

The Influence of House Helps on the Growth and Development of Pre-School Children in Calabar Municipality of Cross River State

IYAM, M. ARIKPO

Dept. of Vocational Education (Home Economics Unit)

Faculty of Education

University of Calabar, Calabar-Nigeria

Abstract

The study determined the influence of house helps on the development of preschool children in Calabar Municipality, a practiced widely condemned due to it associated problems. Three specific objectives and research questions were set for the study, three null hypotheses were tested. Survey research design was adopted for the study and a total population 120 respondents were use for the study, comprising of 60 house helps and 60 mothers. Similarly, accidental sampling technique was adopted to set the respondents. The instruments used for data collection was a two-way well-structured questionnaire. The data was analysed using weighted mean in an item-by-item analysis to answer the research questions and independent t-test was used to test the null hypothesis. The findings revealed that educational level and dress code of house help has low and no significant influence; it was also revealed that communication skill is high and has no significant influence on the development of preschool children. Based on the findings of this study, it was concluded that the educational level of house help can impact positively or negatively on the development preschool children depending on the interaction and the level of parental care. It was also recommended that parents should always hire house helps with good educational background; they also engage their house helps in extra-moral classes to enable them become better citizens in the future;

parents should give house helps a proper orientation on dress code which is acceptable by the family.

Keywords: Influence of house helps, growth and development, pre-school children

INTRODUCTION

It is observed that learning is part of a child's development and growth, and to become accepted as a member of the society. There are certain behavioural standards that enable a child achieve that, which is a very essential aspect of social progress. There are agents of socialisation which is responsible in imparting this desirable attribute and characteristics. This includes homes and the school, which is said to be a primary aspect of socialisation. But among the agencies of socialization, the home is the most influenced based on research findings (Freud, 1933; Bandura, 1977; Mallin, 2002 and Kembe, 2004). According to Mallin (2002), the home plays a very important role in the child's personality development. This is because children learn a lot from the environment, particularly from their role model, which happens to be their parents at that moment. Take for instance, in the area of respects for elders, greetings, accepting/assuming responsibilities and protecting one another are usually inculcated in children in the home environment. It is observed that in the home, the foundations of the children's health both physical and psychological are laid (Udo and Ajala, 2004).

Current research has shown that the years from 0-3 are critical for brain development in areas of socio emotional, cognitive, health and language development. As such, the family is the natural environment where a child can develop flexibly in that manner. The socio-emotional development of a child requires a warm and stable relationship with a nurturing adult, usually the parents and the family provides the ideal

environment for such development. House helps are not the ideal environment for such development in the sphere of physical, Social, emotional, cognitive and language development.

Human development is partially social; children generally tend to react with others in the process of socialization. The family is the first place where the child interacts as a social organization and is introduced to the social world. The child learns common knowledge, customs, traditions that drive children to take their roles and behaviors. Social formation tends to be a matured process where the child builds a sense of belongingness and comes to draw upon the family for guidance and direction. To Syncler, Cramer, Afrank, Patterson (2005), The child would generally absorb family values in the process of identity formation children are pulled closer to their family in their ability to form a strong inter-social identity. Schneider, Nicolson, Berkhof, Feron, and Devries (2006) concluded that in the cases where children live within dysfunctional family units, negative patterns of behaviors as anxiety, selfishness and erratic behaviors are exhibited among them.

Omar (2004) ascertain the negative context in child rearing. Omar went further to explain that, a child is faced with a number of negative behaviours and contradictions, the child is hindered in psychological, intellectual and social development and in becoming an effective agent in society. Omar brings, out an important aspect to the child's upbringing that he calls "instrumental parenting" he coined in the term to describe the role of the domestic servants in playing the role of the parents; the mother takes the role of a "home manager" and authorizes and directs whereas the domestic servant has the role of parenting and in doing the things that parents generally do, like; bathing, playing, reading, feeding and toilet training. The domestic servants act as the instrumental parents, who

magnetize the child to her when the child feels rejection or is ignored by the parents. Therefore, highlighting social aspects of the child's development indicates the mediating aspects of parenting on the closeness of the child to the domestic servants. Sensitivity and responsiveness of the house help is a key factor for healthy child development. The most important influence on child's development in their first three years of life is bond with form in which the adults care for them, during the period, the house help sensitivity and responsiveness are central for boosting the child's development, while the house helps sensitivity refers to the how appropriate the care is to the individual's child. The house helps responsiveness refers to how adaptive the care is to changes in the child's needs (Thompson, 2001; Waldfogel, 2006).

A close attachment between house helps and children ensures the protection and nutrition of the infant and ultimately their survival Thompson (2001) and Ainsworth and Bowlby (1991), defined attachment as the progressive increase of sense of reciprocal emotional dependency between care giver and child nurturing and stable relationships between the child and house helps are fundamental to healthy child development (NSCODC, 2004). In a secure attachment, a child trusts that the house help will meet his/her needs and the house help responds appropriately and consistently to the child's needs. Hence, a secure attachment secured the child as a firm foundation which to explore the world and adds a heaven for safety (Ainsworth and Bowlby, 1991).

In contrast, in an insecure attachment, the house help shows confusing and upsetting behaviours and does not answer consistently and competently to the child's necessity. An insecure attachment can lead to a child's negative self image, troubles in coping with stress (Nachmas, 1996; Thompson 2001) and behavioural problems (Fearon, 2010).

Educational level is measured by the duration of education. Six categories are used for the level of education; basic levels, upper secondary level, lowest level tertiary, lower degree tertiary. The general qualities or attributes being possessed by a house help is influenced by the level of education attained, and this in turn influences the psychological development of the child.

A stimulating interaction between the child and house help can help enhance the child's learning as Delli (2011) describes learning and care as being interrelated. In addition, a sensitive and responsive house help, who is educationally sound, fosters a child's ability to control his or her emotion, which in turn aids the child's cognitive development and learning (Belle and Wolfe). A house help who is educationally sound and balanced, impact greater chance of relating with a preschool child; this is because this age seems to be the most delicate and important stage of a child's development.

A dress code is not a word. It is a set of written and more often, unwritten rules with regards to clothing. Clothing, like other aspects of human physical appearance has social effect, significance, with different rules and expectations applying depending on circumstances and occasions. Dress code has built in rules or butts indications, the message being given by a person's body or how it is worn. These messages may indicate the person's gender, income, educational level, and social class. Clothing can convey a social message, even when none is intended. Whether you like it or not, your clothing communicates and it can have a serious effect on your ability to achieve success. What you wear neither defines you as a person or determine your value as a human being says Darlene price, president of well said, Inc., and author of "Well said presentation and conversation that get results". Clothing significantly influences how others perceive you and how they respond towards you she says. House helps has a larger chance

to communicate with their dress code because they tend to be readily available and attached to the preschool child. The kind of clothes worn or adorned by a nanny or house help, has a way of relating or sending our information's to the child. A house help who thinks they can get away with wearing that dirty clothes for as long as they want to, gives the child the impression that clothes can be worn for days before been washed...

Early language and communication skills are crucial for children's success in school and beyond. Language and communication skills includes the ability to understand others (i.e. receptive language) using words, gestures, or facial expressions. Children who develop strong language and communication skills are most likely to start school early and show readiness to learn. They also are likely to have higher level of achievement in school. The children also lend also be influenced by the level of communication the house helps have with their employees, the level of respects the house help portrays when talking to the employees and everyone they come in contact with, sends a message to the child on how to talk to people who are older than them.

During the first years of life, children's brain are developing rapidly and laying the foundation for learning. The interactions that children have with the house helps influence how children develop and learn. As a result, early childhood educators have a prime opportunity to provide children with interactions that can support children's developments, particularly their language and communication skills.

The expression of the feeling about self, others and things described emotional development. Learning to relate to others is social development. Emotional and social development are often described and grouped together because they are closely interrelated growth patterns. Feeling of trust, fear, confidence, pride, friendship and humour are all part of social

emotional development (public relations). Socially, young ones in particular preschool children tend to focus on the adults who are close to them and become bounded to a small group early in life mainly the people who care for them. This forms the basis for attachments. Which is the strong emotional tie felt between the child and significant others.

If a child has a positive relationship with a care giver (house help), he/she develops the ability to form strong social relationships and manage stress in a healthy way (Liu 2997). On the other hand, if a child's early experience is negative, neglectful and stressful, this can produce disruption in her brain circuit development, limiting the child's development (Champagne, 2010; Gratham-McGregor et al. 2007).

Development: Physical development refers to physical changes in the body and involves changes in bones thickness, size, weight, gross motor, vision, hearing and perpetual development. Growth is rapid during the first two years of life. The child's size, shape, sense and organs undergo changes. As each physical change occurs, the child gains new abilities, during the first year; physical development mainly involves the infants coordinating motor skills. The infant repeats motor activities which serve to build physical strength and motor coordination. Infants at birth have reflexes as their sole physical ability. Reflexes is said to be an automatic body response to a stimulus that is involuntary, that is having no control over responses. Blinking is re ilax which continues throughout life. There are other reflexes which occur in infancy and also disappear weeks or months after birth. The presence of reflexes at birth indicates normalcy in the brain and nerve development. And so when there's no reflex or if the reflex passes the time it should appear, brain or nerve damage is suspected.

Cognitive development has to do with ways children reasons (thinks) develop languages, solve problems and gain

knowledge identifying colours completing a maze, knowing the difference between one and many and knowing how things are similar are all the examples of cognitive tasks.

Children learn through their senses and through their interactions with people and things in the world. They interact with the world through the senses (sees, touch, hear, smell and taste), and construct meaning and understanding of the world. As they gain understanding of the world, their cognitive development can be observed in the way they play, use language and interacts with the environment, this the house help could contribute to make possible while the parents are away trying to fend for the home. As they grow and interact with their world, they grow through various stages of development.

Sensor motor stage; these occurs in infancy from birth to about 12months. When infants learn about their world through their sense, looking round constantly, looking at the faces of their care givers, responding to smiling faces, their eye focuses on bright colors and they respond to sounds by looking towards the sound. During this time of sensory learning, they also begin to recognize their own names in this stage.

An infant master's new development in the motor sequence creeping and crawling they learn that they have more control over their world. They are no longer totally dependent on an adult to meet some of their needs, for example if an infant sees a toy on the floor or his bottles on a table within reach, he has the motor capacity to move towards it and reach for it. The task for the house help at this point, is to ensure that the environment where the baby stays and plays around is safe and clean. By understanding the characteristics of cognitive development, its gives the house help the knowledge and insight into how children are developing, thinking and learning. As caregivers (house helps) we can support the cognitive development in children by providing a variety of appropriate

and stimulating materials and activities that encourages curiosity exploration and opportunities for problem solving.

All children need to feel affectionately secured, wanted and lived in as individuals. Without such life and security particularly in the early childhood, children do not only fail to flourish physically, but develop certain personality flaws, which may impede adequate psychological development (Udo & Ajala, 2004). These two authors are of the view that a child's social and cognitive developments are the responsibility of their parent and other adults.

Recently, studies show that non-parental child's care is common in every childhood due to the increasing number of dual earners and single-parent's family (Anderson and Levine 1999; Huston, Chang and Gennetian, 2002, Baxfer, 2005; Hand, 2005). Different child's care arrangements are adopted nowadays in caring for children while their parents are busy trying to make ends meet. Evidently, some of these differences are negative and give concern to parents, and the society at large; and some of these negative vices includes; kidnapping, scamming and examination malpractice amongst others. Therefore, this research is designed to determine the influence of house helps on the growth and development of pre-school children in the family in Calabar Municipality of Cross River State Nigeria.

Theoretical Framework

This study is based on Piaget's theory of Cognitive development. The theory was propounded by Jean Piaget in 1936. This theory is concerned with the nature of knowledge itself and how humans gradually come to acquire, construct and use it. It is a developmental stage theory implying that it shows a progressive reorganization of mental processes resulting from biological maturation and environmental experience. Piaget believes that the growth of cognition is not a continuous process

but a series of successive stages, each laying the foundation of the next (Ibrahim, 2007). However, this study is not intended to highlight the stages but to bring out the influence of house help on the development of pre-school children.

Piaget believes that children construct an understanding of the world around them, experience discrepancies between what they already know and they discover in their environment. This theory holds great significance and implications for this study and Home Economics Education. First, the child is born with inherited traits from the parents (biological maturation). This further implies that as the child grows, certain characteristics are supposed to manifest naturally. These characteristics depict development. Therefore, development is qualitative just as growth is quantitative. The display of maturation as described by Piaget is in progression and is influenced by both nature and environment.

Thus, a child entrusted into the care of house help is exposed to an environment that can make or mar such a child. What the child exhibit as inherent attributes from biological maturation can be altered by a house help with strange attributes. Hence, a house help with a sound educational background will likely act in a different direction from the one without; a house help may introduce dress code different from that a family is known for, especially in the absence of adult member(s) of the family.

Research questions

This research would attempt answering the following questions

1. What nature of influence does the educational level of house helps have on the development of preschool children?
2. What influence does the dress code of house helps have on the development of a preschool child?

3. What nature of influence does the public relations (Communication Skills) of house helps have on the development of preschool children?

Research Hypotheses

The following research Hypotheses were tested at .05 Levels of Significance

HO₁; The educational level of house helps has no significant influence on the development of preschool children in Calabar Municipality Local Government Area of Cross River State.

HO₂: The dress code of house helps has no significant influence on the development of preschool children in Calabar Municipality Local Government Area of Cross River State.

HO₃: Public relation (Communication Skills) of house helps has no significant influence in the development of preschool children in Calabar Municipality Local Government Area of Cross River Slate.

Research design

The research design adopted for this research is descriptive survey design. Descriptive design was adopted to enable researcher identify and measure some characteristics of population of the variables under study. The design is appropriate for the study because it helps in systematic collection and presentation of data and also gives a clear picture of a particular situation. It is the fact finding in nature, which it focus is on selective dimension of a phenomenon and measures in a systematic and precise manner.

The study was carried out in Calabar Municipality. Calabar Municipality, one of the local governments in Cross River State is the capital city of the state. Calabar Municipality lies between latitude 04° 15" and 5" N and longitude 8°25"E, in the North, the municipality is bounded by Odukpani Local

Government Area in the north by great Kwa River. Its southern shires are bounded by the Calabar River and Calabar South Local Government Area. It has an area of 331.557 square kilometres. Calabar Municipality Government Area plays a dual role. Apart from being the capital city of Cross River State, it also plays a role as Headquarter of the Southern Senatorial Districts. Calabar Municipality has ten (10) wards, which are spearheaded by councillors.

There are two ethnic groups from the indigenous population. These are the Quas and Efiks. However, because of its cosmopolitan status, there abound people from all part of the State and Nigeria in the city. By virtue of its location along the water front, the Efiks embraced western culture. They carried on successful trade with the early Europeans. Fishing is another occupation identified with them, the Qua's on the other hand occupy the bulk of the hinter land of Calabar where farmers, hunters, traders and blacksmiths are found.

This study made used of infinite population. This means that the populations of families with house helps was not known and there was no record of such even in the ministry of women affairs and the chiefs' palace where the researcher visited.

The sampling technique that was used in the course of this work is the accidental sampling technique. This sampling method therefore shows that he researcher only visited families that were accessible and accidentally got the sample size required. Elements which the researcher can easily reach are included in accidental sampling. Possession of the specific characteristics is not a serious requirement in this case. In this study, the number of households having house helps is not known, hence, the researcher had to move from one household to another and any household with a house help was by chance. Uzoagulu (1998) stated that the advantage of accidental sampling is the economy of time and money but further

observed that the disadvantage is the bias that is usually introduced since the sample can hardly represent the entire target population. A sample is subset of the population. It comprises some members selected for it. In other words, some, but not all elements of the population would form the sample. Kothari (2004, defines a sample technique as the number of items to be selected from the population to constitute the sample. The researcher selected 120 respondents comprising 60 house helps and 60 mistresses as sample size for the research work.

The researcher developed two sets of structured interview to illicit responses and generated data for the study. The first interview was conducted on house helps to illicit the influence of their educational level, dress code and public relations on the children they care for as house helps and is tagged, "Interview on the Influence of House help on the development of Pre-school children" in Calabar Municipality of Cross River State (IHHDPSC). The second structured interview is tagged, "Interview on the Development of Children under the care of House Helps (IDCHH). The two structured interview are presented in Appendices A and B.

Validity as used here is the degree to which an instrument actually measures what was intended to measure. This instrument is tailored to achieve research objective, therefore, the instrument used for this research was validated by three experts - an expert in Measurement and Evaluation, Child Development Psychology and Home Economics. They provided inputs and ensured that the questions are structured in a manner that enabled the research obtain information relevant to the purpose and objectives of the study.

In order to get reliable data, the study used structured interview. The researcher personally went from household to household and conducted the interview. Responses were scored and recorded based on the rating as shown in the instrument in

Appendices A and B. The study presented data by using statistical packages for social science (SPSS). Data processing involves editing, coding and tabulation which were used as key factors in the whole process of research. This was done in order to make the research accurate and effective. Data generated were analyzed using weighted mean for answering the research questions. On the other hand, independent test was used to test the null hypotheses.

The decision rule for interpreting the result presented in Tables 1-3 (answers to research questions) was based on the level of influences which varies as follows:

1.49 and below = Very Low Influence

1.50 - 2.49 = Low Influence

2.50 - 3.49 = High Influence

3.50 and above = Very High Influence

On the other hand, a null hypothesis is rejected when the calculated t-value is greater the critical t-value of 1.96 at .05 Level of Significance at Degree of Freedom =118 and N = 120.

Research Questions

Research Question 1: What nature of influence does the educational level of house helps have on the development of preschool children?

This research question was answered using weighted mean Items I s in (lie instrument tagged, “Interview on the Influence of House help on the Development of Pre-school Children” (IHHDPC) supplied data for answering the research question. Summary of results is presented in Table 1.

Table 1: Item-by-Item Analysis of the influence of educational level of house help on the development of pre-school children in Calabar Municipality
N = 120

S/N	Item	Score	X	Level of influence
1	Educational attainment	340	2.83	High influence
2	Ability to write	165	1.48	Low influence
3	Ability to read	160	1.33	Low influence

4	Ability to speak	156	1.30	Low influence
5	Ability to impart knowledge	340	2.83	High influence
	Average	164	1.95	Low influence

The result presented in table 1 indicates that the grand mean of 1.95 indicates that educational level of house helps has low influence on the development of preschool children. However, item by item analysis indicates high influence on educational attainment and ability to impart knowledge. On the contrary, Ability to speak, write and read shows low level of influence on the development of preschool children.

Research Question 2: What influence does the dress code of house helps have on the development of a preschool child?

This research question was answered using weighted mean. Items 6 - 10 in the instrument tagged, "Interview on the Influence of House help on the Development of Pre-school Children" (1HHDPC) supplied data for answering the research question. Summary of results is presented in Table 2.

Table 2: Item-by-Item Analysis of the influence of house help's dress code on the development of pre-school children in Calabar Municipality

S/N	Item	Score	X	Level of influence
1	Choice of cloth	150	1.25	Very low influence
2	Color of cloth	162	1.35	Very Low influence
3	Style of cloth	156	1.30	Very Low influence
4	Attachment to gender dressing	154	1.28	Low influence
5	Attachment to cleanliness	276	2.30	High influence
	Average	179	1.50	Low influence

The result presented in Table 2 indicates that house help's dress code has low influence on the development of preschool children.

Research Question 3: What nature of influence does the public relations (Communication Skills) of house helps have on the development of preschool children?

This research question was answered using weighted mean. Items 11 - 15 in the instrument tagged, "Interview on the Influence of House help on the Development of Pre-school

Children” (IHDPSC) supplied data for answering the research question. Summary of results is presented in Table 3.

Table 3: Item-by-Item Analysis of the influence of house help’s communication skills on the development of pre-school children in Calabar Municipality

S/N	Item	Score	X	Level of influence
1	Ability to communicate effectively	300	2.50	High influence
2	Ability to maintain cordial relationship	320	2.67	High influence
3	Attitude towards the child	350	2.92	High influence
4	Ability to relate with the child when angry	348	2.90	High influence
5	Promptness in giving feedback to parents about the child	352	2.90	High influence
	Average	334	2.78	High influence

The result presented in table 3 indicates that house help’s communication skills have high influence on the development of preschool children.

Hypotheses

HO₁:

Educational level of house helps has no significant influence in the development of preschool children in Calabar Municipality. This null hypothesis was tested using the independent d-test statistical analysis. Data were generated from item 1-5in 1HDDPSC and all items in 1DCHH. Summary of results in shown in Table 4.

Table 4: Independent t-test statistically analysis of no significant influence of house helps on preschool children in Calabar Municipality

N=240

Variable	X	SD	t-cal
Educational level	1.95	1.61	.17
Development of preschool children	2.38	162	

df =238; critical tvalue = 1.96; sig .05

The result presented in Table 4 reveals that the calculated t-value of .17is by far less than the critical t-values of 1.96 at 0.5

level of significant, therefore the null hypothesis is sustained. This means that educational level of house helps has no significant influence on the development of preschool children.

H0₂:

Dressing code of house helps has no significant influence on the development of preschool children in Calabar Municipality. Data for testing this null hypothesis were generated from items 6-10 in 1HHDPS and all items in 1DCHH. Independent t-test statistical analysis was used to test the null hypothesis. Summary data is presented in Table 5.

Table 5: Independent t-test of no significant influence of dress code of house help's on the development of preschool in Calabar Municipality

Variable	X	SD	t-cal
Dress code	1.50	0.90	.39
Development of preschool children	2.38	1.02	

Result presented in Table 5 reveals that the calculated t-value of .39 is by far less than 1.96 at .05 level of significance df=2.38. Therefore the null hypothesis is sustained.

H0₃

House help communication skill has no significant influence in the development of preschool children in Calabar Municipality. Data generated from item 11-15 in IHHDPS and all items in IDCHH were used to test this hypothesis using the independent t-test statistical analysis. Summary data is presented in Table 6.

Table 6: Independent t-test of no significant influence of house helps communication skill on the development of preschool children

N=240

Variable	X	SD	t-cal
Communication skill of house help	2.78	0.38	.20
Development of preschool children	2.38	1.62	

df =238, actual t=l .96; significant level= 0.05

Result presented in Table 6 reveals that the calculated t-value of .020 is by far less than the critical t-value of 1.96 at $df= 238$ at .05 level of significance. Therefore, the null hypothesis is sustained.

Discussion of findings

Influence of educational level of house helps on the development of preschool children.

The results presented in Tables 1-4 indicate that educational level of house helps has low influence and no significance on the development of preschool children for research question one and null hypothesis one respectively.

Earlier, the National Institute of Child Health and Human Development (1997) posted that children under the care of house helps exhibit more problem behaviors, lower cognitive and language ability and lower readiness. The findings of the study in regard to educational level of house help with the revelation of low influence on the development of preschool children can be negative or positive depending on the educational level of the house help.

It was also discovered that, house helps are only in charge of care giving to the children on temporary basis. Moreover, the parents provide everything that the children need before going out. Once parents are back from their daily schedules, the house help has little role to play on the children. Also, Belle and Wolfe (2004) posited that a sensible and responsible house help fosters a child's ability to control his/her emotions, which in line aids the child's cognitive development and learning.

Influence of dress code of house helps on the development of preschool children.

Findings here revealed that dress code of house help has low influence and no significant influence on the development t of preschool children for research questions two and null hypothesis to respectively. Meanwhile, literature review was scanty and none actually talked about dress code of house helps specifically. However, Kul A1 Usra (2003) noted that the practice of having house helps is associated with problems, as such problems are often associated with the maid's (house helps) characteristics. The findings may have resulted from the fact that parents provide dresses for their children and not the house helps. Further, it is obvious that house helps are always directed on which cloth to wear the children only when there is need to change as most Parents dress their children before leaving the home.

Influence of communication skills on the development of preschool children.

The findings based on research question three and null hypothesis three revealed that communication skills of house help has a high influence and no significant influence on the development of preschool children respectively.

The findings based on research questions three is based on the fact that within the period of interaction between the house help and the children, both need to illicit understanding. Hence, the child learns the language of the person providing care at that time. Language is part of cognitive development and so is communication skill generally. Hence, Belle and Wolfe (2004) posited that a responsible house help can foster the cognitive ability of a child.

Summary/Conclusion

Preschool children are particularly one of the most vulnerable stages of a child's life. They tend to learn faster from their

environment and what they see often. In this case, every negative or positive way a house help dresses, has a positive or negative effect on the child. children tend to focus on the adults who are close to them and become more affected to the things they see and hear. The level of education a house help attains, influences the level of intellect magnetized by the child. Example; children tries to repeat what they hear and mimic what they see, thereby trying to imbibe it into their day to day life as they advance in age. At this age and time, house helps should be able to recite poems around the children.

Based on the findings made it is concluded that house helps with sound educational background, good moral dress codes and competence in communication skills can impact positively or negatively on the development of preschool children, depending on the duration of interaction and level of parental care.

Recommendations

Based on the conclusion drawn, it is recommended that:

1. Parents should hire the services of house helps with a good educational background and one able to show high cognitive ability during interview.
2. Parents should give house helps orientation on dress code which is acceptable by the family.
3. Parents should hire the services of house helps with high communication skills and competence

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