have feelings to act badly	42 (3.76)	4 (0.72)	152 (40.79)	153 (54.74)	50 (4.47)	1068 (95.53)	1118 (100)	3.19	.946	D
I do not often expressed worminess	31 (2.96)	30 (5.74)	205 (58.80)	85 (32.50)	91 (8.70)	955 (91.30)	1046 (100)	2.98	.826	D
I do not exhibit signs of fear	96 (12.72)	148 (39.21)	65 (25.83)	42 (22.25)	392 (51.92)	363 (48.08)	755 (100)	2.15	.958	A
I am not impatient over assigned tasks	123 (18.61)	154 (46.60)	66 (29.95)	8 (4.84)	431 (65.20)	230 (34.08)	661 (100)	1.88	.786	A
I do not have a feeling of disquiet	144 (20.54)	91 (25.96)	89 (38.09)	27 (15.41)	326 (46.50)	375 (53.50)	701 (100)	2.00	.987	A
I do not lack confident about myself	118 (18.44)	183 (57.19)	44 (20.63)	6 (3.75)	484 (75.63)	156 (24.38)	640 (100)	1.82	.707	A
I do not seek for praises when I do carry out a task	222 (41.34)	77 (28.68)	47 (26.26)	5 (3.72)	376 (70.02)	161 (29.98)	537 (100)	1.53	.777	SA
I do not call for attention from my parents or others	171 (25.87)	89 (26.93)	52 (23.60)	39 (23.6)	349 (52.80)	312 (47.20)	661 (100)	1.88	1.034	A
I do not have self-respect	0 (0)	3 (0.49)	179 (44.05)	169 (55.46)	6 (0.49)	1213 (99.51)	1219 (100)	3.47	.517	SD

NB: For Negative constructs the Weighted Perceptions are coded as follows: SD coded as 4, D as 3; A as 2 and SA as 1; Decision Levels: Overall mean is 4 and as such the levels for decision making are as follows: mean score of <math><1.75=SA</math>; <math>1.75-2.50=A</math>; <math>2.51-3.26=D</math>; <math>3.27-4=SD</math>

The second item in relation to assessing level of depression in children was captioned “I often talk to myself”. In relation to this, results revealed that 61.14% of the sampled respondents were of disagreement to the view while 38.86% were of agreement. The results ( $M=2.49$ ,  $SDev=0.636$ ) reveals high variability in view amongst children and an overall disagreement to the view that they often talk to their selves. This is indicative that there is a low level of depression as they often do not find themselves alone and talking to themselves.

The level of depression within children was examined in the dimension of their level of relationship with their friends. The statement posed was captioned “I often shout when I am with my friends”. Results revealed that 59.43% of the children were of disagreement while 40.57% were of agreement. The results ( $M=2.51$ ,  $SDev=0.595$ ) reveals moderate variability in views of children and an overall disagreement to the view that they often shout when they are with their friends. This is thus indicative that children relate better with their friends and do not shout at each other.

The last dimension of depression was measured in the dimension of level of happiness in children. The statement related to this was captioned “I often like to be sad”. The results revealed that 92.99% were of disagreement while 7.01% were of agreement. The results ( $M=3.09$ ,  $SDev=0.546$ ) indicate moderate variability in views amongst children on the statement and an overall disagreement to the view that children often like to be sad. Thus there is the indication that children don’t often like to be sad.

The second dimension of assessing the level of psychosocial development in children was in understanding their level of social withdrawal. In relation the items posed, the results as summarized in the table revealed that all children (100%) were of disagreement to the view that they don’t like to play with friends. The results ( $M=3.71$ ,



SDev=0.455) indicates low variability in opinions and an overall strong disagreement to the view. This is indicative that children are of strong confirmation that they engage with their friends in play activities.

The second dimension of social withdrawal was in relation to the statement that “I do not visit my friends.” In relation to this, 95.60% of the children sampled for the study were of disagreement to the view while only a small proportion of 4.40% were of agreement. The results (M=3.50, SDev=0.680) indicates high variability in views and an overall strongly disagreement on the view. This therefore reveals that there is a high confirmation by children that they do visit their friends.

Also, social withdrawal was measured in the dimension of children isolation from others. This was captured by the statement “I do isolate myself and love sitting alone.” This was posed to children and based on the results, 93.62% of the children were of an overall disagreement to the view while only 6.38% were of agreement. The results (M=3.35, SDev=0.774) indicates high variability in opinions and an overall strongly disagreement to the view. This gives us the room to assert that there is low level of isolation amongst children as they socialize with others and do not often sit alone in isolation.

Another dimension of social withdrawal was in relation to the level of children communication with their friends. This was measured by the statement “I do not communicate with my friends.” Results revealed that almost all (99.30%) of the respondents were of disagreement to the view. The results (M=3.64, SDev=0.520) indicates moderate variation in opinions and an overall strongly disagreement to the view that “I do not communicate with my friends.” This indicates that there is high level of communication amongst children and their friends.

The third dimension of psychosocial development was measured in relation to level of anger in children. The first item captured indicates that “I do not get angry very easily.” The results based on the level of agreement within children indicates that 27.18% were of disagreement while 72.82% were of agreement to the view. The results (M=1.96, SDev=0.864) indicates very high variability in views of children and an overall agreement to the view that children do not get angry very easily. This indicates high level of happiness in children.

The other dimension of understanding level of anger in children was in relation to whether they throw insults at their friends. This was captured as “I do not insult my siblings.” Results revealed that 44.98% of the respondents were of disagreement to the view while 55.02% were of agreement. The results (M=2.38, SDev=0.772) indicates high variability in views and an overall agreement amongst children on the view that they do not insult their siblings.

The last dimension of assessing level of anger in children was measured by the statement “I have feelings to act badly.” Based on this 95.53% of the children were of disagreement while only 4.47% were of agreement. The results (M=3.19, SDev=0.946) indicates very high variation in views amongst children and an overall disagreement to the view that children have feelings to act badly. This indicates high level of good behaviour amongst children.

Furthermore, understanding the level of psychosocial development in children, the level of children anxiousness constitute a key indicator of understanding or measuring psychosocial development amongst children. One of the key indicators of anxiousness was whether they express worminess. This was captured by the statement “I do not often express worminess.” Based on results it is indicated that 91.30% of the respondents were of disagreement to the view while only 8.70% were of agreement. The results (M=2.98, SDev=0.826) indicates very high level of variation in level of agreement amongst children and an overall disagreement to the view that they do not often express worminess. This indicates that there is high level of worminess amongst children. Also, the anxiousness in children was assessed in the dimension of whether children exhibit signs of fear. This was captured by the statement “I do not exhibit signs of fear.” Results indicates that 48.08% of the children sampled were of disagreement while 51.92% were of agreement to the view that they do not exhibit signs of fear. The results (M=2.15, SDev=0.958) indicates very high variability in levels of agreement and an overall agreement to the view that children do not exhibit signs of fear.

In addition, level of anxiousness in children was measured by assessing behaviour of children to assigned tasks. The statement posed to children captured that “I am not impatient over assigned tasks.” Results indicates that 34.08% of the children were of disagreement while 65.20% were of agreement to the view that they are not impatient over assigned tasks. The results (M=1.88, SDev=0.786) indicates high variability in opinions and an overall agreement to the view that children are not impatient over assigned tasks. This indicates their high level of patience over assigned tasks.

The last indicator in relation to anxiousness levels in children was assessed and the results revealed that 53.50% of the respondents were of disagreement to the view that they do not have a feeling of disquiet while 46.50% were of agreement to the view. The results ( $M=2.00$ ,  $SDev=0.987$ ) indicates very high variability in views and an overall agreement to the view that children do not have a feeling of disquiet.

Self-esteem levels in children constituted another subset of psychosocial development in children which was assessed in this study. The first indicator of self-esteem in children was whether children lack self-confidence. The statement posed expressed that “I do not lack confidence about myself.” Results indicates that 24.38% of the children were of disagreement to this while 75.63% were of agreement to the view that children do not lack confidence about themselves. The results ( $M=1.82$ ,  $SDev=0.707$ ) indicated high variability in opinions and an overall agreement to the view that children do not lack confidence about themselves.

The next item with respect to self-esteem in children was expressed as follows “I do not seek for praises when I do carry out a task.” The results here reveals that 29.98% were of disagreement to this while 70.02% of children sampled were of agreement to the view that children do not seek for praises when carrying out a task. The results ( $M=1.53$ ,  $SDev=0.777$ ) reveals very high variability in views and an overall strongly agreement amongst children on the view that children do not seek for praises when provided with a task.

Also, self-esteem within children was assessed with the statement “I do not call for attention from my parents or others.” Results revealed that 47.2% of sampled respondents were of disagreement to the view while 52.80% were of agreement. The results ( $M=1.88$ ,  $SDev=1.034$ ) indicates very high variability in opinions of children and an overall agreement to the view that children do not call for attention from their parents and others.

The last dimension of self-esteem was assessed in relation to whether they show respect. The statement captioned “I do not have self-respect.” Results revealed that almost all of the respondents (99.51%) were of disagreement to the view that children do not have self-respect. The results ( $M=3.47$ ,  $SDev=0.517$ ) reveals moderate variability in the levels of agreements of children and an overall strongly disagreement to the view that children do not have self-respect. This is indicative therefore that children have self-respect.

### Correlations between parental supervision and psychosocial development of children of school going age

The Pearson’s correlation analysis was performed to measure the direction and strength between Parental supervision and psychosocial development of children of school going age variables and those of psychosocial development (depression, social withdrawal, anger, anxiousness, and self-esteem). The results are shown in Table 3.

Correlation Matrix: Parental supervision and psychosocial development of children of school going age

Independent Variable	Statistical parameters	Dependent variables					
		Dimensions of Psychosocial development of children of school going age					Overall Psychosocial development
		Social withdrawal	Anger	Anxiousness	Self esteem	Depression	
Parental supervision	Pearson Correlation	0.461**	0.263**	-0.164**	0.363**	0.399**	0.345**
	Sig. (2-tailed)	0.000	0.000	0.002	0.000	0.000	0.000
	N	351	351	351	351	351	351
	Decision	SS	SS	SS	SS	SS	SS

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Parental supervision has a statistically significant positive association with social withdrawal ( $r=0.461$ ,  $p<0.01$ ), which means that with the increase in parental supervision towards their children, similarly, there is an increase in social withdrawal levels amongst children. Parental supervision also has a statistically significant positive association with anger levels amongst children of school going age ( $r=0.263$ ,  $p<0.01$ ), which indicates that in homes where there is an increase in parental supervision, there is a corresponding increase in level of anger in children.

Also, results reveals that parental supervision of children has a statistically significant negative association with Anxiousness in children ( $r= -0.164$ ,  $p<0.01$ ), which means that with the increase of parental supervision towards children, there is a reduction in levels of anxiousness in children. Parental supervision also has a statistically

significant positive association with self-esteem levels in children of school going age ( $r=0.363$ ,  $p < 0.01$ ), which indicates that in homes where there is an increase in parental supervision, there is a corresponding increase in the level of self-esteem amongst children. Parental supervision has a statistically significant positive association with depression levels in children ( $r=0.399$ ,  $p < 0.01$ ), which means that with the increase in parental supervision towards their children, similarly, there is an increase in depression levels amongst children. In the overall dimension, it is revealed that parental supervision of children has a statistically significant positive correlation ( $r=0.345$ ,  $p < 0.01$ ) with overall psychosocial development of children of school going age in Buea Sub-Division. Which means that as parental levels of supervision increases, there is an increase in overall psychosocial development of children.

### Test of Hypothesis

The third hypothesis of the study is as follows:

**Ha** Lack of parental supervision for long periods has a significant effect on the psychosocial development of children of school going age in Buea Sub-Division.

**Ho** Lack of parental supervision for long periods does not have a significant effect on the psychosocial development of children of school going age in Buea Sub-Division

To check out the direct hypothesis of the study the linear regression was applied. The results of the hypothesis are presented in Table 6.

### Hypothesis results matrix

Independent Variable	Dependent variable	R <sup>2</sup>	F	Sign	$\beta$	t	Sign
Lack of Parental supervision	Depression	0.159	66.088	0.000**	0.399	8.129	0.000**
Lack of Parental supervision	Social Withdrawal	0.212	94.094	0.000**	0.461	9.700	0.000**
Lack of Parental supervision	Anger	0.067	26.029	0.000**	0.263	8.819	0.000**
Lack of Parental supervision	Anxiousness	0.027	9.613	0.002**	-0.164	-3.100	0.002**
Lack of Parental supervision	Self esteem	0.132	53.070	0.000**	0.363	7.285	0.000**
Lack of Parental supervision	Overall	0.119	47.184	0.000**	0.345	6.869	0.000**

\*\***. Significant at the 0.01 level (2-tailed).**

The results of data analysis for the hypothesis 3 shows that 15.9% variation ( $R^2 = 0.159$ ;  $F=66.088$ ;  $P < 0.01$ ) in pupil's level of depression is being predicted by lack of parental supervision. The coefficient ( $\beta=0.399$ ,  $P < 0.01$ ) indicates as lack of parental supervision amongst children changes by one unit, there will be a corresponding 0.399 positive units change in children's level of depression. The results ( $t=8.129$ ,  $P < 0.01$ ) supports the hypothesis that lack of parental supervision has a significant positive effect on level of depression amongst children of school going age in Buea Sub-Division.

The results of data analysis for the hypothesis 3 shows that 21.2% variation ( $R^2 = 0.212$ ;  $F=94.094$ ;  $P > 0.01$ ) in children's level of social withdrawal is being predicted by lack of parental supervision. The coefficient ( $\beta=0.461$ ,  $P > 0.01$ ) indicates as lack of parental supervision amongst children changes by one unit, there will be a corresponding 0.461 positive units change in children's level of social withdrawal. The results ( $t=9.700$ ,  $P > 0.01$ ) supports the hypothesis that lack of parental supervision has a statistically significant positive effect on children level of social withdrawal amongst children of school going age in Buea Sub-Division.

The results of data analysis for the hypothesis 3 shows that 6.7% variation ( $R^2 = 0.067$ ;  $F=26.029$ ;  $P < 0.01$ ) in level of anger amongst children is being predicted by lack of parental supervision. The coefficient ( $\beta=0.263$ ,  $P < 0.01$ ) indicates as lack of parental supervision amongst children changes by one unit, there will be a corresponding 0.476 positive units change in children's anger levels. The results ( $t=8.819$ ,  $P < 0.01$ ) supports the hypothesis that lack of parental supervision has a statistically significant positive effect on anger levels of children's of school going age in Buea Sub-Division.

The results of data analysis for the hypothesis 3 shows that 2.7% variation ( $R^2 = 0.027$ ;  $F=9.613$ ;  $P < 0.01$ ) in pupil's level of anxiousness is being predicted by lack of parental supervision. The coefficient ( $\beta = -0.164$ ,  $P < 0.01$ ) indicates as lack of parental supervision amongst children of school going age changes by one unit, there will be a corresponding 0.164 negative units change in children's level of anxiousness. The results ( $t = -3.100$ ,  $P < 0.01$ ) supports the hypothesis that lack of parental supervision has a statistically significant effect on anxiousness levels amongst children of school going age in Buea Sub-Division.

The results of data analysis for the hypothesis 3 shows that 13.2% variation ( $R^2=0.132$ ;  $F=53.070$ ;  $P<0.01$ ) in pupil's level of self-esteem is being predicted by lack of parental supervision. The coefficient ( $\beta=0.363$ ,  $P<0.01$ ) indicates as lack of parental supervision amongst children of school going age changes by one unit, there will be a corresponding 0.363 positive units change in children's level of self-esteem. The results ( $t=7.285$ ,  $P<0.01$ ) supports the hypothesis that lack of parental supervision has a statistically significant effect on level of self-esteem amongst children of school going age in Buea Sub-Division.

Generally, all the indicators of psychosocial development (depression, social withdrawal, anger, anxiousness and self-esteem) were transformed and computed as a single variable titled overall psychosocial development indicator. Based on this the results of data analysis for the hypothesis 1 shows that 11.9% variation ( $R^2=0.119$ ;  $F=47.184$ ;  $P<0.01$ ) in overall psychosocial development of children of school going age is being predicted by lack of parental supervision towards children. The coefficient ( $\beta=0.345$ ,  $P<0.01$ ) indicates as lack of parental supervision amongst children of school going age changes by one unit, there will be a corresponding 0.345 positive units change in the overall psychosocial development of children of school going age. The results ( $t=6.869$ ,  $P<0.01$ ) supports the hypothesis that lack of parental supervision has a significant effect on the psychosocial development of children of school going age in Buea Sub-Division.

## Discussion

Findings showed that parental supervision has a statistically significant positive association with social withdrawal, which implied that with the increase in parental supervision towards their children will lead to an increase in social withdrawal levels amongst children. Findings also revealed that parental supervision also has a significant positive association with anger levels amongst children of school going age, which implies that an increase in parental supervision at home will lead to a corresponding increase in level of anger in children.

This is in line with Lyons-Ruth & Jacobvitz (1999) as they argued that young people who lack both the supportiveness of parental warmth and the self-esteem may have major difficulties in coping with challenging situations or negative influences of peers. These children are afraid to say no, and they might be looking for friendship and support from peers, since they lack support at home. In some cases, the problem is complicated by public responses to young people. Sometimes youths are considered a source of disorder and their behaviour must be restricted, this may make young people feel angry and unwanted. They are out on the streets because they have nowhere else to turn, and because they are not appreciated at home

Also, findings reveals that parental supervision of children has a statistically significant negative association with anxiousness in children, which implies that an increase of parental supervision towards children will lead to a decrease or a reduction in levels of anxiousness in children. This finding is in congruence with Lyons-Ruth & Jacobvitz, (1999) who opined that in some cases, the problem is complicated by public responses to young people. Sometimes youths are considered a source of disorder and their behaviour must be restricted, this may make young people feel angry and unwanted. They are out on the streets because they have nowhere else to turn, and because they are not appreciated at home. The frustration and lack of supervision may be expressed in destructive activities, such as vandalism. Delinquent behaviour is frequently committed in the same area as the young person place of residence. Young people are likely to offend with their peers and the criminal activity is often unplanned, and opportunistic. In other words, many of these crimes have a character of attention seeking.

Parental supervision also has a significant positive association with self-esteem levels in children of school going age, which implies that an increase in parental supervision at home will lead to a corresponding increase in the level of self-esteem amongst children.

Findings revealed that parental supervision has a significant positive association with depression levels in children, which implies that with the increase in parental supervision towards their children, will lead to an increase in depression levels amongst children. Findings revealed that parental supervision of children has a significant positive correlation with overall psychosocial development of children of school going age. This implied that an increase in parental levels of supervision will lead to an increase in overall psychosocial development of children. The finding is in opposition to the empirical work of Daniel, Zhu & Cecilia (2018) carried out on a study titled "The influence of parental control and parent-child relational qualities on adolescent internet addiction: A 3-year longitudinal study in Hong Kong which results indicated that Individual growth curve (IGC) analyses showed that adolescent IA slightly decreased during junior high school years. While behavioural control of both parents was negatively related to the initial level of adolescent IA, only paternal

behavioural control showed a significant positive relationship with the rate of linear change in IA, suggesting that higher paternal behavioural control predicted a slower decrease in IA.

In addition, fathers' and mothers' psychological control was positively associated with the initial level of adolescent IA, but increase in maternal psychological control predicted a faster drop in IA. Finally, parent-child relational qualities negatively and positively predicted the initial level and the rate of change in IA, respectively. When all parenting factors were considered simultaneously, multiple regression analyses revealed that paternal behavioural control and psychological control as well as maternal psychological control and mother-child relational quality were significant concurrent predictors of adolescent IA at Wave 2 and Wave 3. This finding is supported by Bowlby's Theory of Attachment John (1980) which opined that to develop into a psychological healthy human being, a child must have a relationship with an adult who is nurturing, protective, and fosters trust and security. Attachment forms the basis for long term relationships or bonds with other persons. Attachment is an active process; it can be secure or insecure, maladaptive or productive. Attachment has been a subject of great deal and importance because children's attachment to their parents has a lot of significance to the development of their psychosocial abilities. This is so because when the affection ties between the child and the parents is strong, the child happily greets the mother after a brief separation and is able to use her as a secure base from which to explore the new surroundings; the child then becomes securely attached and the ability to socialize is enhanced. In contrast, Bowlby observes that insecure attachment relationships arise when the parent's response is chronically inadequate to the child's needs. Here research has identified two general forms of insecure attachment. Anxious avoidance may result when the parent consistently ignores the child's requests for comfort. Neglected children tend to avoid social contact with peers and achieve less in school.

The results also corroborates with the ecological theory of urie Bronfenbrenner (1992) which explains that children are socialised in these different contexts. The parents, siblings, relatives, school, peer group and neighbours are important interlocking contexts found within the immediate environment which train younger children to adopt the norms and values of the society. Where children are neglected without constant supervision by parents or knowledgeable others, it becomes difficult for the children to meet up with societal expectation hence a poor development of psychosocial competence. The failure of any subsystem to provide the needs of the child will result to the child wanting psychosocially.

Bronfenbrenner sees the instability and unpredictability of family life we've let our economy create as the most destructive force to a child's development (Addison, 1992). Children do not have the constant mutual interaction with important adults that is necessary for development. According to the ecological theory, if the relationships in the immediate microsystem break down, the child will not have the tools to explore other parts of his environment. Children looking for the affirmations that should be present in the child/parent (or child/other important adult) relationships look for attention in inappropriate places. These deficiencies show themselves especially in adolescence as anti-social behaviour, lack of self-discipline, and inability to provide self-direction (Addison, 1992).

### Parental level of supervision of children

The dimensions of supervision of children as indicated by parents is at various levels and frequency. The keywords related to this is summarized in Table 2.

**Table 2: Keywords related to types of unmet physical needs of children**

SN	Ranked level of parental supervision of children	Weights
1	At home	10
2	Liaise with Teachers in schools	3
	<b>Frequency of parental supervision of children</b>	
1	Everyday	3
2	Most often	2
3	Sometimes	9

Recurrent parental supervision of children occurs highest at home and in schools. The findings revealed that while at homes, parents engage in the supervision of children's books, ensures their assignments given in schools are done, prepare them for school each morning and engage into counselling. In addition to

these, they express that they assess the nature of children countenances at home and in some occasions restrict them from moving out of the house after school. This operates more in homes with gates.

Besides supervision in homes, parents expressed that they liaise with teachers in schools to ensure their

children are supervised. An interview extract with one of the parents captures this: I monitor in the house, I always go to school to create acutance with their teacher, so that they also help me to monitor their behaviour in school so that if they're not behaving well in school their teachers will call me and tell me (Parent 1\_2).

Parents make efforts to prepare them for school by waking them up from sleep, bathing them and to some they accompany them to school by themselves or with relatives. A sample parents engages on this as she expresses: "I make sure I bath them myself and take them to school myself but sometimes they follow my aunt's children to school, and when they come back from school, I make sure they tell me what they learn even if it's a word. I do this effectively everyday (Parent 8\_26)."

In addition, they request from their children to inform them of the nature of their school day. An interview with a parent expresses this: "when he is back from school I check his books to know where he is really good at, where he is not good at I help him with his assignment. And again I am really not a good mathematical student so I in other t help the child I have to go do some research of call someone on phone and ask for help (Parent 6\_20)."

These supervision is carried out at varied frequencies. Majority of the parents exercise supervision over their children sometimes with few doing so on a daily basis and most often.

### **Challenges faced by parents in supervision of children**

To a few parents, the process of supervision is challenging. The effectiveness of supervision and monitoring of children becomes worse in the absence of a parent at home or in the case of no teacher in school. A sample parent expresses that: "At times when I am not in the house the children are not there and in school the teachers are not always there to do proper supervision because of time, I go out to hustle for them so I am not always there to supervise their actives (Parent 1\_2)."

This entails financial cost as well for it to be effective. Parents provide daily tasks to their children thereby engaging them to be busy after school. A parents when posited on how they overcome the challenges, he accounted that in the following words: "What I do is that I give them the time table, on what they have to do every day when they come back from school. After that, they eat and after eating they sleep, and after sleeping they go to the table with their books (Parent 8\_12).

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