

Community-Based Green Care Initiative-A Catalyst for Sustainable Parenting Styles, Teaching Patterns and Early Child Self-Esteem in Nigeria

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ABSTRACT

Community-based green care initiative is an intervention geared towards satisfying the environmental, social, psychological, medical and material care for stimulating healthy well-being of children, adolescence and adults. Evidence-based studies have established that there is continual degeneration of self-esteem among adolescence in developing countries including Nigeria due to problems associated with unsustainable parenting styles and teaching patterns. It is in the light of this, the study examines a community-based green care initiative as a catalyst for sustainable parenting styles, teaching patterns and child self-esteem in Ogun State, Nigeria. The study adopted exploratory survey design and tested three hypotheses on the subject matter. A self-structured questionnaire and in-depth interview guide were used for data collection. Quantitative data were analysed through percentage distribution table and multiple regressions while qualitative data were analysed using direct quotes. Findings were discussed with reference to relevant empirical literatures and future research highlighted.

Keywords: Community, Green Care, Parenting styles, Teaching patterns, Self-esteem

INTRODUCTION

In recent times, issues relating to parenting style, teaching patterns and self-esteem are gaining more attention among academicians, educators and policy makers. This is due to the fact that many of the social problems in contemporary societies are significantly linked to unsustainable parenting styles, poor teaching methodologies and low self-esteem. There are empirical evidences to support this assertion. For example, the study conducted by Sedlak and Broadhurst, (1996) and Fantuzzo, Stevenson, Kabir and Perry (2007) revealed that there is significant connection between parental risk factors (i.e. social isolation, stress, low income, and small social networks), adverse child development, and child maltreatment. This connection was also investigated by Sedlak and Broadhurst (1996), Black (2000) and Swenson and Kolko (2000) who submitted that parental arrangement have impact on child upbringing and behaviour. More so, Ishak, Low and Lau, (2012); Liem, Cavell and Lustig, (2010); Pezzella, (2010) in their various studies revealed that social problems such as child drug abuse, illiteracy, misbehaviour, neglect and poor academic performance are fundamentally linked to bad parenting styles, poor teaching methods and low self-esteem. This is essentially so because studies have established the fact that the type of behaviour that parents or guardians exhibit in bringing up a child (parenting styles) as well as the methods deploy in educating the child in school (teaching patterns) significantly influence the child's behaviour, emotion and academic performance (Baumrind, 1971; Lerner, 1994; Lachman and Boone-James, 1997; Barnett, 1999; Heymann, 2000; Steward and Bond, 2002; Schaffer, Clark and Jeglic, 2009; Timpano, Keough, Mahaffey, Schmidt, and Abramowitz, 2010).

In the case of Nigeria, recent studies have reported that there is continual degeneration of self-esteem among adolescence which was attributed to poor parenting and teaching methods (Federal Ministry of Education, 2007; UNICEF, 2010; Chinawa, Obu, Pius, Ikechukwu, Odetunde and Awoere 2015; Okwaraji, Aguwa and Shiweobi-Eze, 2016). The issue of low self-esteem is more pervasive among females and it

contribute to the level of antisocial behaviors including truancy, delinquency, promiscuity, teenage pregnancy and the risk of suicide among adolescents (UNICEF, 2010; Chinawa, Obu, Pius, Ikechukwu, Odetunde and Awoere 2015; Okwaraji, Aguwa and Shiweobi-Eze, 2016). All these problems, if left unattended to, might turn out to be a stumbling block to the realization of healthy lives and well-being for every person (SDG goal 3); inclusive and equitable quality education with lifelong learning opportunities for all (SDG goal 4); gender equality and empower all women and girls (SDG goal 5) in contemporary Nigerian societies. It is important to note here that some interventions which focus on child behaviour management and parent training programs had been introduced by the government and non-governmental bodies in curbing the menace however; more proactive efforts are still needed in addressing the risk factors affecting parenting styles, teaching patterns and child self-esteem. Based on this reality, this study examines community-based green care initiative as a social rehabilitation program to improve peoples' physical and psychological conditions. It also investigates the influence of community-based green care initiative on parenting styles, teaching patterns and child self-esteem.

Clarification of Key Concepts

For the sake of proper understanding of this study, a conceptual clarification of concepts was conducted under this section.

Concept of Community-based Green Care

Green care is currently evolving as a comprehensive term used to describe any intervention that involve the use of nature, plants or animals in curing psychological disorders and physical disabilities in children, adolescents and adults (Haubenhofner, Elings, Hassink and Hine, 2010; Artz and Davis, 2017). According to Sempik, Hine, Wilcox, 2010 as cited in Artz and Davis (2017), green care interventions can be organized through passive observation (i.e. sitting and watching animals or plants in a natural environment) or active interaction (i.e. caring for animals or plants) in an open-

natural environment (Hine, Peacock and Pretty, 2008 cited in Artz and Davis, 2017). Though, Haubehofer et. al., (2010) noted that green care interventions and treatments can also take place within hospitals, nursing homes, prisons and other social institutions. In this regards, community-based green care initiative (CBGCI) can be described as a social rehabilitation program initiated by the government and/or non-governmental bodies to offer a nature-based treatment (with a link between traditional health care, care farming and eco-therapy) that lead to improved educational, medical, physical, psychological and social well-being of children, adolescents and adults in a given community (Haubehofer, et. al., 2010). CBGCI can also be regarded as a system of interdisciplinary innovation through which interaction, communication and information exchange occur between actors (individuals, offices, or organizations) in diverse sectors in order to facilitate its establishment and improvement. Some authors have reported that countries like the United Kingdom, Finland, Norway, Germany, Austria, Netherlands, Italy and Belgium are currently operating one form of green care intervention or the other, based on country's peculiarity and as treatment options to socio-psychological problems (Hassink and Van Dijk, 2006; Haubehofer, et. al., 2010; Artz and Davis, 2017).

Furthermore, it is important to note that there are several forms of green care initiatives existing in contemporary literature. For instance, Artz and Davis (2017) as well as Haubehofer, et. al., (2010) outlined common forms of green care intervention practiced in Europe and in the United States of America which include; *animal-assisted therapy* (any kind of intervention that include the use of animals as part of a therapy to cure or ameliorate certain physical and mental disorder), *care farming* (is the use of commercial farms and/or agricultural activities as a therapeutic intervention to promote mental, social and physical well-being of people), *healing garden* (is the use of a garden or any form of green space within a healthcare location as a process to facilitate recovering or improving on the level of physical, mental and social conditions of people

in a healthcare facility), *wilderness and adventure therapy* (is the use of wilderness and adventure activities as psychotherapeutic or experiential intervention to assist people with stressful situations in regaining their path back to a healthy condition), *horticultural therapy* (is the use of plants by a professional with special training to attain some clinical goals), *green exercise* (is the use of physical activities such as walking, cycling, horse riding etc. as an intervention to promote healthy well-being and self-esteem) and *eco-therapy* (is the practice of using conservation, local habitat or a green space as a therapy to assist vulnerable people to act in tandem with nature as well as to stimulate their development of healthy well-being and social inclusion). Based on this reality, the next section shall discuss the guiding principles that are essential to community-based green care initiative. Thereafter, we will examine the concept of parenting styles, teaching patterns and self-esteem.

Guiding Principles of Community-based Model Program

An extant review of literature revealed some guiding principles that are very essential to the development of community-based model program. These principles as documented by Cohn, Corrigan, Lynn, Meier, Shega and Wang (2017) were briefly discussed with modifications.

1. **Person/Family focused:** The principal focus of any community-based green care is fundamentally determined by the priorities and goals of the person and family who reside in the community setting. This is simply saying that community-based programs are professionally designed to meet the social, psychological, physiological and spiritual needs of the person and family unit. The use of culturally compatible facilities, processes and modus operandi are very essential in order to achieve the aim of meeting person and family needs.
2. **Shared decision making in support person/family goals:** A community-based green care requires rigorous planning based on the goals, values and preferences of the person and family unit. This is so important to ensure that a comprehensive

assessment of person's and family priorities, concerns as well as disparities in terms of care and treatment options are identified. More so, effective decision making helps to stimulate person and family education about the concerns, treatments and the expected outcomes.

3. **Comprehensive, Coordinated and Planned activities:** Community-based green care must be robust and well-organized in terms of service delivery to individual or family with complex needs. This implies that community-based green care program should be all encompassing in meeting the health care services and social services of persons.
4. **Easy accessibility:** Another essential principle of a community-based green care intervention is that all person and family with illness in the community must enjoy stable and unrestricted access to green care facilities. This may warrant that certain coordination and geographical planning would be executed in order to that local capacity is adequate to meet the needs of community residents. However, full access to community-based green care services might attract service fees or payment through insurance plans.
5. **Provide value:** Community-based green care interventions are expected to provide high quality services to person and family seeking health care services. It must also develop sustainable financial model through which effective care teams, technology and resources required to provide high quality health and social services to patient and family can be made available.

Parenting Styles

Parenting styles are various forms of behaviour that parents or guardian employ in the process of parenting a child. Parenting is a multi-dynamic activity that involves many specific behaviours and attitudes operating independently and collectively to influence the child development. According to Baumrind (1991), the concept of parenting style is used to describe the entire behaviours exhibit by parents or guardians in their attempt to

control and socialize their children or wards. By this definition, one can affirmed that parenting style centered primarily on two essential components of child upbringing which according to Maccoby and Martin (1983) can be referred to as; (i) parental responsiveness and (ii) parental demandingness. The word parental responsiveness which can also be construe to mean parental warmth or supportiveness depicts “the degree to which parents deliberately encourage individuality, self-regulation and self-assertion by being in agreement, supportive and acquiescent to children’s special needs and demands” (Baumrind 1991, p. 62). On the other hand, parental demandingness can also be termed as parental emphasis on behavioural control represents “the efforts that parents make on children to become integrated into the family as a whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys” (Baumrind 1991, p. 61).

Based on the Baumrind (1967, 1971) classification of parenting, there are three popular parenting styles which are authoritative, authoritarian and permissive. First, authoritative parents are extraordinary active in responsiveness and demandingness. They communicate clear standards and monitor their children’s conduct in terms of knowing the children's peer associates, free time activities, physical where about as well as school/academic performance. They are self-confident, but not intrusive and restrictive. Second, the authoritarian parents are high in demandingness but low in responsiveness. These parents provide a well ordered and structured environment with clearly stated rules (Darling 1999). They expect the children to obey the rules without explanation. Third, the permissive parents are high in responsiveness but low in demandingness. They are lenient, non-directive and do not require mature behavior.

Teaching Patterns

Teaching is an act or science of bringing about desirable changes in human learning, abilities and behaviour so as to promote better living (Dorgu, 2015). Teaching helps individuals to secure the knowledge, skills and attitudes they need to be responsible

citizens (Dorgu, 2015). With this in mind, evidence-based research works have established the facts that while some educators are trained to teach other are not taught how to teach-they find themselves teaching by chance (Manak, and Svec, 2003). Usually, it is a normative culture that a person with a skill or knowledge about certain subject matter should be asked to teach the subject. This is based on the belief that someone who knows a subject s/he will be good at teaching others on the subject (Skutil, Havlickova, and Matejickova, 2016). In contrast to this normative culture, some authors have argued that knowing a subject is different from knowing how to teach others on the subject (Liu and Shi, 2007; Skutil, et. al., 2016). This argument is fundamentally based on the fact that teaching requires the use of effectively a method or pattern of teaching. According to Vikoo (2003), teaching methods are numerous and dynamic in usage. They are also course-specific and suitable to some disciplines than others. The followings are the three types of teaching method adapted from Vikoo (2003):

- i. **Cognitive development method:** This form of teaching method assists learners to understand, analyze, synthesize and evaluate information more efficiently. It also encourages the development of good cognitive abilities.
- ii. **Affective development method:** This type of teaching method helps to effect changes in interest, attitudes and values of the learners. It is often use to provide the learner the impetus to develop positive interest and attitude towards the course or subject being taught by the teacher. Typology of these methods are; modeling method, simulation method, dramatic method, simulation games, and role-playing method
- iii. **Psychomotor development method:** This type of teaching method aim at achieving motor skills development in learners. This method requires that learners are able to illustrate, demonstrate, or perform certain skills using their manual dexterity. It includes; inquiry method, discovery method, process approach method, demonstration method, laboratory/experimentation method,

programmed learning method, dalton plan/assignment method, project method, microteaching method, and mastery learning

Having discussed the above, many teachers and educators in today's modern educational institution are faced with the challenge of how to design an effective teaching pattern. This is essentially so because each teaching pattern is context-specific and course-contents compatibility. For instance, a particular teaching pattern can be time-efficient in disseminating ideas, assist in making a constructive presentation, creativity but weak in enabling comprehensive teacher and student interaction. Thus, an interaction patterns (such as group work; choral responses; individual work; student initiates, teacher answers; full-class interaction; self-access; open and close ended teacher questioning) can be used as complementary. To buttress this assertion, Skutil, Havlickova, and Matejickova (2016) noted that modern formal education supports and promotes a teaching methodology that is both diversified and flexible, providing a very wide range of teaching-learning methodologies. In a nutshell, teaching pattern is an effective way of organising and guiding learning, a common way of procedure that unites a teacher's and a students' efforts (Samfira and Faragau-Dragos, 2014; Skutil, et. al., 2016).

Concept of Self-esteem

Self-esteem as a concept emanated from a Greek word that refers to 'admiration for ones' self. The word 'self' as part of self-esteem relates to the values, beliefs and attitudes that one holds about himself or herself. On the other hand, the word 'esteem' depicts the value and worth that one accorded to him/ herself. Combining the two words together, 'self-esteem' can be defined as a concept that represents the way at which an individual generally feel about himself or herself and how others feel about him/ herself. There are different definitions or meaning accorded to the concept in literature. Some authors see self-esteem as a personality variable that describes the way impression that one has about oneself (Solomon, Greenberg, & Pyszczynski, 1991; Brown, 1993). Other authors believe that self-esteem is about the manner at which people evaluate their

various abilities and attributes (Harter, 1986; Marsh, 1990; Brown, Dutton, & Cook, 1997). Also, there are authors who interpret self-esteem to mean momentary emotional states that depend on situations or conditions in which one finds himself or herself (Butler, Hokanson, & Flynn, 1994; Leary, Tambor, Terdal, & Downs, 1995). However, the three dimensions on self-esteem must be duly considered in the production a comprehensive definition of the term.

Furthermore, self-esteem has been categorized into two categories; (1) high self-esteem and (2) low self-esteem. The term high self-esteem as described by Rosenberg (1965) is a scenario in which an individual respects himself, considers himself worthy at any given condition or situation. In contrast, low self-esteem signifies self-rejection, self-dissatisfaction, and self-contempt” (Baumrind, 1968). According to Portia (2010), children with low self-esteem are often unhappy, and distrustful. They are also more likely to experience social anxiety and low levels of interpersonal confidence (Portia 2010 cited in Chinawa, et. al., 2014). Most researchers agree that parental affection/support is positively related to child self-esteem (Harper, 1987; Kawas, Peterson, Southworth, and Peters, 1983). On the contrary, teaching patterns that involve the use of guilt, anxiety, and love withdrawal in controlling behaviour declines self-esteem in adolescents (Graybill, 1987; Kwash, Litovisky and Dusek, 1985).

METHODOLOGY

Research Design and Population

This study adopts descriptive survey design in which self-administered questionnaire and in-depth interview were used. The consideration for combining both questionnaire and in-depth interview is to fully capture. The population of the study comprise of pupils and teachers in selected secondary schools in Odeda Local Government Area of Ogun State, Nigeria. One hundred pupils (50 males and 50 females) and twenty (20) teachers were randomly sampled from ten (10) secondary schools (private and public) for data collection. The pupils were examined to provide information on the parenting styles of

their parents and teaching patterns of their teachers while the teachers were asked to rate certain personality traits and behaviours that the pupils usually exhibit in their social relations with and attitude towards other students and staff. Hence, students' self-esteem was determined from teachers' rating of the students' behaviours exhibited in school. The teachers were asked to rate student behaviour based on the following classifications; co-operativeness, sobriety, assertiveness, impulsive behaviour and the likes

Research Instrument

This study utilized semi-structured questionnaire and interview guide as the instrument for data collection. The questionnaire was organized around the study objectives with specific focus on the research objectives. The questionnaire consists of open-ended and close-ended questions. Also, the questionnaire was divided into three sections; section A inquires about the socio-demographic attributes of respondent such as the age, educational qualification, religion, sex etc. The section B contains items on the relationship between parenting styles, teaching patterns and child self-esteem. The section C contains questions on the influence of community-based green care intervention on parenting styles, teaching patterns and child self-esteem. The response options were structured following yes or no and rating scale. The validity of the instruments was determined by face and content review performed by two experts in test and measurement. Thereafter, a pre-test of the instrument was conducted on 20 students and 3 teachers to ascertain its reliability. Moreover, the interview guide contains set of questions relating to the subject matter was used as a plan to keep the conversation focused on the topic, while giving the informant room to freely express his/her perception on the content of discussion.

Methods of Data Analysis

Two methods of data analysis were adopted namely: quantitative and qualitative methods. Data analysis was done at two (2) levels – univariate and bivariate levels. The univariate analysis involves the use of descriptive statistics to examine the socio-

demographic variables of respondents. Frequency distribution tables and percentages were employed to highlight the variability of the respondents according to their socio-demographic characteristics. Inferential statistics was used in evaluating the association between relevant variables. Furthermore, qualitative data was analysed using content analysis and where necessary, verbatim quotations were done in the course of the data analysis.

Ethical Considerations

Authorization was sought from the management of the schools before conducting the field work. Likewise, consent of the respondents were sought and obtained before the questionnaire was administered on them. All the respondents were made to know that they are free to back out of the study at any point in time and that their identity is kept anonymous and strictly confidential.

RESULTS

This section deals with the statistical testing for relationship between the variables under study and the research hypotheses formulated for this study. In doing this, inferential statistics were used as the tool for analysis.

Table 1: Relationship between Parenting Styles and Child Self-esteem

Question	Response	Observed	Expected	Residual	Chi-square	P
Parent who do not show love to their children affect their children self-esteem	Yes	400	212	188	93.68	<0.05
Parents who are judgemental and critical may have children with low self-esteem						
Do children look to parents and other important adults for evidence that they are lovable, smart, capable etc? and if they don't get this evidence low esteem develops	No	24				<0.05
Do you agree that children begin						

forming beliefs about themselves early in life						
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Pearson Chi-Square = 93.68 df = 4, Sig. (2-sided) = 0.00

Table 1 above shows that there is a relationship between parenting styles and child self-esteem. The result of the analysis showed that both male and female respondents agree that there exist significant relationship between parenting style and child self-esteem as showed with chi-square value of 93.68 under the probability of 0.00. This implies that there is strong relationship between parenting style and child self-esteem. Investigating the issue further, the response of interviewees during IDI session generally agreed with the views above. For example, a female teacher said:

Let me start with the popular saying “charity begins at home”. That is a child attitude or behaviour is a true reflection of the kind of home s/he comes from. This is so true because; children are like a clay mould in the hands of their parents and they are design by the way their parents train them. Thus, child behaviour shows the kind of person his/her parents is. ..It is the instruction and discipline that parents give to their children that inform their understanding of the social world. A child begins his/her life listening and learning from parental instructions and way of life which become part and parcel of his/her behaviour... For instance, my first child who is also my first son mistakenly breaks a glass cup that belongs to one of my neighbour and when I confronted him he admit that he is guilty of the misbehaviour... This is due to the way I trained him. I always encourage him to always say the truth no matter what the consequence of his action may be...but, it is worrisome for me to see how some parents try to defend their child who had been confirmed responsible for a misbehaviour whether at home or in school..*(IDI/Female/Parent/2014)*

Also confirming the relationship between parenting styles and child self-esteem, a father concurred that:

I strongly agree that parenting style influence child self-esteem. It is the way parents train their children that they

would behave within and outside the home. Today's children are smart children, they are even smarter than the smart phone ... they emulate whatever they see their parents doing. For example, my sister-in-law daughter (less than 3yrs) use to watch her mother cooking and one day she pick the matches box and went to the stove trying to put on the stove without knowing that her mother is close to her....this indicates that children behaviour is influence by the style of parenting. Thus, parents with low self-esteem will also train their children to have low self-esteem. (IDI/Male/Parent/2014)

From the responses above, one can deduce that a significant relationship exists between parenting style and child esteem. The finding tallies with Baumrind, (1991) who submitted that parenting style is the entire behaviours exhibit by parents or guardians in their attempt to control and socialize their children or wards.

Table 2: Relationship between Teaching Pattern and Child Self-esteem

Question	Response	Observed	Expected	Residual	Chi-square	P
Do some of your pupils absent from class due to punishment or sanctions for wrong doings	Yes	495	265	230	15.09	<0.05
Do students appreciate teachers that encourage positive thinking and hard work						
Do teacher teaching pattern influence student character and self-esteem	No	35				
Do you assist your pupils to develop self-confidence and cognitive skills						
Do agree that effective good teaching pattern bring about positive student self-esteem development						

Pearson Chi-Square = 15.09, df = 5, Sig. (2-sided) = 0.00

The table above presents chi-square analysis showing the relationship between teaching patterns and child self-esteem. The result shows that there is significant relationship between teaching patterns determine child self-esteem development with chi-square value of 15.09 with the probability of 0.00. This indicates that teaching pattern is a factor determining child self-esteem. To shed more light on this, a mother affirms that:

In building self-esteem in a child, teachers are the next after the parents. This is due to their special roles in educating the children to develop more knowledge about dealing with fundamental issues of life. But, many teachers today are not ready to perform these tasks... They are too harsh on the pupils, by giving them difficult punishment to do. This could be because they are mostly underpaid, job insecurity and demotivated. As such, some teachers use to say to others that “we cannot stress ourselves in caution or teaching the students after all what we get from the management is peanut or poor salary” This ultimately kill their interest and morale for educating the children to develop high self-esteem... Sometimes, they (teachers) seem to believe that it is only the parents that have to do the work of child-rearing and (*IDI/Female/Parent/2014*).

Another interviewee disclosed that:

Honestly speaking am very worried about the current teaching methodologies that are being used to educate students in contemporary Nigerian educational system. Many students are academically weak that they cannot participate actively in essay competition or any serious academic engagement. This is due to the fact that they are not taught with the use of effective teaching methods and patterns that are supposed to help them develop good interactive, reasoning and writing skills. This is not so surprising because majority of those who are in teaching profession today are not trained teachers but they choose to be teachers due to lack of job opportunities and socio-economic pressures. As such, they lack quality teaching skills and competences... If this act continues, we will have generation of students with inability to engage in critical thinking and right decision making. Hence, this phenomenon should be averted by engaging well-trained personnel and experienced teachers... (*IDI/Female/Teacher/2014*)

Arising from the responses above, it can be affirmed that there is significant relationship between teaching pattern and student self-esteem development in the study area.

Test of Hypothesis

The research hypotheses formulated for this study were tested as follows:

Table 3: The Influence of Community-based Green Care on Parenting Styles

R = 0.801 R Square = 0.688 Adjusted R Square = 0.391 Standard Error = 0.735						
ANOVA						
	Sum of squares	Degree of freedom	Mean square	F	P	Remarks
Regression	61.560	8	7.521	13.912	0.000	*
Residual	37.721	111	0.541			
Total	99.281	119				

* Significant (P<0.05)

The result in table 3 above depicts that community-based green care has a significant influence on parenting styles. The result shows that community-based green care account for 68.8% of the total variance in parenting styles ($R^2 = 0.688$). This implies that community-based green care initiative will contribute to sustainable parenting styles in Nigerian communities. The finding corroborates Berget, Ekeberg, and Braasted (2008) and Haubenhofner, et. al., (2010) who submitted that community-based green care initiative is a social rehabilitation program that helps to improve on their educational, medical, physical, psychological and social well-being of people with mental health challenge and those who have not held a job for a period of time. The finding also support the view of Artz and Davis (2017) who noted that community-based green care increases intensity and exactness in work, feeling of self-efficacy and other certain aspect of behaviour that are important in daily life. Thus, it can be deduced that community-

based green care aim at curing psychosocial problems among adults which do lead to good parenting style.

Table 4: The Influence of Community-based Green Care on Teaching Patterns

R = 0.339 R Square = 0.265 Adjusted R Square = 0.249 Standard Error = 0.693						
ANOVA						
	Sum of squares	Degree of freedom	Mean square	F	P	Remarks
Regression	28.019	11	7.856	16.372	0.000	*
Residual	67.721	108	0.480			
Total	95.740	119				

* Significant (P<0.05)

The result in table 4 reveals that the coefficient of determination (R^2) 0.265 that is, the independent variable (community-based green care initiative) is able to explain 26.5% of the total variation in teaching patterns; degree of freedom (Df) 11 and the p-value 0.00 ($p < 0.05$). The result also there is a direct influence between community-based green care initiative and teaching patterns. The finding tallies with Artz and Davis (2017) who reported that some types of community-based green care intervention such as therapeutic horticulture, eco-therapy and green exercise help children to gain sense of connection and learn skills important for normal functioning. Similarly, the finding corroborates with Dell, Chalmers, Bresette, et. al., (2011) and Trotter, Chandler, Goodwin-Bond, Casey, (2008) who submitted that animal-assisted care farming such as horse riding enables effective treatment of substance abuse among children and also equine-assisted counseling allows children who were having difficulty with peers or academic activities.

Table 5: The Influence of Community-based Green Care on Child Self-esteem

R = 0.762 R Square = 0.580 Adjusted R Square = 0.572 Standard Error = 0.641						
ANOVA						
	Sum of squares	Degree of freedom	Mean square	F	P	Remarks
Regression	51.833	6	30.169	73.458	0.000	*
Residual	46.917	113	0.411			
Total	98.750	119				

* Significant (P<0.05)

The result in table 5 shows that the coefficient of determination (R^2) 0.580 that is, the independent variable (community-based green care initiative) is able to explain 58.0% of the total variation in child self-esteem; degree of freedom (Df) 6 and the p-value 0.00 ($p < 0.05$). The result also there is a direct influence between community-based green care initiative and child self-esteem. The finding Chardonnens (2009) and Haubenhofers, et al., (2010) who reported that combination of equine-assisted psychotherapy and equine-facilitated psychotherapy help to improve interpersonal physical and emotional communication as well as self-esteem among children.

CONCLUSION

The purpose of this study is to examine a community-based green care initiative as a catalyst for sustainable parenting styles, teaching patterns and child self-esteem in Ogun State, Nigeria. The finding of study has shown that community-based green care initiative is an effective form of care intervention that has positive influence on sustainable parenting styles, teaching patterns and self-esteem. It is also a psychosocial therapy, social and educational interventions involving series of natural activities (such as care farming, eco-therapy, anima-assisted therapy, green exercise, and horticultural therapy, eco-education, wilderness as well as nature therapy) that enable people to interact with the nature elements in a bid to improve their physical and psychological

well-being. However, based on the discussions in the paper, it is very obvious that community-based green care is best alternative program that should be encouraged and applied by the government at all levels, educators, professionals and parents in their efforts to curb the menace of poor academic performance, depression, anxiety, mental health, social skills, stress, bad parenting styles, poor teaching methods and low self-esteem among children, adolescents and adults.

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