

**EARLY PARENTAL PARTICIPATION AND MONITORING OF COGNITIVE
DEVELOPMENT AMONG PRESCHOOLERS IN PUBLIC EARLY CHILDHOOD
CENTRES IN SOUTH-EAST SENATORIAL DISTRICT IN RIVERS STATE.**

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ABSTRACT

There has been a growing concern relating to the achievement gaps experienced among pupils and their peers. Educational research and literature have revealed that, this growing gap may be linked in part to a lack of early parental participation in their pupils' cognitive development which in turn has an overwhelming affects their children's academic performance. This study was therefore, designed to investigate how early parental participation can influence cognitive development among preschoolers in Early childhood Centers. The descriptive research design was adopted for this study. The respondence used for data collection were pupils and parents of preschools in some selected LGA in the South East Senatorial District.150 questionnaires were used for parents and 130 pupils were interviewed for data collection. Reliability of the instrument was carried out by the test and retest method. The research utilized the T-test analysis and data was presented in form of tables. From the data analyzed, the study notes the following findings; majority of the parents do not participate in their children's academic activities to attain excellence. The study concluded that only a few parent respondents had high aspiration towards their children's academic achievements. The study therefore, recommends that parents should be enlightened on the importance of preschool children education so as to understand their role and participation in their children's cognitive development. Furthermore, every school should be mandated to organize general parent meetings and open days to enable the parents to meet teachers and discuss problems affecting their children's' performance. These parents should be advised on the need to motivate their children to work harder.

**KEYWORDS: Parental participation, Cognitive Development, Preschoolers and Early
Childhood Centres**

INTRODUCTION

Education has arisen as the most important aspect of the life of man; yet many societies are far from attaining the desired goals of education. Among the problems confronting developing countries is meeting up with challenges of early childhood development which include providing enabling environment for the child's learning. No doubt, the child is the future of every nation. Evidences have shown that early years of a child's life are among the most critical in his or her life and this may influence his later development. The magnitude of educational foundation at this stage is vital not only for the effective growth and development of the child, but also as way of

securing strong and secured future for a society through ensuring an efficient child development system. The National Policy on Education defines Preschool Education (also referred to as pre-primary education), as the education given to care, protect and stimulate learning in children from age 0 - 4 years in crèche or nursery (FRN, 2012). The objectives of preschool education according to the same document are to effect a smooth transition from the home to the school, prepare the child for the primary level of education, provide adequate care, supervision and security for the children while the parents are at work as well as inculcating, social, moral norms and values in the child through the spirit of enquiry and creativity and the exploration of nature, the environment, art, music and the use of toys etc. It also helps to develop a sense of co-operation and team spirit, stimulate in the child good habits, including good health and teach them the rudiment of numbers, letters, colours, shapes, forms, etc through play. Children grow and develop rapidly in their first five years across three prominent areas of human development, which are the cognitive, affective and psychomotor domains (Hoque, 2016). The cognitive domain has to do with the mental or intellectual operations of the child. Cognitive development means how children think, explore and figure things out. It is the development of knowledge, skills, problem solving and dispositions, which help children to think about and understand the world around them. Brain development is part of cognitive development (Hoque, 2016).

As parents, it is important to foster their children's cognitive development as soon as they are born because by doing so, it provides the foundation for the child's success in school and later in life. For example, research shows that children who can distinguish sounds at six months of age are better at acquiring the skills for learning to read at four and five years of age. Furthermore, to promote the child's cognitive development, it is important that parents actively engage in quality interactions on a daily basis, by:

- a. Talking with the children and helping them in naming commonly used objects.
- b. Letting the children explore toys and move about.
- c. Singing and reading to the children.
- d. Exposing the children to books and puzzles.
- e. Expanding on the children's interests in specific learning activities, and
- f. Answering your children's "why" questions.

Another way of fostering the cognitive development of children is to provide them with choices and prompt them to make thoughtful decisions. They should also be allowed to explore different ways of solving problems, while guidance and encouragement is provided to allow them figure out things themselves. Parental participation, refers to a situation where parents are directly involved in the educational activities of their children. They involve themselves with the school and the teachers during the learning process of their children, and they fulfil their duties as parents in making sure that the learners are assisted in the process of learning as much as they possibly can. It does not just refer to parents enquiring about the performance of a learner in schools, but also in them playing a role in effective communication with their children with the aim of having a healthy relationship with them, so that the process of encouraging, mentoring, leading and inspiring may be genuinely achieved (Clinton and Hattie, 2013).

Early Parental participation takes many forms including good parenting at home, the provision of a secured and stable environment, intellectual stimulation, parent child discussion, good models of constructive social and educational values, high aspiration relating to personal fulfillment, good citizenships, contact with school to share information, participating in school events, participation

in the activities of the school and good governance (Desforges and Abouchar, 2003). Desforges and Abouchar (2003), further concluded that parental participation in the activities of children's schooling has a significant positive effect on the children's achievement and adjustment even after all other factors. Handerson and Mapping (2010) agrees with this and claims that the level of parental participation in high school influences the student's expectation to finish college successfully. In addition, Kaboride (2015) maintains that parental involvement has a positive influence on academic achievement of children. Likewise, the National Centre for Family Literacy (2003) also reported that, children whose parents are involved in their school not only have better grades, but also have fewer behavioral problems and are more sociable. In Nigeria and more especially in Rivers State, every parent wants the best for their children. This is evident in many of them arranging for extra-moral lessons for their children after normal school hours to enhance the cognitive education of their children, which manifests itself in their examination results. Some of these factors are either related to the school or home (Muola 2010; Maundu, 1980; Ndirangu, 2007). While there is a good deal of research on what happens in the school environment, there is paucity of information on the activities that takes place in the homes and families to guarantee success or interruption of educational initiatives. Parents perform additional activities that compliments that of the teachers. While parental participation has preoccupied research undertakings in the Developed World, it is only beginning to be a focus of attention for research in Africa and Nigeria. Worse still, research has been lacking on parental participation in preschool children's educational matter. Parents can be involved in their children's academic activities by discussing school events and activities with their children, helping their children with class or program selection, knowing their child's friends, volunteering at school, attending school meetings, and checking their children's homework (Jeynes 2005; Houtenville and Smith-Conway, 2008). Consequently, the foundation for academic success in later years of schooling depends on the academic grounding at the preschool level. Considering their tender age, preschool children require more of parental participation in their educational activities than pupils in upper levels of schooling. As a result, studies on parental participation need to be undertaken at the preschool level.

STATEMENT OF PROBLEM

Early Parental participation and monitoring the cognitive development of the preschool child is very important, since parents play vital roles in their children's lives. Preschool education, is the foundation of all educational pursuit because, the future educational success of the child depends on it. Therefore, the educational success of children depends mainly on a good start at this stage to make them responsible and independent. A child's academic achievement is strongly influenced by the parent's level of participation in the day to day educational process of the child. Therefore, it is explained that, the higher the level of attainment of academic success of the child, the more parents get involved. Learning is a continuous exercise and connects between the school and home. Parental participation is critical as it helps to extend teaching outside the classroom, creates a more positive experience for children and helps them perform better when they are in school. Parental participation in monitoring the cognitive development of a child plays an integral role in the future educational success of the child. Given the fact that available research data in Nigeria and in many African nations show learning deficits particularly in early parental participation in preschools, it is important to find out the early home indicators likely to be the causes of parent's lack of interest in participating in the school and after school activities of their

children. Therefore, understanding the importance of a child to a parent as it concerns the education of the child has motivated this study.

OBJECTIVE OF THE STUDY

The objective of this study was to ascertain the influence of early parental participation and monitoring of the cognitive development of preschool children in public early childhood centres in South-East Senatorial district in Rivers State. The specific objectives are to:

- Determine the influence of parental types of participation on the cognitive development of the preschool children in public early childhood centres in South East Senatorial District in Rivers State.
- Examine how parental role influence cognitive development of the preschool children in public early childhood centres.
- Find out how parental time of participation influence the cognitive development of the preschool children in the public early childhood centres in South East Senatorial District in Rivers State.
- Determine the influence of parental initiative on cognitive development of the preschool children in public early childhood centres.
- Ascertain the perception of parental participation on the cognitive development of the preschool children in the public early childhood centres in South East Senatorial District in Rivers State.
- Examine how early parental participation will influence the intellectual stimulation of preschool children in the public early childhood centres in South East Senatorial District in Rivers State.

RESEARCH QUESTIONS

The research questions that guided this study were:

- Is there any relationship between parental types of participation and cognitive development of preschool children in public early in the public early childhood centres in South East Senatorial District in Rivers?
- Is there any relationship between parental role in participation and cognitive development of preschool in the public early childhood centres in South East Senatorial District in Rivers State?
- Is there any relationship between parental time of participation and cognitive development of preschool children in the public early childhood centres in South East Senatorial District in Rivers State?
- To what extent does the perception of early parental participation influence cognitive development of preschool children in the public early childhood centres in South East Senatorial District in Rivers State?
- To what extent does parental participation initiative influence the cognitive development of preschool children in the public early childhood centres in South East Senatorial District in Rivers State?
- To what extent does parental participation influence the intellectual stimulation of preschool children in the public early childhood centres in South East Senatorial District in Rivers State?

RESEARCH HYPOTHESES

The research hypotheses that guided this study were:

- There is no relationship between parental type of involvement and cognitive development of preschool children in the public early childhood centres in South East Senatorial District in Rivers State.
- There is no relationship between parental role of involvement and cognitive development of preschool children in the public early childhood centres in South East Senatorial District in Rivers State.
- There is no relationship between parental time of involvement and cognitive development of preschool children in the public early childhood centres in South East Senatorial District in Rivers State.
- There is no relationship in the perception of early parental participation influence cognitive development of preschool children in the public early childhood centres in South East Senatorial District in Rivers State.
- There is no relationship on how parental participation initiative can influence the cognitive development of preschool children in the public early childhood centres in South East Senatorial District in Rivers State.
- There is no relationship on how parental participation can influence the intellectual stimulation of preschool children in the public early childhood centres in South East Senatorial District in Rivers State.

RESEARCH METHODOLOGY

Research design

The research design for the study was a descriptive survey design. It was based on the outcome of interviews from parents and children. The research design involved the description of parental role, initiative, parent time, perception and parental type of involvement. To achieve this, parents and children were interviewed to ascertain the outcome of parental participation on children's cognitive development.

Area of the study

The research was carried out in the South East Senatorial District of Rivers State. It is bounded by latitudes 4°20'N and 5°30'N, and longitudes 6°20'E and 7°30'E. The zone is one of the three Senatorial Districts in Rivers State. It comprises of seven (7) Local Government Areas; namely, Andoni, Eleme, Gokana, Khana, Opbo-Nkoro, Oyigbo and Tai Local Government Areas respectively. It is bordered on the East by Ogu-bolo, Okirika, Port Harcourt, and Obio-Akpo Local Government Areas. On the South East, it has boundaries with Abia and Akwa Ibom States, separated by the Imo Rivers. Down South, Ikot Abasi, in Akwa Ibom State shares boundary with Opobo-Nkoro, separated by the Imo Rivers. While on the North East, it is bordered by Abia State. The South East Senatorial District has 141 Early childhood Care Centres with a population of 7,356 Preschool children. This available statistic informed the choice of the South East Senatorial District for this study.

Population of the study

The population of the study comprised of a total of seven thousand three hundred and fifty-six (7,356) pupils in preschools of the South-East Senatorial district in Rivers State (Universal Basic Education Board, 2018).

Sample and sampling Techniques

The study adopted the random sampling to select schools which formed 10% of the target population of all preschools in the study area. The 10% was perceived as a reasonable figure to make a representative sample. The procedure for selecting the schools began with writing the names of all the preschools in the selected Local Government Areas (LGAs) on pieces of papers and used the ballot method to select three (3). Three (3) schools were sampled because this represented 10% of the total number of schools in the selected LGAs within the senatorial district. The selected schools provided participants for the study, while purposive sampling technique was used to select the respondents as parents for the study from the schools.

Instrumentation

The instruments used in this study was a questionnaire administered to parents and an interview guide to the children. Both closed -ended and open-ended questions were used to gather information from parents. The questionnaire was used because it enabled the collection of information from several respondents simultaneously and is easy to be administered. The questionnaire designed for the parents comprised of two sections: sections A and section B. Section A elicited responses on the sex, age, religion and educational level of the respondents. The questions required ticking applicable answers. Sections B has open ended questions that required answers, such as Strongly Agree (SA), Agree (SA), Disagree (D), and Strongly Disagree (SD) which required the parents to provide answers to questions related to the study.

Validity of the instrument

The instruments were validated by two experts in the Department of Early Childhood and Primary Education Studies, Faculty of Education, Ignatius Ajuru University of Education. This was necessary to ascertain their language level, appropriateness of items and the face validity of the instrument. Thereafter, the instruments were revised according to the experts' comments.

Reliability of the Instrument

The reliability of the instrument was determined through a pilot study which was conducted using 20 children and their parents from private schools in the Rivers South-East Senatorial District that were not part of the study. The test-retest method was used and the instruments were administered to the respondents and collected after two weeks. The results obtained were correlated using the Pearson's Product Moment Correlation Coefficient formulae. The reliability index of the instrument was 0.76. With this reliability index, the instrument was considered reliable for the study.

Administration of the Instrument

The administration of the instrument was carried out with the help of teachers in the selected Early childhood care centres. They were given some brief orientation on how to effectively relate with the children and their parents. The cooperation from the respondents enabled the administration

and collection of the copies of the questionnaire within the stipulated time for the field study. All retrieved copies of the instruments were used for data analysis.

Data analysis

The filled and returned questionnaires were coded and entries were made into the Statistical Package for Social Sciences (SPSS). Descriptive statistics (frequencies and percentage) were utilized. The interview guides and secondary data was analyzed using content analysis. This involved grouping of the responses (data) obtained into common themes and analyzed as such. This procedure enabled the determination of the parental type in cognitive development, parental role, parental time, parental initiative, parents' perception on their involvement in children's cognitive development progress and intellectual stimulation.

PRESENTATION OF RESULTS

Research question one: What is the relationship between parental type of involvement and cognitive development of preschool children?

Table 1: Frequencies and mean rating of responses on the extent of parental type of participation and influence on the cognitive development of the preschool children

S/N	Items	SA ₄	A ₃	D ₂	SD ₁	Total	Mean (x)	Decision
1.	We motivate our children in their academic performance.	40	30	30	50	150	2.4	Disagree
2.	We discipline our children when they are wrong.	30	25	35	60	150	2.1	Disagree
3.	We give our children guidance on their academic work	20	18	33	70	150	1.6	Disagree
4.	We do no motivate our children in their academic work.	35	50	50	15	150	2.7	Agree
5.	We always pamper our children.	55	28	32	35	150	2.8	Agree
6.	We do not have time to guide our children on their academic work.	50	30	25	45	150	2.9	Agree
Grand total mean							2.4	

Results in Table 1 revealed that, parents most times do not motivate their children in their academic performance (2.4). It is agreed that most parents do not discipline their children when they are wrong (2.1). It was further agreed that majority of parents do not guide their children on their academic work (1.6). Parents also agreed that they do not motivate their children in their academic work (2.7). They agreed that they pamper their children most times (2.8). Parents agreed that most times they are busy to guide their children in their academic work (2.9). Finally, it was glaring that, parental type of involvement influences the cognitive development of preschool children (2.4).

Research question two: What is the relationship between parental role of participation and the cognitive development of preschool children?

Results in Table 2 revealed that majority of parents do not interact with their children concerning their academic performance (1.8). It revealed that most parents do not recognize their children interest (2.0). More so parents agreed that most times they are not always around to develop the children's attitude and behavior (2.3). Parents also agreed that most times they are always at work and do not find time to interact with their children concerning their academic performance (3.0). Parents agreed that most times they leave their children in the hands of caregivers in the school (2.6). Conclusively, parental role of involvement influences the cognitive development of the preschool children (2.4).

Table 2: Frequencies and mean rating of responses on the extent of parental role of participation influences the cognitive development of the preschool children

S/N	Items	SA ₄	A ₃	D ₂	SD ₁	Total	Mean (x)	Decision
1.	We interact with our children concerning academic performance.	28	12	30	80	150	1.8	Disagree
2.	Only the caregivers in school recognize our children's interest.	30	18	32	70	150	2.0	Disagree
3.	Our house keeper helps our children develop their attitude and behaviour.	40	25	35	50	150	2.3	Disagree
4.	Our house keeper interacts with our children concerning their academic performance.	45	50	25	30	150	3.0	Agree
5.	We do not know our children's interest.	55	35	45	15	150	2.8	Agree
6.	We leave our children in the hands of the caregivers alone.	35	45	20	40	150	2.6	Agree
Grand total mean							2.4	

Research question three: What is the relationship between parental time of participation and preschool children cognitive development?

Results in Table 3 revealed that, majority of parents do not attend their children school meetings (2.0). It revealed that most parents do not supervise their children as they do their homework (2.1). More so parents agreed that they hardly play with their children (1.8). Parents also agreed that most times they send someone to represent them in their children school meetings (2.7). Parents agreed that most times they come home late at night (2.6). Parents also agreed that their children

are always playing alone (2.6). Conclusively, parental time of participation influenced the preschool children cognitive development (2.3).

Table 3: Frequencies and mean rating of responses on the extent to which parental time of participation influences the cognitive development of preschool children

S/N	Items	SA ₄	A ₃	D ₂	SD ₁	Total	Mean (x)	Decision
1.	We attend our children school meetings.	20	30	40	60	150	2.0	Disagree
2.	We supervise our children as they do their homework	30	20	40	60	150	2.1	Disagree
3.	We involve ourselves in our children's play.	15	25	50	60	150	1.8	Disagree
4.	We send representative to our children school meeting.	40	50	40	20	150	2.7	Agree
5.	We always come home late at night.	45	30	50	25	150	2.6	Agree
6.	Our children always play alone.	50	30	30	40	150	2.6	Agree
Grand total mean							2.3	

Research question four: To what extent does parental perception of participation influence the cognitive development of preschool children?

Results in Table 4 revealed that most parents do not monitor their children's progress in school (2.3). It also showed that most parents do not communicate with their children concerning school activities (2.2). It is agreed that most parents start the first move of their children (2.7). It disagreed that parents hardly monitor the progress of their children's school activities (2.5). Furthermore, they agreed that most times they do not have time to communicate with their children concerning school activities (2.4). It also showed that parents just take their children to school when due (3.2). Conclusively, parental perception of participation influences the cognitive development of preschool children (2.3).

Table 4. Frequencies and mean rating of responses on the extent to which early parental perception of involvement influence cognitive development of the preschool children.

S/N	Items	SA ₄	A ₃	D ₂	SD ₁	Total	Mean (x)	Decision
1.	We monitor our children's progress in school.	50	15	25	60	150	2.3	Disagree
2.	We communicate with our children concerning school activities.	40	25	15	70	150	2.2	Disagree
3.	We begin the first move of our children.	40	60	20	30	150	2.7	Agree
4.	We hardly monitor our children's progress in school,	80	40	15	15	150	2.5	Agree
5.	We do not have time to communicate with our children concerning school activities.	20	60	20	30	150	2.4	Disagree
6.	We just take our children to school when due.	80	40	15	15	150	3.2	Agree
Grand mean							2.3	

Research question five: To what extent does parental initiative of participation influence the cognitive development of the preschool children?

Results in Table 5 revealed that children's academic performance are not properly supervised by most parents (2.3). Parents agreed that they do not participate in their children's school activities (1.9). Besides, most parents do not initiate positive perception in their children (2.4); Parents agreed that they are always busy (2.5). Furthermore, parents agreed that most times they send representative to represent them in their children's school (2.5). Parents agreed that they hardly discuss with their children (2.6). Finally, it was revealed that, parental initiative of participation does not influence cognitive development of the preschool children (2.6).

Table 5: Frequencies and mean rating of responses on the extent to which parental initiative of participation influence the cognitive development of the preschool children.

S/N	Items	SA ₄	A ₃	D ₂	SD ₁	Total	Mean (x)	Decision
1.	We supervise our children's academic performance.	35	35	30	50	150	2.3	Disagree
2.	We participate actively in our children's school activities.	40	40	20	50	150	1.9	Disagree
3.	We initiate positive perception in our children.	35	45	40	30	150	2.4	Disagree
4.	We are always busy at work.	50	30	30	40	150	2.6	Agree
5.	We send representative in our children's school activities	35	45	40	30	150	2.5	Agree
6.	We hardly discuss with our children.	30	50	50	20	150	2.6	Agree
Grand total mean							2.6	

Research question six: What is the link between parental involvement and intellectual stimulation of preschool children?

Results in Table 6 reported and agreed that most parents do not have parent-child relationship with their children (1.9). It also agreed that most parents do not have time to develop in their children healthy sense of belonging (2.2). Furthermore, most parents do not have time to assist their children in communication skills (2.2). Again, parents agreed that caregivers in school have more relationship with their children than they do (2.7). Parents agreed that they do not have time to take their children out (2.6). Parents also agreed that they leave the house chores in the hand of the house keeper (2.6). Finally, parental participation and intellectual stimulation influence preschool children (2.3).

Table 6: Frequencies and mean rating of responses on the extent to which parental participation influence intellectual stimulation of preschool children

S/N	Items	SA ₄	A ₃	D ₂	SD ₁	Total	Mean (x)	Decision
1.	We have parent-child relationship with our children.	20	24	46	50	150	1.9	Disagree
2.	We assist our children to develop a healthy sense of belonging.	30	26	44	50	150	2.2	Disagree
3.	We assist our children to develop communication skills.	25	35	40	50	150	2.2	Disagree
4.	Caregivers in school have more relationship than we do.	40	50	40	20	150	2.7	Agree
5.	We hardly take our children out.	30	35	25	40	150	2.6	Agree
6.	We leave the house chores in the hands of the house keeper.	40	40	40	30	150.	2.6	Agree
Grand total mean							2.3	

TESTING OF THE HYPOTHESES

Hypotheses One (H₀₁): There is no relationship between Parental type of participation and children Cognitive Development.

Table 7: Relationship between Parental Type of involvement and Children Cognitive development

Group	N	DF	Mean	SD	T. Cal	T. Crit.	Level of significance
Early Parental Involvement	150	268	13.6	8.82	-21.78	1.98	0.05
Children Cognitive Development	120		60.0	21.95			

The result of the Table 7 indicates that the calculated t-value (-21.78) is less than the critical t-value (1.98) at the significance level of 0.05. Here, hypothesis H₀₁ is accepted (since t.cal < t.crit). It means that there is no relationship between parental type of involvement and preschool children's cognitive development in South East Senatorial District of Rivers State.

Hypotheses Two (Ho₂): There is no relationship between Parental role of participation in children Cognitive Development.

Table 8: Relationship between Parental role of participation and Children Cognitive development

Group	N	DF	Mean	SD	T. Cal	T. Crit.	Level of significance
Early Parental Involvement	150	268	13.1	6.23	-22.69	1.98	0.05
Children Cognitive Development	120		60.0	21.95			

The result in Table 8 indicates that the calculated t-value (-22.69) is less than the critical t-value (1.98) at the significance level of 0.05. Here, hypothesis Ho₂ is accepted (since t.cal < t.crit). It means that there is no relationship between parental type of involvement and preschool children's cognitive development in South East Senatorial District of Rivers State.

Hypotheses Three (Ho₃): There is no relationship between Parental time of participation on children cognitive Development.

Table 9: Relationship between Parental time of participation and children cognitive development

Group	N	DF	Mean	SD	T. Cal	T. Crit.	Level of significance
Early Parental Involvement	150	268	14.31	8.84	-21.45	1.98	0.05
Children Cognitive Development	120		60.0	-21.95			

The results in Table 9 indicates that the calculated t-value (-21.45) is less than the critical t-value (1.98) at the significance level of 0.05. Here, hypothesis Ho₃ is accepted (since t.cal < t.crit). It means that there is no relationship between parental time of participation and preschool children's cognitive development in South East Senatorial District of Rivers State.

DISCUSSION OF FINDINGS

This study brought to the fore the Early Parental participation and the monitoring of Cognitive development of Preschool Children in South - East Senatorial District of River State. Based on the analyzed data, it was reported that, parental type of participation influenced the cognitive development of the children because most parents neglected their duties concerning their children in the area of monitoring, communication and more so attending their children's school meetings and activities which affect their cognitive development.

It was reported that, Parental role of participation is lacking in the development of the preschool children in the South East Senatorial District of Rivers State. Parents do not play their roles in the cognitive development of the preschool children; they leave it in the hands of the caregivers in the school. The data also showed that there is no relationship between Parental role of participation and the preschool children's cognitive development. This may be due to factors such as the level of education of the parents, work schedules, and dynamics of activities within the family, which according to Rodriguez et al. (2021) at most times remained underexamined and may as well be very different in effectiveness between urban and rural settings (Williams and Taylor, 2020). Furthermore, this based on the longitudinal study of Garcia et al. (2023) describing the major levels of parental involvement could be categorized as a form of low involvement or participation, where, parents had rare contact with the school of their children and organized very few educational activities with them at home, thereby affecting their cognitive development. Ultimately, it was discovered that parent time in terms of their participation that could bring about the cognitive development of their children is also lacking. Most parents do not have time for their children to monitor their academic activities and performance and this has a major influence on the cognitive development of their children. Thus, there has therefore been a negative, relationship between Parental time of participation and the preschool children's cognitive development.

CONCLUSION AND RECOMMENDATIONS

Most parents are not involved in their children's academic activities both at home and in school. Among the activities that they should be involved in include, helping the children in doing their homework, reading, storytelling the children, purchase of books to enhance reading skills and buying them gifts when they do well in school. Other activities that will help the child's cognitive development is reminding the children of their homework and attending school meetings. From the results, there was no relationship between Early Parental participation and the cognitive development of the preschool children. The activities analyzed included, buying presents for good performance, reading books with the child, talking to the child about school, visiting the school to know how the child is doing. All these help the child to develop faster. It is therefore recommended that, parents take up responsibilities in the activities of their children both at home and school. They should create time from their busy schedules to be involved more in their children's school activities, if they expect improved academic performance. They should further be guided by the rule that, 'children need you when they need you and not when you have time for them'. Schools should introduce an open day where parents visit the school once in a term to discuss their children's academic performance. School management can hold frequent sensitization meeting to create awareness on parental roles and the impact this can create on the preschool children. Emphasis should be made on individual parental responsibilities in enhancing cognitive development.

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