**Core Content Comprehensive Review (CCCR) Questions**

1. What does it mean that children are given to parents as a trust, not as property or possession? Discuss healthy parenting using Baumrind’s Model of Authoritative Parenting in the context of this question.

Children are a blessing from God, they are born into homes that their soul chooses and would feel comfortable growing in. Children are not material assets and as such they are not regarded as property or possessions of their parents to do with as they please. In some Indian communities, there is a low level of interest in a child's physical, social and cogitative development as per scientific and psychological regulations and this may be a direct result of the lack of parenting education and skills. Parenting is highly influenced by religion and cultural values practised for generations. In some cases religion is interpreted incorrectly, penalizing and mandating children to follow mundane rules of life values and obedience.

Children grow with the guidance of their parents and go out into the world when they are ready to take on responsibilities of their own. Some girls in rural communities are often married off at an early age to lessen the financial burden on their family, however, while they are home they often assist with household chores and look after the needs of younger siblings. Boys are kept within the family to look after the family income by assisting their parents with duties such as land cultivation and the rearing of animals.

Parents from urban communities place a strong emphasis on education for all their children regardless of their sex. Females are educated on the same playing field as their male counterparts and parents are more relaxed with cultural influences on their children. Some may say that this contributes to a breakdown in the future of cultural values as young people become educated in a changing world they are no longer willing to obey the cultural rules and values sent down by their ancestors. As children become educated and seek a way for themselves whether they are from rural or urban communities they step out of the care of their parents and into the unknown world where they learn for themselves the values of life from trial and error. In most societies, the legal adult age is 18, and from this age, a child can act on their own behalf, in modern western cultures children are allowed to go live on their own from the age of 18, for work or educational purposes.

1. Establishing Clear and acceptable Rules and Boundaries: Authoritarian parents provide clear and acceptable rules and boundaries for their children. These guidelines are not unduly hard or rigorous, but they create a framework for youngsters to understand their expectations and limits. This consistency gives the child a sense of security and predictability.

2. Warmth and Support: Authoritarian parents show their children warmth and support. They are emotive, and they show affection and love. This emotional connection aids in the development of a strong sense of self-esteem and self-worth in youngsters. It also fosters a safe environment in which youngsters can express themselves freely.

3. Open Communication: Within the authoritative model, healthy parenting entails open and two-way communication. Parents urge their children to share their feelings, thoughts, and worries. They actively listen, affirm their children's feelings, and engage in productive discourse. This open conversation builds trust and assists youngsters in developing effective problem-solving abilities.

4. Reasoning and Explanation: Authoritarian parents justify and explain their rules and decisions. Instead of simply saying, "Because I said so," they take the time to explain the reasoning behind rules and penalties to youngsters. This strategy encourages children's intellectual and moral growth by teaching them to think critically and make responsible decisions.

5. Independence Encouragement: Healthy parenting under the authoritative model encourages independence and autonomy in children. Parents allow their children to make age-appropriate decisions and learn from their mistakes. This helps children develop a sense of competence and self-reliance.

6. Consistency: Authoritarian parents have a constant parenting style. They don't vacillate between being too permissive and too repressive. This consistency aids in the development of children's comprehension of what is expected of them and avoids misunderstanding.

7. High Expectations: Healthy parenting entails setting high but attainable goals for children. Authoritative parents believe in their children's skills and encourage them to strive for success. They provide the essential direction and support to assist youngsters in meeting these standards.

8. Consequences with empathy: When children disobey or make errors, authoritative parents utilize consequences as a teaching tool rather than as a form of punishment. They do so with empathy and the goal of assisting youngsters in learning from their behaviours. This method promotes responsibility and accountability.

9. Adaptability: Authoritarian parents are willing to modify their parenting style to meet the changing requirements and developmental stages of their child. They understand that what works for a toddler may not work for a teenager, and they modify their parenting skills. Using Baumrind's Model of Authoritarian Parenting, good parenting entails striking a balance between setting firm limits and being supportive, between having high expectations and providing warmth and understanding. This parenting approach supports emotional and intellectual development, as well as the development of children into responsible and well-adjusted individuals' parenting styles appropriately.

2. Describe how to discipline a child’s will without breaking his or her spirit. Discuss the elements of healthy family functioning that help create the right environment for this.

1. Choose your battles wisely – In instances where children are displaying acts of sadness or anger, a parent or caregiver has to choose their words and actions towards such behaviour carefully. Simple words towards a child who displays troublesome habits can lead them into depression and thoughts of them being worthless which ultimately breaks their spirits and visions of their future self.
2. Setting enforceable limits to condition their behaviour – making a child aware that there would be implications for their actions when rules are broken assist in keeping them disciplined and guide their actions towards better behaviour.
3. Attention and time are precious and should be spent thoughtfully – quality time spent with children should be meaningful and one that shows care, love and compassion.
4. We work together as a team – Incorporating children into household duties, chores and decisions makes them feel wanted and part of the household team. Allow children to assist with meal preparations to create a sense of accomplishment.
5. Pragmatism about success and failure - understanding that some children excel in some areas more than others is very important, not all children can be overall scholars. Supporting children in areas that they may fail in and letting them know that it is okay to have a weak area is letting the child know that their parents would always support them. Parents can use the opportunity to develop their children in a different way to bring out the strength in their children rather than allowing them to think that they are complete failures.
6. Voicing our thoughts is as important as expressing our concerns – parents who teach their children the importance of voicing thoughts and expressing concerns encourage them to get things off their chest which may or may not lead to depression at a young age. Adults who take the angle of firstly talking about their concerns and in turn ask children to share their thoughts and concerns tend to create a trend of openness and comfort where children would feel comfortable to open up about things they feel the need to share. This comfort of sharing thoughts and concerns could greatly assist a child who is being sexually abused or bullied.
7. Use the child's imagination to keep them entertained - games and roleplay as police officers, firemen, doctors, nurses, lawyers, teachers and machine operators are among the few roles children see themselves as while growing up. Many parents would buy them dress-up outfits to suit the role they like playing the most, which are even superheroes. This imagination and roleplay encourages children to take up positive behaviour by encouraging them to perform positive actions in their roleplay.
8. Reward and recognition – parents should acknowledge the efforts of their children and reward them for their achievements. There may be times when the expected results are not achieved and in this regard, a child must not be chastised and labelled a failure, but encouraged to try hard. Small rewards should still be given to children and inform them that the reward would be bigger when their achievement is great.
9. Talk with them – talking to children with love and respect rather than physically or emotionally abusing them is a tender approach to correcting their wrongdoing. Children who a abused often grow up to be abusers themselves. Changing the narrative from a tender age is important in shaping their future.
10. Prayer with them – life has happened and parents are busy with the demands of their daily lives. Some parents rarely see much less talk to their children. Praying with children in a meaningful and realistic manner often brings about a change in negative thinking and teaches them that forgiveness is real regarding giving and receiving.
11. Love them – children are very smart and emotional individuals, they can feel when they are loved and wanted. Children as small as they are have feelings and pride, insulting children wounds their pride and often makes them feel unwanted and unloved. This lack of emotional attachment creates a gap in trust and as a result, children become distant and aggressive. Loving a child can change them to accept themselves for who they are and in return love others, creating a positive nest for future development into adulthood.

From infancy, some children may attend church with their parents and as they grow they develop stronger spiritual bonds through socialization with their peers within the same religious atmosphere. According to Havighurt’s developmental tasks of adulthood theory from early adulthood, middle age and entering into later maturity adults learn to adapt to life and make necessary decisions as they age. In the early adulthood stage, individuals seek out a mate who would be a lifelong partner they would like to raise a family with and build a nice decent home. They learn to manage their family resources, their career is more stable, they maintain healthy relationships with peers and involve their children in church-related activities as they would have learned at that age. Approaching middle age, people tend to slow down a bit because they are successful in their career and they may also experience primary health issues such as high blood pressure, heart palpitations, and even early menopause. Middle-aged folks spend time with their children and look after their education because for teenagers it's critical to focus on achievements for the future. Late maturity may bring on more complex health issues, restrictive physical movements, and the loss of loved ones. According to Levinson between the ages of 40 to 45, a mid-life crisis sets on and individuals begin to feel the pressures of life especially if they realize that there is not enough time to live their dreams. Sometimes depression sets in compounding things as they may lose their parents, children may leave for schooling abroad and they are starting to age more, looking in the mirror and not seeing who they want to be at that age. At each stage in development, every person may or may not be where they would prefer to be in life, for some they are living their dreams and for others they just dream to achieve these dreams due to a lack of resources (Jordan-Lake, J. 2007).

Lawrence Kohlberg claimed that people develop morally by the end of their adolescent years. With that in mind, certain communities encourage the ageing population to bond with children and young adults in an attempt to create spiritual awareness. The moral development from this relationship shapes the thinking and interaction of children with others in society. This type of social network covers concerns where individuals can fully understand punishment and rewards for certain behaviours, as religion would deem fit. These beliefs affect children in a way where they are conscious of what God and others think of them and they may develop a self-concept based on such thoughts. Young adults on the other hand are individuals who already have a sound understanding of themselves and the rules and regulations of society, they are strong enough to have a healthy self-concept, which sets them aside from what society and people may think of them. In this regard, it is harder to correct the way of a young adult using religious guidelines, however, young children are easier to manipulate and as a result, they are moulded better spiritually (Koenig, H., Lawson, D., & McConnell, M. 2012)

3. Among the theories of human development discussed in Part Three of the course syllabus, with which one do you most agree? Compare and contrast it with your personal spiritual beliefs. What elements of the theory that you agree with the most have you seen apparent in your own parenting experience (or, if you are not a parent – that you have observed)?

Erickson, Kohlberg and Piaget all present relatable distinctions of the key areas in human development. Erickson takes on an emotional approach that gives clear distinctions to each stage of development from newborn to puberty, he believed that the age of the individual also determines the stages in which they are. Each stage of development often overlaps as an individual transcends from one stage to another. Kohlberg presents his theory on a moral front in that children obey rules and regulations set and enforced by others to avoid punishments for the wrongdoing of their actions. Piaget’s mental approach shows how a child’s moral code is developed by their idea of what is right and wrong. He speaks about biological maturation and environmental experiences, in that as children mature so too does their moral judgement based on their interactions.

I agree with Piaget's theory in that he emphasises what I grew up experiencing in my cultural sphere learning new things from interactions with others. I later internalised these concepts and ideas and compared them with what I already knew because of what my parents taught me. I then adjusted my beliefs accordingly and this assisted in shaping my self-concept from an early age.

I am now at a place in my life where I am a mother of a little boy, my intention is to use my moral, and religious beliefs and self-concept to teach my children about acceptable behaviour in society and play a pivotal role in their future development. I want my family to be able to process right from wrong in this rapidly changing society while still maintaining a healthy self-concept, to one day teach their children what they have learned and carry on the culture of learning and intelligence in their own way.

Jean Piaget theory of cognitive development states that children's development takes place at four different stages of their mental enhancement. Sensorimotor stage from birth to 2 years old, infants and toddlers develop knowledge and skills from sensory activities and observing their surroundings and the objects in their environment. Children's experiences in this stage are based entirely on reflexes, senses and motor responses to the people and objects around them speeding up their growth and learning. During this short space of time, children learn several physical actions such as laughing, playing, crawling, walking and love. It’s at this stage that children learn their native language and begin interacting with others in the surrounding mimicking them as they continuously learn from them. Preoperational stage from 2 to 7 years old, although language would have been developing in the sensorimotor stage it is within this stage that language develops further and the child begins to make full statements and understand fully what is asked of them. Children in this stage have a good understanding of pretend play but may still have problems with logical thinking and reasoning in some complex instances. The concrete operational stage is from 7 to 11 years old, children within this stage are becoming logical thinking and are better able to employ their logic to decipher complex issues, they also take into account the feelings of others and not just their own and get what they want as when they were younger. Children begin to understand that not everyone would think and feel the same way as they do, they learn that they have their own identity, thoughts, feelings and opinions which adds to their uniqueness. The formal operations stage is from 12 years old and upwards, where children begin to use increased logical thinking, critical assessments and abstract reasoning of more complex ideas than in their younger years. Piaget states that children don’t acquire more information as they develop, there are drastic changes in how children would view and think about the world. Parents want the best for their children and they tend to create an environment at home for them from birth for them to learn and develop healthy attachments by showing them love, care and affection while teaching them the basic principles of communication. Adults teach their children from their acquired pool of knowledge and skills from their own interactions through their development process, they begin to learn new things as a parent and further develop strategies as they go along because in most cases their thinking evolves as well (Newman, B. M., & Newman, P. R. 2015).

It's essential to observe at each point of development, that my son's cognitive enhancement filters directly into his moral, social and spiritual development. We often pray by having lighted candles and burning block incense that my husband would purchase from the church in Syria. Our son is so accustomed to this ritual, that he knows how to make the sign of the cross for himself and others. We can observe directly how cognitive development aids in the moral, social and spiritual development of an individual from a very young age. I gained an understanding of his specific strengths, interests, and needs when applying these strategies. Through my interactions with people and students in the past, I realized that individuals of all ages use a lot of emotions when interacting with anything, whether is performing tasks by themselves or in groups. Cognitive development fosters healthy emotional, moral and spiritual development. When applied properly by skilled and caring parents, caregivers, and tutors cognitive development can pull forth the best characteristics from moral, emotional and spiritual development to create the best possible minds for the future. Children view adults as role models, they observe behaviours of an adult like parents, where they begin to think and behave in the same way. Eventually, they will develop their abilities to think and process information and this is the reason why it's of utmost importance to surround children with individuals and situations that add significant importance towards their highest callings. Observations from my interactions with my son and the teachings I have been applying with him the proud moments of realizing that my son is grasping the lessons I am teaching him is one of the best and most accomplished feelings in this world knowing that I am developing a little human to become a future leader. He would be my mark in this world in the near future to continue my empire.

Going forward I am more conscious of my thoughts, according to Haanel, C.F. (2011) “ knowledge gaining and consequent power is what determines growth and evolution. The recognition and demonstration of knowledge is what constitutes power, and this power is spiritual power, and this spiritual power is the power which lies at the heart of all things; it is the soul of the universe. This knowledge is the result of man’s ability to think; thought is therefore the germ of man’s conscious evolution. When man ceases to advance in his thoughts and ideals, his forces immediately begin to disintegrate and his countenance gradually registers these changing conditions."

4. Read the article “Children Reject Training – Parents Reinforce Negative Behaviour” on page 79 of the syllabus. Summarise the writer’s points in your own words, and critique the writer’s perspective. From your additional reading, add other parenting strategies that are recommended for each of the three age groups mentioned in the article.

 An article titled “Children reject training: Parents reinforce negative behaviour” covering work by Susan King from her contribution to Redbook claims that "new research indicates that sometimes parents' favourite strategies actually reinforce the behaviour they are trying to correct.” Many recent child experts observed similar mistakes regarding disciplining children and measures to overcome such. James Windell, a psychotherapist from Michigan stated that the strategies would not be a success at first but it’s a productive investment for the future. Dr. Nathan J. Blum an assistant professor of paediatrics at the University of Pennsylvania School of Medicine claims that children between the ages of 2 to 4 are unable to control themselves and are quite demanding. He stated that they are unable to respond to verbal communication of right from wrong and want things given to them immediately. Blum stated that toddlers have trouble distinguishing between their point of view and that of others; they interpret verbal communication as attention and often misbehave even more when their parents are angry to gain more attention.

He also claimed that their best approach to resolving the issue is to determine what caused the toddler to throw a tantrum and develop strategies to avoid anything that would spark their attention towards misbehaviour. Blum suggested that toddlers are to be placed on a timeout of one minute for each year of age but at the same time ensure that they do not become upset to the point of harming themselves or damaging property.

Windell stated that parents often punish children between the ages of 5 to 8 before thinking of an alternative punishment for misbehaviour. Children who are spanked, think about the beating rather than the reason he is being punished. Children in early school years are easier to discipline because they understand better, however, parents should not overlook rudeness such as back talking as it distracts the parent from the end goals. Blum claims that this group of children should be allowed independence in making a decision of when to pack away their toys but that at the same time, parents could restrict them from games until they complete this task. Windell stated that “giving rewards to stop behaviour you don't want reinforces that behaviour".Rewarding children with praise is when they behave well.

Children from 9 to 12 tend to have more meaningful parent-child conversations and are better at solving problems that may arise in preteen years. Blum claims that presenting the problem to the child and if the matter can’t be resolved a compromise should be reached. Due to independence being a big matter with kids of this age, Blum stated “making things related to independence contingent on having kids do what you want them to do” is a trick to resolving issues. He stated that grounding is a common punishment but job grounding is more effective, telling a child they can’t watch television or have a luxury until a certain job is completed. Once the child listens to their parent, the punishment is not prolonged and it is a win-win situation for both parent and child.

 Upon reading the article, it was noticed that the author Susan King quoted the observations of psychologists who claim to know what takes place in the lives of children within certain age groups. There were no statistical data within the article or the time in which the observations were carried out, making the article appear as though the qualified individuals just had a thought and decided to speak. The mentioned individuals did not make reference to any pre-existing theories or refute such. There was no evidence of any counter-arguments being put forward. King seemed to believe the statements made, giving her enough advantage to write about the topic without careful consideration of presenting an article with believable evidence. However, there should have been statistical evidence from the doctors, the article would have carried more weight.

 Comparing the claims put forward in the article to the work of Baumrind, whose study on the four parenting styles shows enough evidence of logical development for children within the same age groups. Baumrind parenting styles, authoritarian, authoritative, permissive and neglectful showed a great deal of present-day parenting with authoritative parenting being the best parenting style among the four. Authoritative parenting style generally produces the best behavioural outcome in children. Baumrind research showed that pre-schoolers raised by authoritative parents​ are happier and more contented because they develop independence and self-reliance with excellent social skills. The toddlers in this age group have good emotional regulation and self-control because their parents taught them it's better to communicate what they want rather than throw tantrums. Children within these age groups are now afraid of new environments and often socialize with peers with a sense of acceptance and warmth. They are very competent and assertive for their age, expressing maturity when their parents communicate with them, even in instances when they are told not to behave a certain way (Baumrind, D., et al. 2008).

Key principles in lifespan development are psychological, cognitive, social, emotional, spiritual and language development. Developmental psychologist studies each principle to determine present and future characteristics as it pertains to the growth and development of individuals in society and what makes each individual unique. Many psychologists also utilize historical data to determine the key principles of lifespan development, which assist them in drawing conclusions for each area they focus their studies towards. In every society, the key principles in lifespan development would produce different results due to internal and external factors such as mindset and environment, support and a lack thereof.

Psychological/cognitive development – the prime stage of cognitive development is from birth to late childhood. The values acquired in this stage are solidified in adolescence and early adulthood from interaction with parents, and learning cultural values which begin to deteriorate in late adulthood due to developing a self-concept from an individual's own idea about values and life.

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Erik Erikson (1959) stated that there are eight psychological stages of human development from birth to death, focusing more on the early developmental stages as,

Childhood Stages

* Trust vs. mistrust (0-18 months). In this stage, the primary task is to develop trust to speak and explore their surroundings.
* Autonomy vs. shame and doubt (18 months to 2 or 3 years). Developing feelings for people, situations, and ways to control behaviours and discovering that their desires can be portrayed on any forum they deem necessary to get attention such as throwing tantrums.
* Initiative vs. guilt (2 or 3 to 6 years). At this stage children develop their self-concept by mirroring their parents or other adults who are close to them, they are taught to take responsibility for their actions, such as putting away their toys.
* Industry vs. inferiority (6 to 11 years old). Further development of self-concept and self-worth by interacting with peers from school and extracurricular activities.
* Identity vs. Identity diffusion (11 years onward). The behaviour developed from interaction with parents, other adults and peers, children within this age group begin developing an intense sense of their identity more so their ego. By developing their ego they can assess their self-concept and select potential selves to portray in different situations (Cavanaugh, J. C., & Blanchard-Fields, F. 2014).

Havighurt stated that through each stage of human development task, there are other factors that influence human development such as an individual's biology, physiological maturity and genetics. Some individuals mature at different rates and their genes may be stronger than others. Their psychology such as personal values and goals would be different across cultures, the ideal goal would be different between people of the first world and third world nations, or people in rural areas as opposed to people in the city. Sociology stems from the specific culture to which the individual belongs, enabling them to learn, grow and become accustomed to the ways of life their parents would encourage them to focus on, some parents may want their children to follow in their footsteps and others may want their children to become high achievers, focusing on high profile careers, (Cavanaugh, J. C., & Blanchard-Fields, F. 2014).

From infancy, some children may attend church with their parents and as they grow they develop stronger spiritual bonds through socialization with their peers within the same religious atmosphere. According to Havighurt’s developmental tasks of adulthood theory, from early adulthood, middle age and entering into later maturity adults learn to adapt to life and make necessary decisions as they age. In the early adulthood stage, individuals seek out a mate who would be the lifelong partner they desire to raise a family with and build a nice home. They learn to manage their family resources, their career is more stable, they maintain healthy relationships with peers and involve their children in church-related activities as they would have learned at an early age. Approaching middle age, people tend to slow down a bit because they are successful in their careers and they may also experience primary health issues such as high blood pressure, heart palpitations, and even early menopause. Middle-aged folks spend time with their children and look after their education because for teenagers it is critical to focus on achievements for the future. Late maturity may bring on more complex health issues, restrictive physical movements, and the loss of loved ones. According to Levinson between the ages of 40 to 45, a mid-life crisis sets on and individuals begin to feel the pressures of life especially if they realize that there is not enough time to live their dreams. Sometimes depression sets in compounding things as they may lose their parents, children may leave for schooling abroad and they are starting to age more, looking in the mirror and not seeing who they want to be at that age. At each stage in development, every person may or may not be where they would prefer to be in life, for some they are living their dreams and for others they just dream to achieve these dreams due to a lack of resources (Jordan-Lake, J. 2007).

James Fowler spoke about the 6 stages of faith being influenced by cognitive development. Primal faith in infancy is forming bonds with parents, and intuitive-projective faith in early childhood is getting to know one's surroundings and thinking logically by internalizing symbols and making gestures from a basic understanding of interactions. Mythic-literal faith, from childhood and beyond where children can capture the real meaning of life and set personal goals, synthetic-conventional faith takes place from adolescence and beyond is where adolescence further develop their self-concept, strengthening their goals for educational achievements. Individuative-reflective faith from young adulthood and beyond, individuals in this group tend to reflect upon their life choices, they may criticize themselves based on third-person evaluation of them, especially their parents, teachers and romantic peers. Conjunctive faith from midlife and beyond people begin to embrace their life, and traditions, and value their family and social relations. Universalizing faith in mid-life and beyond makes people more grounded and they are settled with retirement and embracing physical life changes (Koenig, H., Lawson, D., & McConnell, M. 2012).

According to Bowlby, people develop attachments from infancy forming strong bonds with maternal figures, he called this “the child’s tie to the mother”. In this same way as people enter old age they become very dependent on their loved ones to look after their wellbeing, some people are almost once again childlike. Due to their age, some of them may feel intimidated to go out by themselves, fearing that they would not understand things properly and may end up being ridiculed for not knowing, such as a doctor's visit, or a trip to the bank or supermarket. They feel more comfortable asking their children or caregivers to accompany them to important outings. Doctor's visit becomes more frequent and in the event that children have to look after their ageing parents, it's almost always difficult to acquire time off to accompany them for medical reasons. Sometimes people are forced to employ a caregiver for daily activities to assist ageing parents when they are unable to care directly for their parents themselves due to work commitments or being unavailable due to the distance living apart. Young adults who are parents often teach their children the value of looking after their parents with the hope of instilling morals and values in their children and triggering caring emotions in their children to do the same for them when they are older (Mikulincer, M., & Shaver, P. R. 2017).

Social learning theory by Albert Bandura 1925, claims that children learn from interaction with others through observation, modelling and imitation. Social learning theory which takes into account an individual's attention, memory and motivation is also known as the link between behaviourist and cognitive learning theories. Through the parent-child interaction, the child observes behaviours which are stored in their memory, they later mimic such behaviour when they deem it appropriate to do so because they are pulling experiences from cognitive, behavioural, and environmental influences with others. As Bandura study progressed, he observed that the environment, behaviour, and one’s psychological processes (personality) shaped behaviour, because he believed in “reciprocal determinism”, meaning that the world and an individual behaviour influence each other (Newman, B. M., & Newman, P. R. 2015).

John Locke (1632-1704) claimed that “children learn from the adults they interact with, Locke stated that a child's mind is a tabula rasa (a clean slate) and children learn to socialize from their peers in school. Children learn basic reward and punishment from an early age while growing up in their environment”. Jean-Jacques Rousseau (1712-1778) “who believed in biological maturity did not believe that children are clean slates but they learn and develop within their relevant age group as life unfolds and are allowed to think for themselves instead of being taught what to do”. Arnold Gesell (1880-1961), claimed that “children develop according to their genes and they would move to the next stage of growth through maturation. Gesell stated that maturation happens in fixed sequences and should not be forced to develop before its time”. Sigmund Freud (1856-1939), stated that “humans in their natural state are driven by instincts, children develop set behaviours and socialize based on their instincts of what is acceptable or not. Freud added that the ways in which children interact with their parents and caregivers have a lifelong impression on continuous lifelong growth and development. He stated that children's emotional state is formed, this was due to his beliefs in the psychodynamic perspective, and his theories of psychosexual development and psychopathology, which later dominated the field of psychiatry until the growth of behaviourism in the 1950s”.

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