Chapter – 1

Introduction and Review of Literature
INTRODUCTION AND REVIEW OF LITERATURE

Cognition means the activity of knowing and the processes through which knowledge is acquired. It means the internal structures and processes that are involved in the acquisition and use of knowledge, including sensation, perception, attention, learning, memory, thinking, language, and reasoning. It is the highest form of learning. It is an abstract property of advanced living organism. Development refers to certain changes that occur in human beings between conception and death. It can be divided into different aspects: Physical, Personal, Cognitive and Social development. Development takes place gradually and it is affected by both heredity and environment. So combinally, Cognitive Development refers to the study of age related changes that occurs in the mental activities such as attending, perceiving, learning, thinking and remembering. It refers to how a person perceives, thinks and gain understanding of his or her world through the interaction of genetic and learned factors.

Historically, the Cognitive Development of children has been studied in a variety of ways, the oldest way is through Intelligence Tests, such as widely used Stanford Binet Intelligence Quotient (IQ) Test first adopted for use in the United States by Psychologist Lewis Terman in 1916. IQ scoring is based on the concept of “mental age” according to which the scores of a child of average intelligence matches his or her age, while a gifted child’s performance is comparable to that of an older child and slow learners scores are similar to those of its younger child.

PIAGET THEORY OF COGNITIVE DEVELOPMENT

A comprehensive theory about the nature and development of human Intelligence was first developed by Jean Piaget. Piaget was one of the most influential researchers in the area of Developmental Psychology during the 20th century. He believed that what distinguishes human beings from animals is our ability to do abstract symbolic reasoning.

According to Piaget, development involves the continuous alteration and reorganization of the ways in which people deal with the environment (Piaget, 1970). Piaget considered himself as genetic epistemologist. Genetic epistemology explains the process of how people develop cognitively from birth throughout their lives in four primary stages: sensorimotor stage (birth to age 2), pre-operational stage (2-
7 years), concrete operational stage (7-11 years), and formal operational stage (11 years onward). Genetics is the scientific study of where things come from (their origins). Epistemology is concerned with the basic categories of thinking, that is to say, the framework or structural properties of intelligence. The theory deals with the nature of knowledge itself and how humans gradually come to acquire, construct, and use it. To Piaget, cognitive development was a progressive reorganization of mental processes resulting from biological maturation and environmental experience. He believed that children construct an understanding of the world around them, experience discrepancies between what they already know and what they discover new in their environment, and then adjust their ideas accordingly. As children progress through the stages of cognitive development, it is important to maintain a balance between applying previous knowledge (assimilation) and changing behavior to account for new knowledge (accommodation). Equilibration helps explain how children can move from one stage of thought into the next stage.

When children faced with information that calls for a new and different analysis or activity, children enter a state of disequilibrium. When this occurs, they change their way of dealing with the event or experience, and a new, more stable and advanced stage of equilibrium is established. In this way children progress from a very limited ability to deal with new experience to a more mature, sophisticated level of cognitive functioning.

Piaget did not believe that children are simply passive receivers of stimulation. Children interact actively with environment and their active experience impels them to new heights in cognitive functioning and action. Piaget used the term functional invariants to refer to processes that characterize all organisms and operates throughout the life span (Bjorklund, 1987). Two of the most important process is:

1) Organization
2) Adaptation

Piaget says first, people must organize their knowledge in a way that makes it useful. Second, every organism must adapt to its environment in order to survive. As children develop they perceive and deal with the world in more sophisticated way. Piaget uses the term schema to describe an organized system of actions and thoughts that are useful for dealing with environment and that can be generalized to many situations (Piaget, 1952). Schema are the tools for learning about the world and new schema are
developed as the child matures. In infancy, the schemas are the basic and involve overt behaviors, such as sucking and picking up whereas later on, schema becomes more symbolic and complex.

The second major concept in Piagetian theory is adaptation, which involves two complementary processes: assimilation and accommodation. a) Assimilation: It refers to the “taking-in process” whether of sensation, nourishment, experience by which input is modified to fit already existing structures (Piaget and Inhelder, 1969). When we assimilate something, we alter the form of an incoming stimulus to adapt to existing actions or structures. b) Accommodation: It involves modifying existing schema to meet the requirements of a new experience. When we accommodate, we create new schema or modify old ones (Brainerd, 1996).

Piaget believed that assimilation and accommodation work together to promote cognitive growth. They don’t always occur equally. Assimilation of experiences that do not quite jibe with existing schemas eventually introduce cognitive conflict and prompt accommodation to those experiences and at the end result is adaptation; a state of equilibrium between one’s own cognitive structures and the environment.

**Piaget’s Stages of Cognitive Development**: Piaget indentified four major periods, or stages. These stages represent qualitatively different levels of cognitive functioning and form what Piaget calls invariant developmental sequences; that are all children progress through the stages in precisely the same order. Piaget further argued that the stages can never be skipped because each successive stage builds on the accomplishments of previous stages. His discovery of the stages in children have changed the view of education from simply imparting knowledge to guiding children in age appropriate ways as they learn about their world (Bringuier, 1980).
1) **Sensorimotor Stage**: The Sensorimotor stage is the first of the four stages of cognitive development. This stage spans from birth to two years of age. During this stage infants are using their sensory system and motor activity to help them acquire knowledge about the world. The child’s abilities in this stage are limited by their inability to use language or symbols. In this stage infants rely on behavioral schema as a means of exploring and understanding the environment. They develop Object Permanence – the understanding that objects and people do not disappear merely because they are out of sight. Object permanence is when objects exist even when out of sight. In the first three sub-stages, children will not attempt to search for an object which is hidden from their view in their mind; the object simply ceases to exist as they cannot see it. At sub-stage four, however, they show this characteristic of object permanence. If an object is hidden from them, they will attempt to find it, but will repeatedly look in the same place even if the object is moved. However, by sub-stage six, the child is able to mentally represent the object in their mind, leading to exploration for an object even if it is moved. They will continue to look for an object until they find it, as they understand objects exist regardless of where they are.

This stage is further divided into six sub stages as follow:

1. Reflexes (0-1 month) - The child uses only innate reflexes. For example, if a nipple or dummy is put into a baby’s mouth, they will reflexively suck on it. If an object is placed in their palm, the hand will automatically grab it. These reflexes have the sole function of keeping the child alive.

2. Primary Circular Actions (1-4 months): The child now has a fixation with its own body with regards to behavior (what Piaget refers to as primary behavior); they will perform actions repeatedly on themselves (like sucking their own hand). They also begin to refine reflexes here to form more complex versions of them.

3. Secondary Circular Reactions (4-8 months): At around 4 months, the child begins to take an interest in their environment (their behavior is secondary). They notice that they can actually influence events in their world, for example they can drop a teddy which bashes a ball on the floor. Although this occurs,
the infant will not make conscious connections between what they do and the consequences, they merely observe that their actions have interesting effects.

4. Co-ordination of Secondary Circular Reactions (8-12 months): At this point, the child begins to engage in goal-directed behavior and they begin to develop cause-effect relationships. So rather than crawl over to a teddy in a cart to pick it up, they might instead pull the cart over with the teddy in order to acquire it. The child effectively knows that their behavior will have a certain consequence. At this stage, object permanence is acquired.

5. Tertiary Circular Reactions (12-18 months): At this stage, children like to use creativity and flexibility with their previous behaviors, and the result of their experimentation often leads to different outcomes. So rather than grabbing a box, they might instead try to tilt or manipulate it.

6. Symbolic/Mental Representation (18-24 months): At this stage, the child develops symbolic thought and the ability to mentally represent objects in their head. Normally, the child would need to resort to trial-and-error to achieve a desired effect. Now, however, the child can ‘plan’ to some extent and mentally construct the consequences of an action in their head.

2) Preoperational Stage: This is the second stage of cognitive development between the age of two to seven year, children negotiate the preoperational stage. Children can now use language and symbols, but their understanding of the world is still limited. Children in this stage are egocentric – the inability to understand someone else’s point of view. The children in this stage cannot perform mental operations such as reversibility. Children also tend to judge everything by appearance and don’t understand conservation – the idea that the quantity of something may remain the same despite changes in its appearance.

3) Concrete Operational Stage: This stage spans from age of seven to about eleven. The child discovers or develops a set of immensely powerful, abstract, general rules or strategies for examining and interacting with the world. Piaget calls the new set of skills as concrete operations, with the term operation used specifically to refer powerful, internal manipulations such as addition, subtraction, multiplication, division and serial ordering. During this stage the child grasps the fundamental rule or
operation of reversibility. The child understands that a basic property of actions is
that they can be undone or reversed either physically or mentally. During this stage
child’s become less egocentric and can see things from other people point of view.
Children rapidly acquire cognitive operations and apply these important new skills
when thinking about objects and events that they have noticed and experienced.
Children in this stage also develop an understanding of conservation. The children can
now understand reversibility, become able to seriate and to classify. Salkind (2004)
also suggest that this stage of cognitive development also serves as an important
transition between the preoperational and formal operational stage. Reversibility is an
important step toward more advanced thinking, although at this stage it only applies to
concrete situations. While kids at earlier stages of development are egocentric, those
in the concrete operational stage become more socio-centric. In other words, they are
able to understand that other people have their own thoughts. Children at this point
are aware that other people have unique perspectives, but they might not yet be able to
guess exactly how or what that other person is experiencing. This growing ability to
mentally manipulate information and think about the thoughts of others plays a
critical role in the formal operational stage of development, when logic and abstract
thought become critical.

4) Formal Operational Stage: It spans from eleven and so on. During this stage
adolescents develop the ability to test hypotheses in a mature, scientific manner and
can understand and communicate their positions on complex ethical issues that
demand the use of abstractions. During this stage they become capable of separating
the real and the possible, the ability to accept propositions that are contrary to reality
and to separate oneself from the real world. They can now logically combine ideas.
The adolescents also develop the ability to think about thinking i.e. metacognition.
This ability allows them to consider the development of their own concepts and ideas
as well as to consider how others think. During this stage, adolescent also become
capable of doing hypo-deductive reasoning.

To Piaget, the primary motivation for the process of human cognitive development
came from inside the individual. Because Piaget concentrated on the universal stages
of cognitive development and biological maturation, he failed to consider the effect
that the social setting and culture may have on cognitive development. His milestones
of Preoperational, Concrete operational and Formal operations aids to understanding emotional, social and moral development (Flavell, 2000). Piaget had particularly significant influence on the field of early childhood to his central tenant of viewing the child as an active explorer was seen as learning through play.

Piaget also emphasized on the role of environment as an important factor in cognitive development. He talks about social transmission process which is a significant factor in child cognitive development. According to him, the rate at which a child progress through the development succession may vary from one culture to another. The child constantly interacts with the world around him and thus knowledge is invented and reinvented. As the child confidently wanders out to test the social waters, he enlarges his social world, expands his social contacts and is more likely to learn from experience in social interaction. Although Piaget was interested in how children reacted to their environment, he proposed a more active role for them than that suggested by learning theory. He envisioned a child's knowledge as composed of schema as the basic units of knowledge used to organize past experiences and serve as a basis for understanding new ones. Piaget emphasized children being active, constructive beings independently and their cognitive development can be affected by many factors such as family culture, quality of relationship among family members and stimulation provided by their surroundings.

There are some other theorists Vygotsky (1962), Bronfenbrenner (1979), Fischer (1980), who believe that family environment is more important for cognitive development of the child rather than biological factors. Family context is the single most influential environmental factor affecting child’s cognitive development during the first few years of life. According to Bronfenbrenner theory if a child is encourage and nurtured more at home and school the better he would grow and develop. Bowlby (1940) also states that early experiences in childhood have an important influence on development and behaviour later on in life. Everyday experiences for example, crying and then being picked up or waving a toy and then hearing it rattle, provide opportunities for infants to learn about cause and effect. “Even very young infants possess expectations about physical events” (Baillargeon 2004,). This knowledge helps infants better understand the properties of objects, the patterns of human behavior, and the relationship between events and the consequences. Through
developing an understanding of cause and effect, infants build their abilities to solve problems, to make predictions, and to understand the impact of their behavior on others.

According to Vygotsky socio cultural theory (1962) the culture is the prime determinant of individual development. Vygotsky viewed cognitive growth as a socially mediated activity- one in which children gradually acquire new ways of thinking and behaving though cooperative dialogue with more knowledgeable members of society.

According to his theory culture makes two sorts of contributions to a child's intellectual development. First, through culture children acquire much of the content of their thinking that is, their knowledge. Second, the surrounding culture provides a child with the processes or means of their thinking, what Vygotskians call the tools of intellectual adaptation. In short, according to the social cognition learning model, culture teaches children both what to think and how to think. Cognitive development results from a dialectical process whereby a child learns through problem-solving experiences shared with someone else, usually a parent or teacher.

A difference exists between what child can do at her own and what the child can do with help. Vygotskians call this difference the zone of proximal development. Since much of what a child learns comes from the culture around her and much of the child's problem solving is mediated through an adult's help, so it is wrong to focus on a child in isolation. Such focus does not reveal the processes by which children acquire new skills. Interactions with surrounding culture and social agents such as parents and more competent peers contribute significantly to a child's intellectual development.

Another explanation was provided by Fischer theory (1980) it also focuses on cognitive development in general rather than moral development, Fischer's (1980) theory of cognitive development provides the best guidance for investigating the role of the family environment in the development of young children's moral reasoning. Fischer's (1980) theory cognitive development involves the development of cognitive skills. A cognitive skill is defined in terms of a unit of behavior or thought for which the individual has control over sources of variation in that behavior or thought. As an
individual develops, the individual acquires and develops skills of increasing complexity and is able to control more sources of variation.

According to Fischer's theory (1980), cognitive skills do not have meaning independent of context. Thus, for young children, for which the family environment is the most prevalent and influential context. Moral reasoning skills acquired through experiences within the family environment are given meaning only within the context of that family environment. In addition, since different situations will occur within each family for which different moral reasoning skills will be practiced, the family environment determines the developmental pathway for young children's moral reasoning (Fischer, 1980).

Furthermore, the family environment provides contextual support for the young child. It is this contextual support that allows the young child to perform at his or her optimal skill level rather than his or her functional skill level (Fischer, 1980). Thus, within the context of moral reasoning the family environment provides contextual support through providing a positive atmosphere, modeling appropriate responses to situations which involve moral reasoning, and providing an emotionally safe environment within which the child can practice moral reasoning skills.

One another theorist who also talks about role of family environment in the cognitive development. Bronfenbrenner (1979) provides a detailed analysis of environmental influences. He emphasized that the developing person is embedded in a series of environmental systems that interact with one another and with the person to influence.

   a) The Microsystems - Bronfenbrenner first and innermost environmental layer which refers to the activities and interactions that occur in the person's immediate surroundings.
   b) The Mesosystem - This is the second layer of the model, which refers to the connections or inter-relationships among such microsystems as homes, schools, and peers group.
   c) The Exosystem - It consists of social systems that children and adolescent do not directly experience but that may influence their development.
   d) The Macrosystem - It refers to the larger cultural or sub cultural context in which development occurs. It is the outermost layer of the model.
e) The Chronosystem - It emphasizes the changes in child or in any of the ecological context of development can affect the direction of that development is likely to take.

From the above theoretical explanations, we can conclude that not only the biological factors and heredity factors are important but family environment and its different aspects also effect cognitive development of the child. Numerous studies (Fischer, 1980., Belsky, 1984., Radin, 1991., Bradley et al., 2001) have shown that different aspects of family environment such as (socio economic status, parent education, parenting styles, parent-child relationship, overall quality of relationship among family members, birth order, parents psychological well being, and residence etc) are all contributing to child cognitive development and academic success (Bradley, 1993., Espy et al, 2001). As we know environment is of two types- physical and psychological. The psychological aspects of family environment include parenting styles, environment of the family, psychological well being of the parents, marital adjustment and personality of the parents, aggression among parents. The related review is reported and described as below.

**Psychological Aspects of the Family**

1) **Aggression among parents:** Although a large number of children are directly abused, an even a larger number may experience indirectly the effects of abuse as witnesses of family violence. Witnessing family violence can have profound and long lasting effects on children. Witnessing the abuse or aggression directly or indirectly can significantly inhibit children’s physical, cognitive, psychological and social development. They may not be concentrating at school because they are constantly on the lookout for danger. Children may have low self esteem and think negatively about themselves or people around them. They also are disobedient at home and at school and are more likely to have social competence problems such as poor school performance and difficulty in relationships with others (Jaffe, Hurley, Wolfe, 1990). Studies have reported that school age children who are exposed to family violence often show a greater frequency of internalizing behaviour (withdrawal and anxiety) and externalizing behaviour (aggressiveness, delinquency) behavior problems in comparison to children from nonviolent families. Overall in such families, functioning of the family, attitudes, social competence and school performance are often affected
negatively (Osofosky, Cohen & Drell 1995). Children’s anxiety about their family situation may interfere with their ability to function in school. A large number of studies support the claim that children who directly experience abuse themselves are at a higher risk of delayed cognitive development than those who have not experience abuse (Margolin and Gordis, 2000).

McGee’s (2000) also found that witnessing family violence effect child cognitive growth because of increased aggression in school, refusal to attend school, difficulty in concentrating in class. Koenen et al (2003), who found that children of aggressive parents frequently demonstrate significant deficits across developmental and cognitive domains ultimately affecting their educational performance. They specially demonstrate deficits in attention, abstract reasoning and long term memory. Due to overlapping cognitive, behavioral & emotional symptamatology, children may develop ADHD or other learning disabilities. Such children are less likely to explore and play freely and show less motivation to master their environment. Such children may be vulnerable to alterations in physiological arousal. As a result this may put them at high levels of hyperactivity, posttraumatic stress and impulsive even violent sometimes. A growing body of research indicated that violence effect the child’s physical functioning, behavior, emotions, cognitive and social development. Some researchers suggest that witnessing violence in family may predispose the child to behave violently later in their own life (Adams, 2006).

Humphrey, Lowe, Williams (2009) research reports that children who have experienced domestic abuse can have intense feelings of fear and anxiety. Many children start feeling guilty and responsible for the abuse. They experience low self esteem and depression in their developing years. Further Duke, Pettingell, Mc Morris, Borowsky (2010) chronic exposure to violence in the family affects children by disrupting the developing brain. Specific brain structures (amygdala, hippocampus, prefrontal cortex) are adversely affected by stress. Along with this, their abilities such as planning, memory, focusing attention can become impaired.

So on the basis of the previous studies related with the effect of aggression among the family or parents on the cognitive development of child, we can conclude that their relationship will be negative.
2) Parenting Styles: Belsky’s (1984) model of the determinants of parenting is based on studies of child maltreatment. It examines the factors that influence parenting and consequently, child outcomes and it seeks to answer the question, why do parents parent the way they do? Belsky states that “the determinants of parenting shape childrearing, which in turn influence child development. The model has three domains: (a) the personal psychological resources of the parents (b) the characteristics of the child (c) contextual sources of stress and support that include the marital relations, the social networks, and the occupational experiences of parents. Belsky, Robins, and Gamble (1984) define competent parenting as “the style of child rearing that enables the developing person to acquire the capacities required for dealing effectively with the ecological niches that she or he will inhabit during childhood, adolescence, and adulthood”. Many researchers have shown that attentive and supportive parenting practices positively affect academic achievement of the child (Eamon, 2005).

The best known research on parenting styles is by Baumrind (1967, 1971). She has given three patterns of parenting that are given below:

a) Authoritarian Parenting: A very restrictive pattern of parenting in which parents impose many rules, expect strict obedience, rarely explain things to children and rely on power. Such parents are not sensitive to child’s conflicting viewpoints, expecting instead for child to accept their words as law and to respect their authority.

b) Authoritative Parenting: It is a flexible style of parenting. Such parents are more accepting and responsive to their child’s point of view. They seek child’s participation in family decisions. They exercise control in a rational, democratic way that recognizes and respects their children perspective.

c) Permissive Parenting: An accepting but lax pattern of parenting in which parents make relatively few demands, permit their children to freely express their feelings and impulses, but do not closely monitor their children’s activities and rarely exert firm control over their child’s behavior.

When Baumrind (1967) linked these three parenting styles to the characteristic of the preschool children who were exposed to each style, she found that children of
Authoritative parents were developing rather well. They were cheerful, socially responsible, self reliant, achievement oriented and cooperative with others, whereas children of authoritarian parents tend to be moody, unhappy, easily annoyed, unfriendly, aimless. Children of permissive parents were often aggressive, tends to be self centered, bossy, lack of self control, quite low on achievement.

Authoritative parenting style maintains an effective balance between high levels of demandingness and responsiveness. These parents establish and firmly enforce rules and standards for their children’s behavior. They consistently monitor conduct and use non-punitive method or discipline when rules are violated. The warm and affectionate relationship between children and parents foster cognitive growth in children (Maccoby & Martin, 1983). The influence of authoritative parenting also does not diminish during adolescence, adolescents who are reared in an authoritative environment “consistently score higher on measures of psychological competence and school achievement and lower on measures of internal distress, problem behavior, than do adolescents from non-authoritative families” (Glasgow et al., 1997).

Further Zuckerman and Oltman (1959) have categorized the 23 scales of Parental Attitude Research Instrument ( Uma Saxeena, 1976) into 3 main categories that are Hostility Rejection- under which comes: marital conflict, rejection of home making role, second category is Democratic Attitude- encouraging verbalization, strictness, equalitarianism, comradeship and sharing , acceleration of development and the third category is Authoritarian Control- under which comes fostering dependency, seclusion of mother, breaking the will, martyrdom, fear of harming baby, irritability, exclusion of outside influences, deification, suppression of aggression, avoidance of communication, inconsiderateness of the husband, suppression of sexuality, ascendancy of the mother, intrusiveness, dependency of mother. All these three dimensions of parenting styles have their different effect on child development. The related review is given below.

A) Hostility- Rejection Dimension-Many studies have found a negative relationship of hostility rejection dimension (marital conflict and rejection of home making role) of parenting with the cognitive development of child. The family environments that are distinguished by satisfied marriages and the ability to resolve conflict in constructive manner support children cognitive development, through accessible and
consistent parenting and an atmosphere that values personal relationship. Family environment that are characterized by high levels of marital conflict provide poor models for effective problem solving, compromise effective parenting and create an atmosphere of personal disappointment.

When children from low conflict families are compared to children from high conflict families, a difference is found such as exposure to more negative interparental conflict increases the likelihood that children will be more aggressive and have trouble in interacting with peers, have lower social competence and lower problem solving abilities. The co-parental relationship indirectly affects the parent-child relationship and this enhances positive development outcomes for their children. Dix, (1991) children exposed to heightened levels of marital distress may experience inconsistent and harsh parenting that would otherwise foster cognitive growth and development. In order to maintain balance in the family and distract parents from fighting, children may turn their attention away from school activities and focus on saving their parents marriage. As research confirms, children tend to do best in stable households where they know what to expect and feel about their relationships, health and safety are basically secure. Undergoing repeated conflicts between parents can cause stress by threatening this feeling and undermining kids and their parents sense of control over their lives, which then tends to worsen parenting and lower children’s academic achievement and mental health.

Vanderwater et al (1998), research consistently document a negative association between marital discord and children development outcomes such as academic success, behavioral conduct, emotional adjustment, self esteem and social competence. Many recent findings suggest that the quality of relations between parents not only affects children’s long term emotional and behavioral development but also effects their long term academic achievement. Children living in a family environment marked by frequent, intense and poorly resolved conflicts between parents are at greater risk for deficits in academic achievement than children living in more positive family environment. Instability in the home leaves its impact on children cognitive development. Due to stress exposure, brain functioning can be altered as when child is exposed over time to conflict. This might lead to impaired thinking, lack of problem solving and reasoning skills and memory problems (Kaisa
et al, (2000). Mackinnon (2006), a poor home environment is associated with poor development, deficits in school readiness and cognitive development and in the long term, it is associated with poor academic achievement at school and lower levels of education, employment and earnings in adulthood.

The second variable that is rejection of home making role of hostility rejection dimension also been found to have a negative effect on child cognitive development. Parents are expected to provide for the needs of the child. But sometimes there can be neglect when parents abandon the child, simply have no time to spend with their child, in essence leaving the child to raise him or herself. When a child is neglected by parents because of any reason, they don’t usually have a good relationship or bond with their parent. This can lead to an increased risk of depression in later life as well as dissociative disorder and memory impairments (Darling and Steinberg, 1993). Parents, who reject their duties towards family and child do little for their children as they minimize their involvement, unable to encourage or try very less to meet their children’s even basic needs. Maternal employment is thought to have negative effect on the cognitive development of children. Possible resulting problems can include deficits in reading ability, slowed language development and impaired mathematical abilities. Ruhm (2000), used data from the national longitudinal survey of youth and various cognitive tests in order to assess the effects of maternal employment on child development and maternal employment during the first year of the child’s life had a detrimental effect on language development in 3 and 4 year olds and on mathematical abilities of 5 and 6 year olds. The first year of a child’s life may be one of the most developmentally important but as lack of stimulation , interaction or bonding with the mother at this stage in life many times lead to cognitive difficulties in the child.

The mother links the new generation with the old values and norms and thereby provides the stability and the continuity to the social structure. Traditionally, a woman as a mother occupies a place of great honor and prestige in our society. Of the two parents, the mother role is considered more significant. But in modern times, mother’s role is changing as the demands of the new situations and science of parenting is also being revolutionized. If a mother fails to provide her child with the essential habits and morals it needs then most likely the child will not develop into its full potential (Gershuny and Bittman, 2005). As the woman insists that they must work outside the
home to prove something, their children are being raised by strangers. This is one of the main reasons kids no longer have any morals and values, have low attachment, are less interactive and have more behavioral problems.

Pellerin (2005), neglectful parents does not monitor child activity nor behaviour and are usually low responsive which in turns shapes child’s all areas of development. Today women have become so independent that they feel they no longer need men. Relationships are about give and take. Now a day’s family values don’t exist because the family is no longer a priority. In such situation, kids don’t have the same opportunity to form strong bonds with their mother. Pugh (2005), as a mother, a woman plays the most significant role in child’s development process.

Non standard work schedules leave mothers physically and emotionally exhausted and less able to interact with their children in a developmentally generative way, thereby creating an opportunity for poorer child development outcomes (Han, 2005; Stradins et al, 2006; Daniel et al, 2009). One more study by Gennetian, Lopoo and London (2008) used statistics gathered in a survey of urban mothers to assess how mother’s working affected child school performance and participation in the school related activities. They found that children of stay-at-home mothers were more likely to perform well than children of working mothers. Pines (2011), found that the number of hour’s mother worked was associated with fewer cognitively stimulating activities, as well as higher levels of harsher and withdrawn interactions with their children.

On the basis of above review of literature we can conclude that variables that come under hostility-rejection dimension of parenting styles negatively affect child cognitive development.

**B) Democratic –Attitude Dimension**- It is the second dimension of Parental Attitude Research Instrument (1976) under which comes encouraging verbalization, strictness, equalitarianism, comradeship and sharing, acceleration of development all are found to have positive relationship with child cognitive development.

The first variable is encouraging verbalization as a feature of parenting style positively affects the child and his/her development. Communication is an important characteristics of strong and healthy families. It is an essential building block of strong
parent-child relationship. It enables all members’ even children to express their needs and concern to each other. Open and honest communication creates an atmosphere that allows family members to express their differences as well as love and admiration for one another whereas poor communication which is unclear, indirect can lead to excessive family conflict, lack of intimacy, weak emotional bonding and do leave its effect on parent’s responsiveness and parenting attitudes towards children (Markman, 1981).

As it is the well known fact every strong relationship thrives on good communication. The parent-child relationship being a beautiful yet fragile one needs effective communication in order to flourish. Communicating with babies is the foundation of attachment. If a parent is responsive to a baby’s signals, such babies develop a secure attachment. This attachment underpins learning and development. It helps children to thrive. Parent-child communication and discussion, parental encouragement for academic success are a more effective force affecting a student’s academic achievement (Noller and Fitzpatrick, 1990).

In the family communicating positively with young children, helps them develop confidence, feeling of self worth and good relationships with others. It also helps make life with young children more pleasant for children and parents. Positive communication focuses on respect for the child and involves both speaking and listening. Communication is what we say and how we say it. Positive communication leads to nurturing relationship, cooperation, and feelings of worth. Several scientific studies have emphasized the importance of having open communication environment to engage children and reduce their mental health problems. A study conducted in 2004 on Dutch children, aged 4 to 18 years, reported that mental health issues were most in families that exercised poor parent-child communication. These children demonstrated anxiety concerns, depression and increased social hostility (Theo, Veerman and Verhulst, 2004).

Children learn attitudes, values and behaviors, as well as gain knowledge through communicating with others. Preston (2010), the main crux of effective parenting relies on efficient and ongoing communication. In such families children were more competent, socially accepted, responsive, confident and independent. The child is more likely to have high self esteem and self respect in comparative to families where
there is a lack of such communication and thus more likely to have mental health concerns during childhood. These concerns include mental retardation, learning disorders, motor skills disorders. Encouraging communication among family impacts or helps children in creating a safe and trusting environment on that your child can depend on. This will encourage him/her to express without the fear of being scolded at. One of the greatest desires of every individual is to be happy and contented in this world. However happiness at home cannot be attained without communication. Parent child interaction has been long considered and as a crucial influence on a child’s functioning. Some of these influences include such things as a child’s personality formation, academic achievement, behaviour and empathy.

The second variable of democratic attitude parenting dimension is equalilarianism which was also found to have a positive relationship with child cognitive development in the family. Safilios (1967), in family where there is lack of respect and equality, men will take the law into their own hands and try to make all the decisions and it is important to note that respect between spouses is a key ingredient in relationship in family. Because how your children will grow up and what kind of young adults will they become, all depends if they are brought up in a family where their parents love and respect each other. Mchale and Huston (1984), lack of respect and equality in a marriage can damage a marriage, makes couples unhappy. The families where parents shout and swear at each other, there will always be a power struggle and these marriages often end in a dramatic and painful divorce which could be bad for child and his development.

When parents in a marriage value equality, they see each other as equals, treat each other with respect, consider each other’s needs, and support one another. Both show equal commitment to the relationship and provide mutual support and nurturing. Each value the other’s work and life as highly as his or her own. Equality among partner fosters closeness between husband and wife, resulting in a stronger and happier marriage. It makes them feel better about themselves and each other, which makes them more likely to share their thoughts and feelings and such couples report more stability in their marriages, less conflict, less dependency (Coltrane, 2000). Greater equality in the family is associated with lower levels of family stress and higher self
esteem, better family functioning and take more responsibility as parents towards the needs of their children.

Further the next variable of democratic attitude parenting dimension found to have positive influence on child cognitive development is comradeship and sharing. Good social skills are critical to successful functioning in life. These skills enable them to know what to say, how to make good choices and how to behave in diverse situations. The extent to which children and adolescents posses good social skills can influence their academic performance, behaviour, social and family relationship. Hamilton (1964), who found that children’s social skills are important for early school success and later adjustment. Displays of such behaviour also have been related positively to other socially competent outcomes including social acceptance and approval among classmates and being liked by teachers. Hoing and Wittmer (1996), find positive relationship between children’s early prosocial behavior and academic achievement. Superior social skills enable them to work better with peers and to get along with teachers. Earlier prosociality represent self regulation abilities needed for later achievement. Such behavior of parents is essential to the well being of children. The development of prosocial skills such as sharing begins in infancy with the development of healthy attachment to parents and caregiver. The early years are the time for children to develop such skills by interacting with other children. The development of these skills allows children to interact with others in a socially accepted manner.

Research has documented that children without adequate prosocial skills are at risk for difficulties including peer rejection, behavior problems and poor academic achievement. Sharing, helping and co operation is a hallmark of social competence throughout childhood. Of direct relevance for schooling is that prosocial behaviour has been related positively to intellectual outcomes, including classroom grades and standardized test scores (Lew and Bettner, 1996).

Johnson et al (1998), found that volunteering children have higher grade point averages and intrinsic motivation towards school work, high academic self esteem. Good social skills are critical to successful functioning in life. Along with this, the extent to which children possess good social skills can influence their academic performance, behavior and social relationships.
Clark and Ladd, (2000) found that children having these qualities are relatively well adjusted and have better peer relationships. The boost in such behaviours with age is attributed to developmental increases in cognitive abilities associated with detecting others needs and determine ways to help and in moral understanding of the importance of helping others (Eisenberg et al, 2006).

Further Gazelle (2006), the preschool period is a key time for children to develop social skills that will allow them to be socially competent individuals and prepare them well for school. Social isolation has been found to be associated with poor performance at school, problematic later relationships, and criminal behaviours, internalizing and externalizing problems both in later childhood and in adulthood.

Gilliam and Shahar (2006), children with poor prosocial skills experiences difficulties in interpersonal relationship with parents and teachers, have chances of being rejected by peers which is sometime associated with school violence, demonstrate poor academic performance, higher incidence of involvement in criminal cases. Such children are more prone to aggressive behavior as they are less likely to self regulate and have trouble asking or accepting help from others. Caputi et al (2012) modern psychological research has shown that caring has benefits for all involved people who volunteer care for others on a consistent basis tend to have a better psychological well being, including fewer depressive symptoms and higher life satisfaction.

The next variable is acceleration of development. A plethora of studies also indicate that the quality of parent-caregiver interactions plays a formative role in children’s early learning and language development. Children benefit from exposure to adult speech that is varied and rich in information about objects and events in the environment. Studies on the association between environment stimulation and cognition have showed that parents who stimulate their babies through a variety of perceptive experiences with people, objects and symbols have contributed to children's cognitive development and to favorable outcomes in the long term, Bronfenbrenner (1994). Scarborough and Dobrich (1994), children who experience sensitive, cognitively stimulating home environments early in development are at an advantage in the learning process. Additionally, parents with more resources (e.g., education, income) are better able to provide positive learning experiences for their young children.
Marsh and Kleithman (2002), conducted a longitudinal study concerning role of acceleration of development on academic achievement. The results showed that acceleration of development by parents by providing enriched & stimulating opportunities are beneficial in building and strengthening academic achievement even if such activities are not obviously related to academic subjects.

The next and last variable of democratic attitude parenting dimension which was found to have both positive as well as negative effect on child development is strictness. Many studies found a positive relationship between strict parenting and child cognitive development. Parenting is the one of the greatest challenge in the world. It is not something you can take a course with guaranteed success. When children grow up, the experience of parents will also grow up. Strict parents might have the reputation of being meanies, but it does have some advantages. Effective parenting involves setting limits and teaching kids to deal with the consequences that result from their actions. Strict parents know this and they nurture their child’s development with firm consistency. Strict Parents set high standards for their children and reinforce the importance of meeting those expectations and they push their children to be successful in academic or other pursuits. Children of strict parents often do achieve academic success because they learn self discipline; therefore they study more, pay attention and get better grades. Such children are more likely to finish high school and go on to college and are more obedient (Steinberg, Elmen and Mounts, 1989). Further our results are consistent with Weiss and Schwarz (1996), children from strict environment families tend to be raised as independent, they learn to think for themselves, comprise and solve their own problems as they develop ability to make healthy decisions. They develop confidence through hard work that brings them success rather than developing an inflated ego from too much praise often associated with permissive parenting.

Traditional authoritative parenting combining high expectations of behaviour with warmth and sensitivity, leads to more competent children. Children who have parents that care a lot about their child’s performance are more likely to succeed than those who have parents that don’t care. Kids with parents who have rigours expectations are motivated to put in more effort and they will also be more prepared for all the hurdles
of life has to offer and will also be more courteous and respectful (Brody, Flor, Gibson, 1999).

On the other hand there are some studies which found a negative relationship between strict parenting and cognitive development. Ernery (1982) a flexible parenting style favors cognitive development because this environment provides both regularities and disruptions that is family rules to be assimilated and at times provide situations in which negotiation is acceptable, with the possibility for novel co-constructed rules to accommodated. Strict parents might push their children to be successful in academic or other pursuits. They believe their children can do better and want them to meet their standards. But children who are pressured like this eventually sometimes start hating school, they tend not to form their own ideas and opinions and thus lack creativity and imagination. Srivastava (1995) suggested several aspects of parental behaviors like love, discipline and dominance had a positive effect on child’s academic achievement whereas rejection and punishment had a negative effect.

Research shows that people think strict parenting produces better-behaved kids. However, there are many recent research studies show that strict parents produces kids with lower self esteem who have behave worse than other kids. It also affects their cognitive development as such parents deprive child’s opportunities to explore his\her surroundings. They never face challenges and have problems in interacting with others. Such children perform more poorly on problem solving tasks (Kamins & Dweck, 1999).Strict parents are high in control and low in nurturance. They set high standards and expect obedience to the rules. Thus such children are less helpful, less interactive, more likely to display aggression and poor school performance.

On the basis of the above presented review, we can conclude that variables (such as encouraging verbalization, equalitarianism, comradeship and sharing, acceleration of development) of democratic – attitude dimension of parenting style have a positive relationship with child cognitive development whereas strictness can have positive and negative relationship.

C) Authoritarian- Control Dimension- The last dimension of Parental Attitude Research Instrument scale as comprised by Zuckerman and Oltman (1959) is authoritarian- control- under which comes fostering dependency, seclusion of mother,
breaking the will, martyrdom, fear of harming baby, irritability, exclusion of outside influences, deification, suppression of aggression, avoidance of communication, inconsiderateness of the husband, suppression of sexuality, ascendancy of the mother, intrusiveness, dependency of mother. Many of these variables found their support in the previous carried out studies. Many studies show that all most of the variables of this dimension have a negative relationship with child cognitive development, such as forced dependency, intrusiveness and fear of harming baby have negative effect on children and their developmental areas.

The first variable forced dependency was found to have a negative relationship with cognitive development of the child. All the growing children need space and time to grow and learn in their own way and there is a very thin line between being pushy and being supportive. The most important thing is that your child is happy. As a parent setting boundaries and guidelines, encouraging them to do their very best at everything are important. Pushy parents often feel inadequate in their own way and try to live vicariously through their children. Instead of seeing their children as individuals with their own hopes and dreams, they foist their own (often toxic and distorted) attitudes and ambitions onto their children. Children of such parents does tend to have higher grades but it also stifles children and encourages them to be less creative, more nervous and stressed and less able to think for themselves. Children are motivated not out of passion from within, but rather from an external source that is the disapproval of their parents. Development ends up being damaged by demanding and pushy parents and self esteem is harmed. Many studies have pointed out the deleterious impact of fostered dependency on child’s physical health, cognitive and academic functioning and social emotional well being. Such children are more likely to have growth abnormalities. They have higher rates of depression, poorer social skills, lower adaptive functioning and more externalizing behavioral problems such as aggression and impulsivity, Halfon et al, (1995). Regarding academic achievement, some studies have found that foster dependency raised up children perform more poorly on academic achievement tests and have poorer grades. The poorer academic functioning of such children can be attributable to their foster care experiences, Terling, (2001).
Further, fear of harming baby in women also negatively affects child’s development. Most women become a lot more concerned about protecting their baby and about how their actions can had impact on their child. It is important to note that the occasional experience of all of these worries is absolutely normal. However, some parents find themselves so distressed that they will take measure to manage their anxiety or prevent their fears coming true. In this way, the thoughts and behaviors can interfere significantly with their well being and their parenting. Children of such parents in general are highly vulnerable to depression, adjustment problems and lead to cognitive delays. Frizzo and Piccinini (2005), summarize research findings that compared depressed mothers with non depressed mothers. The depressed mothers spend less time watching, playing and talking with their babies and have more negative than positive expressions, showed less responsiveness, lower activity levels and children of such mothers are at risk for impaired adaptive functioning which may lead to learning disabilities and affective disorders.

Every parent worries about their child’s protection. But overly feared and worried parents can interference with the child’s development of self discipline and responsibility. Because such parents assume responsibility for controlling the child’s behaviour and actions and the child misses the opportunity to develop internal regulation skills that helps them discipline themselves in various situations. Children of such parents become overly shy, are afraid of people and the real world because they were never given the chance to interact and develop their skills. They never grow up into as a confident and independent adult. Children learn from their mistakes, but parents out of fear suppress their learning process. They rely and depend upon their parents for almost everything. They are not allowed to make decisions on their own, even sometimes they cannot adjust well to the school environment.

The next variable of authoritarian- control dimension is intrusiveness. Intrusive parenting can take on many forms, but most people associate it with an over protective style of parenting in which the parent is too quick to intervene in the child’s affairs. An intrusive parent may be well intentioned and trying to protect their child, or may be merely using their child to fulfill their own psychological needs. A child who grows up with an intrusive parenting is likely to struggle with independence. These children may have difficulty asserting them, constantly defer to others, or need
outside praise for assurance. Low self esteem is common among such children as they never learn how to meet their own emotional needs (Meyer et al, 1993). Children under such parenting style are too dependent. They will not learn from their mistakes, thus have tendency to depend on their parents when the problems arise. Such children also find difficulty in time management, lack of creativity skills. Wagnild and Young (1993), in fact such parenting deprives a child’s opportunity to discover how to act in certain situations and to feel pain and struggles at rough times of life. It imposes risks on child overall growth.

Mill and Rubin (1996), research says that a child who is raised by intrusive parents can’t explore the world like a child should, rather than here learning is repressed. Such children who grew up with parents always hovering around at every situation possibly could not handle life situations well on their own. Instead of deciding for themselves, these children would always be returning to their parents to seek answers for almost every decision or step to make. Those children are said to find difficulty in developing friendship among their peers due to poor self esteem.

Intrusiveness has been found to be negatively affecting the child academically, developmentally and socially. Ispa et al, (2004) suggests a correlation between high levels of parental intrusiveness and negative outcomes in preschool aged children that include low parent-child mutuality and low child affection for parents and the presence of behavior problems. Pungello, Iruka, Dotterer, Koonce and Reznick (2009), define intrusiveness as “intrusive and controlling behaviors (such as unnecessarily restraining the child’s consistently disrupting the child’s efforts with his or her own bids for attention or verbally controlling the child with repeated and unnecessary direction) that reflect the parents imposition of his or her own agenda onto the child and his or her failure to understand and recognize the child’s efforts to gain autonomy and self efficacy’s”. Thus intrusiveness is understood as a negative parenting behavior that undermines the child and may lead to negative outcomes for the child. Feldman (2010), a result of this type of parenting, young children are at a greater risk for substance abuse, feeding disorders, lower cognitive competence and maladaptive behaviors. Highly controlling and negative behaviors directed towards the child have also been found to be associated with lower academic achievement and difficulty in school.
Further many studies have confirmed the negative effect that suppression of aggression as a parenting style may have on child development. As many researchers say that suppressing anger is a dangerous habit to get into. Emotions are important part of our lives and they profoundly affect our actions. Emotions dictate how we feel and guide our behaviour and actions. They motivate us to compete, fight, to change, to create and even to help others. It is important to learn how to manage and balance our emotions both negative and positive. By suppressing our negative feelings and reactions, we create holes in reality that leaves us second guessing ourselves. In other words, the suppression of negative feelings ultimately ties up our good feelings too so that we find ourselves operating in very tight, rigid boxes that constrict the total personality and leave us sometimes with inexplicable reactions such as depression or anxiety (Mathew and Milroy, 1994).

Poor emotion regulation skill is viewed as a core feature of emotional problems and maladjustment. Such dysregulation has been linked to problems like depression, substance abuse and aggressive behaviour and its effects on parenting too (Blair and Diamond, 2008). Emotional suppression usually leads to other deleterious effects on overall functioning and happiness.

The same kind of results was found for suppression of sexuality and child cognitive development. As we know that human development is a lifelong process of physical, behavioral, cognitive and emotional growth and change. In the early stages of life from babyhood to childhood, childhood to adolescence, and adolescence to adulthood enormous changes take place. Throughout the process, each person develops attitudes and values that guide choices, relationships, and understanding. When parents provide proper guidance to their children regarding sexuality, they better help children to establish and accept the role and responsibility of their own gender by acquiring the knowledge of sex. It cultivates a sense of responsibility towards others as well as oneself (Mueller and Power, 1990). Renold (2000), sexuality is also a lifelong process. Just as it is important to enhances a child’s sexual growth. By having an understanding of their sexuality, children can learn to set appropriate boundaries for themselves and their bodies and learn to respect the boundaries of others. As without suppressing of sexuality in childhood, helps them to learn about their changing bodies in a positive environment, foster good values and will not leave a bad effect to the
child. It will also increase their self esteem as they understand their bodies with the changes they are experiencing where as suppressing sexuality leads to myths.

Further another variable of authoritarian control dimension of parenting style is deification, which also has a negative effect on child. Wrightsman (1965), god has entrusted children to parents. Children become dependent much on their parents. The more parents understand how children grow, develop and mature, the better these parents can help children become fruitful. Everyone knows that children will grow into adult one day. No one would look at a small child and confuse him with an adult. But sometimes parents often forget that children cannot act or think like adults. Many parents view their child through their own adult experiences. They wrongly interpret a child’s natural stages of growth as rebellion. But wise parents understand how children grow, develop, and mature; they encourage children to ask many questions, they realize that questions are opportunities for a parent to guide a child’s thinking.

Many previous studies have found a negative relationship of dependency of mother and child cognitive development. Parental self efficacy i.e. the belief that one will be able to perform parenting tasks successfully, has been shown to be a critical factor in parenting quality. It is often associated with greater competence in performing parenting tasks. Specifically research suggests that high levels of parental self efficacy are associated with increased quality of parent child interactions, increased parental warmth and responsiveness. These parental characteristics may in turn act as protective factors that reduce the likelihood of child anxiety, depression, and behaviour problems, while promoting high self esteem, school performance and social functioning among children (Gondoli and Silverberg, 1997).

Jones and Prinz (2005), research has shown that if one believes that he/she is capable of raising your kids well, it’s very likely that your kid will turn out well. Being confident in parenting skills helps in engaging and responding better to kids and manages all the stresses and challenges that come along. Such parents use less often harsh punishments, are less hostile, inconsistent and intrusive. Thus feeling of fear or dependency of mother on others for raising up their child’s can lead to many negative developmental outcomes.
The next variable of authoritarian-control dimension is avoidance of communication which also have negative relationship with the cognitive development of child. A family lacking healthy communication is like a ship without a rudder. Researchers have discovered that poor communication can lead to numerous family problems which may lead to lack of intimacy, weak emotional bonding and behavioral problems and low cognitive scores (Bray and Hetherington, 1993).

Communicating with children encourages child development in many areas such as spoken language, early literacy, cognitive development, social skills and emotional maturity. Moreover responsive and sensitive communication of parents support children’s thinking about emotions and the social world, it encourages thinking or cognitive development, in a much broader sense (Ensor and Hughes, 2008).

The another variable seclusion of mother of authoritarian control dimension of parenting style as comprised by Zuckerman and Oltman (1959), have negative effect on child cognitive development as the other variables of this dimension have. Loving maternal contact promotes psychological development, maximizes emotional stability and will increase a child’s overall intellectual capabilities. The more physical interaction received e.g. hugging, touching, better the child being able to cope with crisis and the stresses of everyday life. Bowbly (1940), believes that maternal deprivation could have the negative consequences such as intellectual retardation, social maladjustment, affectionless psychopathy (showing no feeling for others), depression and delinquency. Kestenbaum et al, (1989) suggest that both the quality of care and security of attachment affect children’s later capacity of empathy, emotional regulation, cognitive development and behavioral control. In essence, the individual bases all of the experiences of childhood and accommodates the new situations of adulthood.

Maternal attachment with child promotes psychological development, maximizes emotional stability and will increase a child overall intellectual capabilities and IQ. Such children were found to have higher achieving than those who have low maternal attachment. There is no doubt that early experience influences later development. Some developmentalist asserts that early experience guarantees long term developmental outcomes or protects against subsequent trauma (Sroufe and Jacobvitz, 1989).
The children who experience a satisfactory attachment relationship with mother are more likely to explore the surrounding environment, guided by a sense of trust. Though this exploration of the environment, the child gains greater competence, acquiring greater independence in future experiences whereas absence of a basic sense of trust may prevent a child from leaving the caregiver’s side to explore the surrounding environment, preventing opportunities to develop competence and learn about world. In one study by (Jacobsen and Hofmann, 1997) found that children with secure attachment with mother were rated by teacher at age 9, 12 and 15 as more attentive and participatory as well as having better grades and seeming to feel more secure about themselves than children who had insecure attachment. Maternal sensitivity teaches infants attention skills, which are necessary later in life for emotional control and other more complex cognitive processes.

Further Schore (2002), early studies of institutionalized children shows that there was an association between early deprivation of mother from child and delay in developmental outcomes. Secure attachment causes the parts of your baby brain responsible for social and emotional development, develops in the best way possible. The attachment security a child feels throughout his or her early years has been associated with their later ability to pay attention, focus and learn in school. Such children earn higher grades, are more goals oriented, cooperative, less lonely, and more accepted by peers and better at mastering the environment using their senses. In the real world, there are circumstances that can disrupt the child’s attachment or even prevent them from being formed at all. Breaking the maternal bond with the child during early years of its life is likely to have serious effects on its social, emotional, intellectual development. Wong, Wiest, Cusick (2002), seclusion of mother leads to insecure attachment bonds in children, which in turn shape their whole life and development outcomes. Children of such mothers are more likely to have low self esteem, struggle academically, less confident about their abilities and low on motivation to learn new things.

Shamir, Ungerer and Rapee (2005), researchers have shown that secure attachment predicts social competence, whereas insecurity predicts both externalizing (aggression) and internalizing (withdrawal) forms of behaviour but securely attached
children are more independent, more curious, interested in exploring the world around them.

Further among the authoritarian-control dimension, there is a one variable i.e. approval of activity, which was found to have positive relationship with child cognitive development. Approving child to do activities at his own is also important. Approving activity to child means freedom or openness to do some tasks, explore their surroundings. Research shows that kids who are protected from difficult problems, tasks or are overwhelmed by their parents, do not develop all mastery experiences. But the kids who get opportunities to tackle challenging tasks and activities at their own tend to be optimistic and decisive and think of themselves as being capable of facing overcoming great challenges and exploring new things, forming new ideas. This kind of feeling boost their developmental areas whether it’s physical, emotional, cognitive development. Allowing children to do activities at their own, accompanied by appropriate prompting, questioning will facilitate children cognitive growth as children in doing so use logic, strategy to complete their tasks and activities. Stimulation and other learning materials present in home strongly link to child’s school readiness, vocabulary and early school achievement.

Although parents fear for their children’s safety, if extreme, can have an adverse effect on their children’s confidence and self-esteem. Parents who fear that an activity may be risky should warn their children beforehand rather than while they are engaged in the activity and such warnings serve to transmit the fear to the children and distract them, leading to a greater probability of accident. On the other hand children who are left to play by themselves rather than with parents constantly cautioning them, have fewer falls, injuries and have better confidence of their abilities and feel competent to manage things and have better problem-solving abilities (Chang et al, 2002).

When a child does something on her own for the first time, it is great accomplishment, even if it is something as insignificant as learning to ride a bicycle. Parents who wrap their children in cotton wool, in a manner of speaking, are denying their children this pleasure. Berk (2009), in addition to the kinds of learning that occurs on a day-to-day basis, there are number of other experiences that can play a major role in shaping a child’s development. The experiences that parents and other
caregivers provide during the earliest years of a child’s life can be some of the most crucial. Children who did not receive stimulation have poor levels of cognitive functioning. On the basis of the studies on relationship of authoritarian – control dimension of parenting style and child cognitive development, we can conclude that among the entire variables that come under this dimension, only one variable i.e. approval of activity have positive relationship with child cognitive development rest all have negative relationship.

A mother has a different relationship with her kids than a father. Children recognize and experience that connection with their mother through the feelings and the emotions they associate with her. A mother can teach her child how to develop good relationships, affection and love, attention,nestling, empathy, confidence, resilience, communication skills etc. At this stage mother’s role works significantly. Motivation to learn, enthusiasm, curiosity, self-reliance, confidence, sense of trust and even better handling of life situation are gradually acquired and developed by the child which later on helps the child to find out a safe and secure path in life. The mother can create such a congenial atmosphere in the family for the child’s cognitive development which centers on the child. So in light of the previous studies, we can conclude that the entire variable related to authoritarian control dimension of parenting styles except approval of activity, rest will have negative relationship with the child cognitive development.

Along with this there are many studies which focus on the role of father and relationship of the parenting styles adopted by him with the child cognitive development. When fathers play with their toddlers, they are not just entertaining them but they are providing a safe, yet challenging arena for toddlers to learn and teaching them how to interact with the world and with others. Through rough-and-tumble play, fathers create obstacles for their children and demand respect for limits and boundaries. At the same time, they challenge their children and encourage them to explore their own strength, their ability to do new things and their impact on the world around them. Nugent (1991), father who tend to be more likely to challenge their children to try new things and when children face those challenges and succeed, they begin to believe in their ability to do difficult things, take responsibility for their own actions.
In fact, when fathers are good at playing with their young children, these children score higher on tests of thinking and problem-solving skills. When fathers are involved, they tend to provide better economic support for their children. Children with better economic support have access to more educational resources and have better opportunities to learn. For example, in two-parent families, the more the father earns, the better his children do at school, even when mothers’ earnings are taken into consideration. Another reason that fathers influence intellectual development is that, when their children are school-aged, fathers spend a good deal of time helping them with studies. This level of commitment has an impact on children's academic success. In one study, four- and five-year-old boys scored higher in math’s tests when fathers encouraged skills like counting and reading. In another study, the level of a father's involvement in his child's academic studies predicted success later in life. One expert even found that the amount of time fathers spend with their children has a direct link with math’s skills in the children (Radin, 1991).

Fathers play an essential role in the upbringing of their children and they can be every bit as sensitive and nurturing to their children as mother can and they can also benefit children develop cognitive, socially, and emotionally as they grow up. Yogman et al (1995), kids whose dads are active participants in their lives do better across the spectrum of educational competence from getting better grades and performing better in school to being more motivated and valuing education more. One of the reasons for this may be the way fathers tend to talk to their children. Fathers often push achievement while mothers stress nurturing, both of which are important to healthy development of the child. The role that parents play in a child’s life influences their development. Each person’s cognitive development is affected by the parenting style their parent used while growing up (Critzer, 1996).

Even from birth children who have an involved father are more likely to be emotionally secure, confident to explore their surroundings. The way father treat their children also has an important impact on the child’s emotional, cognitive and social development. Numerous studies find that an active and nurturing style of fathering is associated with better verbal skill, intellectual functioning and academic achievement among adolescents. Kaplan, Lancaster, Anderson (1998), study reported that children with good relationships with their fathers were less likely to experience depression.
and less likely to exhibit disruptive behavior. In addition, numerous studies have found that children who live with their fathers are more likely to have good physical and emotional health, to achieve academically and to avoid drugs, violence and delinquent behavior.

But on its second side, if father are uninvolved, harsh and careless for their children, it has negative impact on child development. Guterman and Lee (2005), uninvolved and irresponsible parent are often depressed and may have great deal of stress from things such as poverty, marital problems and drug or alcohol addiction. Children with such parents can have developments problems. These may include attachment with parents, play, cognition and emotional and social skills problems. Children of such parents have difficulty in paying attention, are more disobedience, and are more likely to drop out of school, have trouble solving complex mathematical puzzles.

In a study by Howard et al, (2006), examining effect of father involvement with 134 children, researchers found that poor father child relationship was associated with poor socio-emotional and academic functioning. The result indicated that such children have behavioral problems and scored lower on reading, poor linguistic and cognitive capacities. They are less patient, cannot handle the stresses and frustrations associated with schooling.

But as we know that whatever the parenting style adopted by parents has its different effect on child and their development. The variables of Parental attitude research instrument (Father Form) by Uma Saxeena (1976), were found to influence child development in many of the studies. Some of them have positive effect and some variables have negative effect on child cognitive development. There were many studies which highlighted various aspects of father’s parenting style found to have positive relationship with the cognitive development of the child and those aspects are non punishment and encouraging verbalization.

There were studies which shows that encouraging child verbalization by the father have positive effect on child development. Vygotsky (1962), theory, who believed that children develop their ways of thinking and understanding primarily through social interaction. He also said that cognitive development depends on the tools provided by society and the mind is shaped by the cultural context in which it resides.
Through these interactions, children learn skills they need to engage with others and to succeed in different environments. Thus children learn how to manage their emotions, behaviors and also learn how to adjust to new situations and to resolve conflicts. The day to day interactions between infants and their parents help them drive their emotional, physical, and intellectual development (Brazelton & Cramer, 1990). When parents are highly responsive to children’s signals and interests, typically developing children show more co-operation and acceptance of parental suggestions and better cognitive and language outcomes. Fathers who showed higher level of attentiveness to children’s interest and warm responsiveness, and lower levels of controlling directive and restrictive styles promoted faster increases in cognitive and social development (Landry et al, 1997).

Talking with children can positively influence other areas of children’s development such as social relationship, social understanding and knowledge of emotions, emotional well-being and cognition. Research has found that the more families talked with children every day, the IQ’s increases particularly when parents used rich and complex language. The families who asked many questions, rather than giving commands, where children were encouraged to use higher-level thinking skills, such as inference, prediction and interpretation, had children with higher IQ scores (Hoff and Naigles, 2002).

Positive parent-child interactions provide the foundation for children’s learning. With parents sensitive, responsive, warm talk have powerful effects on children’s emotional well being, their basic coping and problem solving abilities and future capacity for relationships (Lerner and Castellino, 2002). Mashburn (2008), suggested that parents talking with children in a way that is pleasurable, responsive, and encourages curiosity do a world of good for children’s thinking, emotions, social development, language and literacy development.

When parents are sensitive and responsive to children’s cues, they contribute to the coordinated back and forth of communication between parent and child and it provide foundation for healthy brain development, help them develop a sense of self and models various emotional expressions as well as emotional regulation skills (e.g. self calming and self control skills), increases the odds for success in school (Tronick and Beeghly, 2011).
Another variable of father parenting style which was found to have positive relationship or effect on child cognitive development is non punishment. Parenting is the task of raising children and providing them with the necessary material and emotional care to flourish their physical, emotional, cognitive and social development. Effective and positive discipline is about teaching and guiding children, not just forcing them to obey. As with all other interventions aimed at pointing out unacceptable behaviour, the child should always know that the parents loves and supports him or her. A social perspective on development suggests that children’s cognitive development emerges out of social interactions. The use of verbal methods of discipline through explanation and reasoning are likely to provide the child with more cognitive stimulation than the use of corporal punishment. It may also be that children who are anxious about being physically punished are inhabited from exploring their physical and social world’s and therefore, less likely to extend their cognitive skills. It is found that spanking can reduce a child’s brain grey matter, which is a crucial since it influences learning abilities. Children who were spanked were less able to keep up with cognitive development level expected for their age. Dawson and Fischer (1994), the less punishment used by a parent and the more verbal interaction is used to teach and correct the child, enhances cognitive ability of child.

Larzelere (2003), the foundation of effective discipline is respect. Harsh discipline such as humiliation of verbal abuse will make things hard for the child. Sheu, Polcan and Anderson (2010), research has also consistently shown that physical punishment predicts anxiety, depression, slower cognitive development, less long term compliance, weaker relationship with parents, and other problems. Punishment is the least effective form of changing behaviour and may have long term consequences. It stops unaccepted behaviour temporarily. The child feels humiliated, often hides mistakes, tends to be aggressive and fails to develop self control.

On the other hand, there are few aspects or variables such as (irresponsible father, suppression of affection, forcing independence, marital conflict, ascendancy of husband, forced dependency, harsh punishment, strictness) of Parental Attitude Research Instrument (Father Form) by Uma Saxeena (1976) which has a negative relationship with child cognitive development and it was well supported by many studies.
Many studies have found that marital conflict between the parents and ascendancy of husband in the family leaves its negative effect on child cognitive development. The mother-father relationship affects the parent-child relationship. Children from families where having marital discord, the child feels ashamed, emotionally stress which leads to intellectual imbalance in growing years. These subsequently result to quitting from school or poor academic achievement as education require critical thinking, relax mind and proper family support (Amato, 1996).

Patrick (1999), reported that children from high conflict homes are more vulnerable to develop some forms of psychopathology. It diminished their academic performance and their interpersonal relations. More the conflict in the home, more the indications of development delays. Research consistently document a negative association between marital discord and children development outcomes such as academic success, behavioral conduct, emotional adjustment, self esteem and social competence (Dowell, David, Ross, 2009).

Along with marital conflict, if there is ascendancy of husband in the family, it makes the developing process of the child in that family more difficult and more impaired. Women are inherent parts of our society and cannot be neglected due to their less power and authority. They are created as a companion for men and men have to make her walk with them in the course of life. She plays role as a mother, a sister, a daughter and a wife. They play their roles with great responsibility. As women make a family, family makes a home and home makes a society. Greater equality in the performance of family is associated with lower levels of family stress, and higher self esteem, better health, higher marital satisfaction and all these effect children via their effect on parenting skills. As in such families there will be less conflict, loving relationship will be there and parents tend to more responsive and warm towards their children. In the families where such children have good personality, do better in school (Chisholm, 2001). A society would never come into existence without her contribution. But on the second part in some families and culture, where in a family, one member dominates others, and then such dominance weakens all the family’s members, robbing them of emotional and economic support (Ashraf, 2007).

Another variable of Parental Attitude Research Instrument (Father Form) by Uma Saxeena (1976) which was also found to have negative relationship with cognitive
development of the child is suppression of affection. For a child physical, social and emotional interaction and contact during infancy is critically important for his/her development. The more an infant is handled and held, the more is stroked and spoken to and the greater the visual divergence of their surrounding, the greater will be its capability to adapt to negative onslaughts and to withstand stressful extremes later in life. Rowe (1981), picking up and cuddling a baby or young child’s isn’t just a sweet gesture. It’s also an important contributor to the mental, social, emotional and physical health of the child. A lack of parental affection can affect everything. Children with a parent or care giver who is insensitive and rejecting of their needs are more likely to demonstrate antisocial traits (e.g. lack of concern for other’s feelings) and unemotional characteristics.

The child from whom for any reason parental affection is withdrawn is likely to become timid and unadventurous, filled with fears and self pity and no longer able to meet the world in a mood of exploration. Cohn (1990), review of the research concludes that infants and toddlers cope poorly with stress when parents are emotionally non responsive or express mostly negative emotions and exhibit behavior problems in school.

Another variable of parenting style (father) which was found to have negative relationship with child cognitive development is forcing independence. Childhood is a gradual move away from being totally dependent on our parents, to being completely independent. Trying to force or manipulate these processes only causes’ problems, a baby will find their own independence if they are feel secured in the love and affection they receive. Independence comes naturally, when a child is ready. Trevarthen (2001), if parents know that their child is slow to learn up, then allowing that child to adapt to a new environment will help child to adjust. Parents may have to encourage such a child to try new experiences, but encouraging rather than pressuring the child will ultimately help him or her to grow and develop at his or her own pace. Over responsibility include reduced interest in previously enjoyed activities, suffering grades and acting out behaviour such as rebellion, stealing or lying.

If the child is consistently thrust into situations he can’t handle and therefore consistently fails, he is incompetent and this can be a great barrier to his taking responsibility for his own decisions later in life. Our culture says if child is not taught
independence early, he won’t be successful, socially healthy and functional later in life and will have to rely on others. But there is a big difference between providing opportunities for a child to develop their independence, and forcing a child to be more independent than they are ready for that (Murgatroyd, 2011).

The last variables of Parental Attitude Research Instrument (1976) are strictness and harsh punishment. We have found many similar studies that show the negative relationship of use of harsh punishment and strict parenting by father and the cognitive development of the child. Veltman & Browne (2001), also found strong associations between a maltreatment of child and learning difficulties and poor academic achievement. Strictness in the early year of life can seriously affect the development capacities of infants, especially in the critical areas of speech and language. Many studies show that a sensitive and responsive type of parenting and also engaging in play activities with children boost their social and emotional development along with their communication skills and their ability to focus (Jeynes, 2007).

The way parents treat their children can have an effect on the children cognitive development. Strictness has been shown to have negative effects on early brain development that can persist into adolescence and adulthood. Depriving children of a loving family environment causes lasting damage to their intelligence, emotional well-being. Such parenting behaviour left children with stunted growth, substantially lower IQs and more behaviour and psychological problems than children who had been better cared.

Strict parents establish rules and guidelines for their children who are expected to follow them without questioning Children failing to do so usually get punishment. Thus children of strict parents are often driven with the aim of excelling in an activity. As a consequence these kids rank lower in terms of self-esteem, social competence and don’t try being experimental in their approach of dealing with situations and even in expressing themselves (Gilbert et al, 2009).

Further many more studies have found the negative effect of use of harsh punishment and child development. Punishing means subjecting a penalty for an offence and usually includes inflicting some kind of hurt. It is practices of disciplining in which

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something unpleasant is present or positive reinforces are removed. All these harsh disciplinary measures adopted by parents and other members in the family lead to anti-social behaviour, contribute to academic failure and social rejection; reduce self-esteem (Patterson, 1982). Inconsistent and overuse of punishment in harsh and unskilled way can have very undesirable, dangerous and long lasting effects on children who may develop negative personality traits, strong fears, obstacles with learning (Mawhinney and Peterson, 1986).

Rohner et al (1991), conducted study on a 360 student from class 6th to 10th by using random sample technique and for data collection using interview schedule that consisted of questions with multiple options related to punishment and its impact on student. The result of the study showed that mild and severe punishment impedes the class participation, decreases the attendance, increases class dropout rate, negatively affect student’s confidence, create feeling of fear and hesitation, hindrance their interest towards learning and thus resulting in poor academic performance.

Harsh punishment damage the very precious parent child relationship, harm child’s dignity, self esteem and sense of a positive identity. The child may become withdrawn, fearful or use bullying behaviour. Many parents think that beating, slapping or hitting is the correct way to prevent undesirable behaviour or to punish unwanted behaviour among children. Since cognitive development of children is shaped by social interactions, children who are punished by parents or teachers fear exploring their physical and social worlds. Therefore, they are less likely to develop their cognitive skills (Day, Peterson, Mc Cracken, 1998). Harsh punishment and verbal abuse can never be justified as ways to discipline children. Parents usually spank when they are angry but they don’t realize how hard it is striking the child. Research shows that harsh and inconsistent discipline in the home is breeding a generation of young children with anger management problems, poor attention span and low levels of literacy (Stein and Perrin, 1998).

Meta analyses of hundreds of studies document that physical punishment is associated with verbal and physical aggression, delinquent and antisocial behaviour, poorer quality of parent-child relationship, impaired mental health. Children exposed to a harshly punitive environment may be at risk for behavioral problems related to deficits in executive functioning. We know that reinforcing good behaviour and
reward system produces better results than harsh discipline and punishment. It helps children feel good about their choices and strive to repeat them, rather than find ways to avoid a punishment whereas harsh punishment makes children hate themselves and others. Punishing gives the child feelings of low self esteem and thus they never learn to trust others. It makes them less able to keep up with the cognitive development level that is expected as per their age. It lowers the IQ level and impairs the concentration capability. It hampers the learning abilities of the child resulting in long term problems. Pandey (2001), suggest that harsh punishment is physiologically as well as psychologically damaging children’s lives. Since it affects child by not only inflicting physical pain but also mental harassment, feeling of helplessness, worthlessness, depression, inhibition, aggression, shame, feeling of inferiority, rigidity.

On the basis of the overall review of literature and in light of the previous studies on the relationship of parenting attitude of father and child cognitive development, we can conclude that there are some variable of Parental Attitude Research Instrument (Uma Saxeena, 1976) such as encouraging verbalization, non punishment have a positive relationship with the child cognitive development where as variables such as irresponsible father, suppression of affection, strictness and use of harsh punishment, ascendancy of husband, marital conflict, forcing independence were found to have a negative relationship with cognitive development of the child.

3) Psychological Well Being: Family systems theories as well as Bronfenbrenner (1979), ecological systems approach emphasize family functioning as a major force contributing to adaptive and maladaptive child development. Parenting stress is one of many factors related to parents parenting approaches and its effectiveness. Chronic parental stress can lead to decreased rates of learning and vocabulary acquisition among the children. Parents who are stressed provide fewer opportunities for learning when with their children. Stressed parents, particularly mothers, are often less flexible and try to sustain a schedule that's too rigid and doesn't provide ample chances to learn from the environment. In later years, this can contribute to a negative impact on adjustment in school, especially if the child is behind in reading and other related language skills that were missed out on due to the stress in the home. Parents experiencing high levels of stress particularly from economic difficulties, are less
responsive and less affectionate with their children and are more likely to use power assertive techniques as compared to parents without such stress. Excessive parental stress could affect negatively child social and cognitive development (Mcloyd, 1990).

The evidence points to depressed mothers experiencing more difficulties in parenting. Compared with non-depressed mothers depressed women’s parenting behavior is characterized as being less responsive and less positive towards their children which has been linked with behavior problems in children including externalizing behaviors’ of aggression and acting out and internalizing disorders of withdrawal and anxiety. (Fergusson and Lynkskey, 1993).

As we know that healthy development of a child depends on the daily, consistent and responsive interactions with parents. Parents either mother or father who suffer from depression have trouble doing things like taking children out to the park, reading books or even talking. The lack of these important daily interactions can have long-term negative consequences on brain development and overall health. Living with depressed parents may also shape the development of a child’s stress biology, causing increased levels of anxiety and withdrawn emotions (Lanzi et al, 1999). Depression damages the interactions between parents and children and disrupts family routines and rituals. Children with depressed parents are themselves more likely to manifest symptoms of depression and other psychiatric problems and behavior issues.

**The Family Stress Model**

![Family Stress Model Diagram](image)

Linder et al., 2002

Luby (2000), also reveal the long lasting effects of parents depression on children. Children of such parents during infancy show poor self-control, aggression, poor-peer
relationship and difficulty in school. These problems increases the likelihood that the child will be placed in special education, held back to repeat a grade or drop out of school. Further each of these problems can prevent a child from reaching optimal development, result in missed opportunities for success over the child’s lifespan.

The psychological literature has shown that higher levels of maternal depression are associated with adverse outcomes in infancy and early childhood such as language and cognitive deficits and behavioral problems. Parental depression negatively affects father’s and mother’s care giving, material support and nurturance and is associated with poor health and poor developmental outcomes for children of all ages. Depressed parents are more likely than non-depressed parents to have poor parenting skills and to have negative interaction with their children and these all has been linked to delays in cognitive and motor development (Petterson and Albers, 2001). A child who comes from a stressful home environment tends to channel that stress into disruptive behavior at school and be less able to develop a healthy social and academic life (Bradley & Corwyn, 2002).

A study of 13,351 families assessed father’s depression effect on children using Edinburgh Postnatal Depression Scale and it was found that father’s depression was associated with raised levels of problem for boys but not for girls. Depression negatively affects parenting and child outcomes. Children of depressed parents have been found to have more behavior problems, fewer positive social behaviors, and lower scores on early academic performance measures (Cohen et al., 2005) than do children of parents who are not depressed. More specifically, children of depressed mothers display more negative effect, more behavior problems and poorer self-regulation, social skills and cognitive and language functioning. Children of depressed mothers have poorer outcomes in part because of the negative impact of depression on maternal sensitivity, responsiveness, and other aspects of parenting. Optimal parenting behaviors include sensitive responsive care giving, provision of resources such as books and toys that support learning, and parent-child verbal and stimulating interactions such as shared reading, telling stories, singing songs, playing counting or alphabet games, visiting new places, and doing daily activities together. Research suggests that depressed parents are less likely to engage in these activities with their
children that support their healthy cognitive development and contribute to school readiness.

Mares (2006), parental depression threatens two core parental functions: fostering healthy relationships and carrying out the management functions of parenting. The result, long tracked in child development has been linked to the demonstrable reductions in young children’s behavioral, cognitive, social and emotional functioning.

Many more researchers also found that psychological well being of parents effect the development of the child. Ashman (2008), found that parents suffering from untreated depression are typically pessimistic and uninterested in life and social activities; they also frequently have low energy and irritability, all of which make even the basic tasks of parenthood overwhelming. As when parent are depressed, they tend to be less organized, less responsive, more likely to express negative emotions and less likely to be engaged with their children. Feldman (2009), evidence suggests that parents with depression tend to have more critical and hostile interactions because of which, children of such parents demonstrate immature emotional regulation, have lowest levels of social competence and highest levels of externalizing behaviour, less eye contact and less responsive to people and world around them.

On the basis of the review reported in the present study, we can conclude that depression and stress among the parents negatively affect the child cognitive development.

4) Marital Adjustment of Parents: Researchers have devoted considerable effort to examining the associations of parent psychological distress and marital discord to child outcomes. Parent mental health and marital functioning have been found to powerfully influence children. Conceptualized by Minuchin (1974), family systems theory asserts that the family is an organized whole made up of numerous dynamic subsystems that are interdependent. Within this theory, parents and the interparental relationship make up the executive subsystem, which acts as a regulator of the family environment and typically has a unique managing role in family interactions and child outcomes.
Some of the earliest research done in this area by Ernery (1982), suggested four main reasons why marital dysfunction is associated with childhood problems: (a) children often model the hostile interactions they observe between their parents, (b) poor and inconsistent parenting practices results from the stress that marital discord creates, (c) the parent-child relationship is disrupted, and (d) the stress of living in the midst of parental hostility threatens the child’s sense of security.

Howes and Markman (1989) marital conflict has indirect effects on children via the mother-child and father-child relationships. Persistent marital disharmony and dissatisfaction pervasively undermine the quality of parenting, including limiting the parent’s emotional availability, diminishing their ability to discipline effectively and appropriately and increasing the likelihood of parent-child aggression.

Research generally indicates that children exposed to marital dysfunction and conflicts are at an increased risk of social, emotional and behavioral problems (Grych & Fincham, 1990). Research indicates that parents in high-conflict marriages tend to be less warm and empathic toward their children, are more rejecting, are more erratic and harsh in discipline, and use more guilt and anxiety-inducing disciplinary techniques, compared with parents in low-conflict marriages. Fathers in high-conflict marriages tend to withdraw more from the parenting role and from their children than do fathers in low-conflict marriages, and are more likely to feel excluded from parenting functions by their partner. Parents in high-conflict marriages tend to be more depressed than those in low-conflict marriages, and depression is linked to more impaired family functioning.

Marital conflict contributes to behaviour problems in children, because as the parent-parent relationship breaks down, there is also often a parallel deterioration of the parent-child attachment relationship (Amato, 1993). Marital discord has also been shown to influence child outcomes by decreasing the quality of the parent-child relationship and increasing negativity in parent-child interactions (Kerig, Cowan, & Cowan, 1993). Research has shown that frequent, intense parental discord is linked to a myriad of developmental problems in children, including insecure attachment, poor self esteem, conduct disorders, antisocial behaviours, difficulty with peers and authority figures, depression, anxiety and academic and achievement problems.
The breakdown of the parent-child relationship in the context of interparental dysfunction is associated with both internalizing and externalizing problems in children (Cummings, Davies, & Simpson, 1994). Children regularly exposed to interparental hostility are vulnerable to a number of negative outcomes and often feel threatened or emotionally insecure (Davies & Cummings, 1994). Parent’s in high conflict marriages tend to be less warm and empathic toward their children, are more rejecting, are more erratic and harsh in discipline, tend to withdraw more from their parenting role, tend to be more depressed and their depression is linked to more impaired family functioning (Owen and Cox, 1997).

Also, as parents in conflict become preoccupied with their own difficulties, they often become withdrawn, preoccupied and limited in their capacity to devote energy toward their children (Stocker & Youngblade, 1999). The relationship between parents determines the type of home a child will develop in. The children from peaceful homes grow up feeling loved, wanted, appreciated and they are likely to be active, energetic and perform well in school. Children of well adjusted parents are more likely to demonstrate a greater tolerance for stress and frustration have superior problem solving and adaptive skills, and be more playful, resourceful and attentive. They are better able to manage their emotions and impulses in an adaptive manner. When Children sense something is wrong between their parents, it often increases their anxiety and perpetual worry. Children may start showing loss of interest in friends, fun activities, and school tasks (Kager et al, 2000).

Divorce has been also finding negatively associated with academic achievement (Jeynes, 2002). This may be because divorce may lead family SES to decrease and parental connection is harmed. Parental divorce altered daily routines and work schedules while imposing additional demands on both adults and children living in single-parent households. Most adolescents had to assume extra domestic and childcare responsibilities; financial conditions required some adolescents to work part-time. These burdens resulted in children from single parent households having greater levels of absenteeism, tardiness, and truancy in school. Kim (2002) also suggested that couple conflict affect both the quality of parent child relationship and child outcomes. As parents having cordial relationship among them, are more likely to continuously support and encourage the children’s learning and development.
Children not only pick up on, but are also strongly affected and influenced by what is going on between the parents, in both direct and indirect ways. On the positive side of the equation, a loving and respectful relationship between the parents directly affects the child by creating what might be called a “parental holding environment” which, like the maternal holding environment described by Donald Winnicott, acts as a kind of energetic womb in which the child begins to find itself as a human being. Though by no means as powerful a determinant in infant development as the mother-child bond, the parental holding environment nevertheless exerts a profound influence on the developing child. The extent to which the parents openly and genuinely are loving and affectionate with one another shapes both the child’s world and its developing sense of self. It also affects the child’s sense of safety and predictability, and becomes the model and archetype for the child’s future relationships by providing the basic schemata for the child’s internalized images of closeness, intimacy, dispute resolution, expression of emotions, and respect between the sexes (Wendy and Lamb, 2003).

Indirectly, a good relationship between you and your spouse benefits your child by acting synergistically with and upon the mother-child and father-child relationships. That is, a loving marital relationship significantly increases the odds of you and your partner getting your basic emotional needs met, which in turn increases the odds that each of you will be optimally available to parent and fully show up for your child. While we can get some of our emotional sustenance from our friends, there are some kinds of support that can only come from our spouse, particularly those related to our own attachment needs. When our own needs for connection are being met, we are a lot less likely to get reactive with our children and with our partner, and are better able to respond positively to the needs of the entire family. Interparental discord has been shown to cause distress, fear, and anger in the child subsystem, leading to child maladjustment in a number of respects, including increased negative emotionality, aggression, conduct disorders, and anxiety (Davies & Cummings, 2006).

So this vast amount of studies and literature suggests that marital adjustment of the parents affect all the aspects of the child development. If the parents have cordial relationship among themselves, it positively affects child cognitive development and vice- versa.
5) Personality of the parents: In general, parental personality traits may directly be related to children’s development through two possible mechanisms. First, children may inherit certain personality characteristics that may lead to elevated levels of externalising behaviours. For instance, low conscientious parents are characterised by traits as low self-discipline and the tendency to act before thinking. Their children may inherit a tendency of low inhibitory control and consequently show increasing levels of externalising behaviours. Second, parents with certain personality traits may model aggressive and unregulated behaviours to their child, and subsequently their child may imitate these behaviours (Campbell et al., 2000). For instance, behaviour of low conscientious parents may be characterised by impulsive and poorly regulated acts. Aggressive and inattentive behaviours of young children might be imitations of these behaviours. Studies using the Five Factor Model of personality indeed showed that parental personality is related to parenting. More specifically, previous studies revealed that parents with high scores on extraversion, agreeableness, conscientiousness, emotional stability (or low neuroticism) and openness displayed more positive supportive and responsive parenting and less negative, controlling parenting (Belsky and Barends, 2002).

Many studies have found that high neuroticism among parents affects the family environment and parenting practices and thereby increases the risk of psychological problems among offspring. High neuroticism in parents was associated with internalizing and externalizing problems among the children. Parents high on neuroticism might be more likely to attribute negative intentions to their young children when they misbehave, which might result in harsh parenting. Conversely, these parents may distance themselves from their relationship with the child, thereby failing to provide structure and guidance. The overall result might be highly unpredictable, inconsistent parenting behaviour (Bugental and Grusec, 2006). McVay and Kane (2009), suggest that higher levels of maternal neuroticism are related to lower levels of warmth and sensitivity and higher levels of intrusiveness. In consonance with this negative fact of neuroticism, more neurotic mother reported feeling less competent and satisfied in their parenting, which in turn has profound effect on child's social, emotional and cognitive development. As high neuroticism among parents affects the family environment and parenting practices and thereby increases the risk of psychosocial problems among children. Parents high in
neuroticism tend to be easily distressed, anxious, tense, and nervous and tend to lack emotional stability. This proneness toward negative emotionality might undermine parents’ ability to initiate and maintain positive affective interaction with the child and might limit parents’ ability and willingness to respond adequately to child’s signals. A disposition to experience anxiety might lead to intrusive and overprotective parenting. Kotov et al (2010), also found that neuroticism in mother displays high levels of negative affectivity toward their children, are less responsive to their children’s needs, engage in more physical and verbal power assertion and are less encouraging of their children’s autonomy.

Further many studies have found that parents who were more agreeable, extroverted, were more likely to have emotionally close, responsive relationships with their kids while maintaining high expectations for their behaviour. With regard to supporting the development of their children’s independence, parents who were more agreeable and less emotionally reactive were more likely to encourage autonomy in their kids. Agreeableness reflects one’s interpersonal orientation along a continuum from empathy to antagonism in thoughts, feelings, and actions. Kind, good-natured, and easygoing parents have the capacity to provide warmth and protection. Moreover, parents high in agreeableness probably tend to have more positive attributions regarding the child’s behaviour. Losoya et al (1997), also found that parent with high scores on agreeableness were more engaged in positive supporting parenting such as displaying positive affection and encouraging independence and provide stimulating opportunities for their child development.

The parental role requires concern for others, and parents with greater ability to empathize with the child are probably better able to identify and respond to children’s needs. It therefore seems reasonable to expect agreeableness to be related to more responsive, nurturing parenting and more respect for the child’s autonomy. Agreeableness is positively related to cognitive stimulation and responsiveness, sensitivity and warmth, and supportive and nurturing parenting and negatively related to detachment and power assertion (Clark et al, 2000). Agreeableness is one of the five personality traits by the Big Five personality theory. A person with high level of agreeableness is usually warm, friendly and tactful. They generally have an optimistic view of human nature. Zhao and Seitbert (2006), found that parents with low scores
on agreeableness trait in a personality test were more affectively negative and less positive with their children. They interact very less with their children and use more power and have less responsiveness and warmth.

The next variable related to personality dimension conscientiousness which implies consistent and planned activities. Parents high on this trait would be expected to provide the consistency and monitoring of their child activities. Costa and McCrae (1992), found that low consociation parent are characterized by traits as low self-discipline and the tendency to act before thinking. Their children may inherit a tendency of low inhibitory control and consequently show increasing levels of externalizing behavior and inattentive behavior.

Nofte and Robins (2007), parents with high conscientious make good time management and good organization of the learning environment for their children as they are hard-working or goal-oriented and are legally to carry tasks through to completion and all these can in turn effect child development.

Belsky (1984), asserted three principal social-contextual determinants of parenting, including the parent’s personality and other personal psychological resources, the child’s own individual characterctics, and contextual stresses and supports. Of the three, personality was theorized to be the most important because it affects parenting directly and it shapes other social contextual factors and forces that influence parenting. Extraversion reflects the quantity and intensity of interpersonal interaction, activity level, need for stimulation, and capacity for joy, control and assertiveness. Extroverted parents are more sensitive and cognitively stimulating toward their children and thus lead to better development in their children. Such parents engage more in interactions with their children and are more competent in parenting. On the basis of these studies we can say that neuroticism as a personality dimension of parent negatively affect child cognitive development within the family where as other four dimension of personality have a positive relationship with the cognitive development of the child. The idea that personality has a part to play in parenting has been acknowledged formally at least since Sigmund Freud and a contemporary view derived from personality psychology is that parenting reflects stable personality characteristics (Belsky, 1984., Kochanska, Clark, Goldman, 1997., Clark, Kochanska, Ready, 2000).
6) **Family Environment**: Nurturing relationships in a family are critical for the healthy development of a child. If a child feels safe, secure, and loved in their family, it helps them with the formation of their self-esteem and well-being. It can also lead to a child who is more socially competent and has better communication skills than a child who does not feel these family connections. Parents and other family members can also influence early childhood development by supporting literacy and other childhood lessons. By encouraging the practice of math and reading skills, parents can increase school readiness in their child. The environment of family comprises of many factors or variables which directly or indirectly effect each and every one in the family, family functioning and thus the developmental areas of child in the family. As Moos (1974) have given 3 dimensions of family environment - Relationship Dimension, Personal Growth Dimension, System Maintenance Dimension. The related review on all three dimensions of family environment and their relationship with the cognitive development of child is summarized as below.

**a) Relationship Dimension** - The variables that come under the category of relationship dimension are expressiveness, cohesion and conflict.

Many studies found that expressiveness in family which means allowing children the freedom to express him, can teach them many important life skills. It is very important for parents to be able to communicate openly and effectively with their children. Open, effective communication benefits not only the children, but every member of the family. Relationship between parents and their children are greatly improved when there is effective communication is taking place. In general, if communication between parents and children is good, then their relationship is also good. Children learn how to communicate with others by watching their parents. Good communication skills will benefit children for their entire lives. They begin to form ideas and beliefs about themselves and their surrounding based on these communications. When children feel being heard and understood by parents or others, it boosts their self esteem. Children of such parents are more likely to do what they are told to do. Studies have shown that cognitively responsive behaviors such as maintaining, redirecting interests and rich verbal inputs, provision of age appropriate learning materials, provide and set optimal learning environment for the child and provide the child structure in developing his attention and language skills.
A child must be able to express what he or she wants and how he or she feels with freedom and safety. Children that do not grow up in an environment of respect, love and compassion often find difficulty opening up to others. As they grow up and often experience many different mental and emotional pitfalls. Einsenberg et al, (2001) parents’ frequent expression of negative emotions was associated with teacher reports of children poor regulation and externalizing behaviours and was more rated as aggressive. Such children lack the boiling over enthusiasm for life, less explorative and feel tired, have difficulty learning and less productive in the classroom (Graziano et al, 2007). In a longitudinal study conducted by Guangzhen (2013), on preschoolers boys and girls and their parents, found that parental emotional expressiveness in family has a positive effect on child development. It stimulates and develops the imagination, critical thinking and refines cognitive and creative skills of the children.

The second variable that comes under relationship dimension is cohesion that is as important as expressiveness. Family cohesion can provide a supportive context for child development where social interaction can be learned via modeling and reinforcement, when parents carefully set limits and explain the reasons for their actions. In such families children also learn to think carefully, evaluate solution and develop effective problems solving skills and they can also learn how to get along with others within cohesive family system. Parents and families have the most direct and lasting impact on children’s learning and development of social competence. When parents are involved, students achieve more, exhibit more positive attitudes and behaviour and feel more comfortable in new settings. Family has the most significant impact on the child’s life. Family members are the first people that young children have regular contact with and as interactions and relationship within the family unit develop, so does a child’s understanding of himself, other people and the world around him. Parpal and Maccoby (1985), suggest that loving and nurturing homes that provide opportunities for growth and bonding are where children thrive. A strong, loving family unit that spends quality time together can enhances a young child’s academic performance , while decreasing his/ her likelihood of abusing drugs or engaging in other risky behaviour as they gets older. Children generally did better when parents were more educated, when families incomes were higher, families had well organized routines, books and play materials
and took part in learning activities. The academic success of a child is associated with having his/her parents help and guidance when needed. The same results are found by Cowen et al (1997), study that in low cohesive families, there is poor accord in parents, poor parenting styles, low parental self esteem, which overall leads to children poor educational attainment and increased risk of poor self control aggressive behavior. That's why children from well adjusted and competent families had well adjusted and competent children, even under conditions of risk and in times of high stress.

Collins et al (2000), children often pick up on parent’s stress even if parents do their best to hide it. Stress in the family affects the child’s emotional development. In addition frequent transitions, changes and well off course families in poverty often cannot afford to meet all of the child’s needs. This all has deleterious effects on the child cognitive development. Family dynamics shape the way kids think, reason and solve problems. Making the time to do things together as a family, promotes family cohesion, which enhances emotional development in children and reduces children’s risk of experiencing emotional distress. Family values affect a child’s cognitive development by influencing the way they perceive themselves and the world. Pong, Lingxin, Erica (2003), reported that lower cognitive scores were more common in children living in low cohesive families. As a family which has cohesion and where parents have strong and supportive relationship improve child's development. Child's social environment influences their cognitive development and educational attainment as children who engage in good social relationship perform better academically.

The third variable of relationship dimension is conflict. Conflicts in the family are likely to cause feelings of anxiety, aggression and tension, feelings of self blame, long term emotional and behavioral problems and school problems in children. Children are more likely to develop personality and behavioral problems in unhappy, unloving families in which the parents fight continually. High conflict between parents not only causes children immense suffering, it also causes serious problems in their development. They soon have the sense that they cannot trust any adults (Simons, 1972). Negative conflict between the parents reduces the family’s network of friends and creates more loneliness. Bochner et al (1982), found that growing up without a model for loving relationships between parents, children typically experience
problems with intimate relationships, conflict resolution and self identity. As they
don’t have learnt the skills of communicating, cooperating, and resolving disputes,
they lack problem solving strategies and tools for handling conflict in a intimate
relationship. These children often face hard struggles in defining their own identity
and more over the psychological adjustment is very directly affected by the amount
and intensity of anger and conflict they experience. The more severe the conflict, the
greater the effect will be.

It is well known fact that a supportive family environment represents the family’s
mutual interest, concern and support whereas a conflicted environment
characterizes increased family conflict within a system that lacks organization and
support. Lastly, a conflicted family environment uses rules to control the family
and fosters little independence (Jones, 1992). Stewart, Vandell, Cartney, Owen
and Booth (2000), disruptions that take place during marital conflict were found to
have an impact on family characteristics and processes like economic position and
parental responsiveness, which were in turn associated with the children’s
cognitive performance. The quality of relationship between parents and other
members of family influence their interaction with their children. Parents who
have stable and peaceful relationship are more likely to be engaged parents and
have more positive attitudes towards their children. In homes, where parents and
other members fight frequently, their parenting is much more likely to be
unresponsive and insensitive. The longer parental conflict continues and the
greater the tension between the parents, the greater the likelihood that
psychological difficulties will result for children such as emotional and behavior
problems, anxiety, depression and low self esteem, school problems (Sun and Li,
2002). Fincham and Hall (2005), if parents’ don’t communicate respectfully with
each other and do not have a good strategy for resolving conflicts, the result is
chronic, unresolved conflict between the parents.

On the basis of these studies we can conclude that expressiveness and cohesion as
relationship dimensions have positive relationship with child cognitive development
where as conflict in the family has a negative relationship with child cognitive
development.
b) System Maintenance Dimension- The second dimension of family environment is system maintenance dimension. The variables that come under this dimension are organisation and control.

Family environment is the most powerful influence in determining a child’s academic achievement. It is obvious that families have substantial influence on child’s academic performance. A stable and well developed childhood can be guaranteed by a stable family. Maladaptive behavior arises when parents lack responsibility of their parenthood and children that were raised from economically disadvantaged background are more likely to have poor academic performance. In organized and stable families, young children get constant caregivers with whom they can form secure attachments, parental role model, and continuity of residence which in turn effects child educational attainment, high vocabulary skills and social development. Elkin and Handel (1978), found that the organization of the family has direct effect on the children. Low level of family organization results in poor social and emotional attachment, along with this punishment use, restrictions which in turn effect cognitive development. Family organization may affect availability and allocation of family resources. Higher the family organization, highly the parents can supervise children, help them with school work and provide more learning resources to their children which in turn effect their IQ.

Research suggests the importance of organisation and routines within the home environment. Stability in family directly affects children and parent’s ability to be actively involved with their children’s and helps to maintain consistent parenting such as bedtimes, mealtimes and homework schedules (Matheny et al, 1995).

Accordingly to Mayer (1997), the parent investment model, children’s success in all and in school depends on the time, money, energy and parenting styles. From this perspective, parent’s foster child’s development by providing them with a safe and stimulating learning opportunities inside and outside of home. Pong (1997), studies shows that children in intact families tend to fare better on a number of cognitive, emotional and behavioral outcomes. Family structure affects children’s school outcomes from preschool to college. Some of variations in school performance could be explained, in part or in whole, by the differences in family resources such as time and money, family dynamics and parental characteristics that are associated with the
various family forms. A stable and strong family is crucial to the development of a healthy child. Parents who create safe home environments make it possible for a child to develop positive emotional bonds and sustain a strong sense of self. Stability or organisation entails abundance of resources, whether of parental time and attention, household income, access to health care, supportive relatives and friends all of which obviously matter for children’s development.

Positive parenting buffer children from instability. When parents successfully cope and adapt to stressful life changes, and support their children through these changes the impact of adverse experiences on children may be lessened, and potentially insignificant (Yeung and Hofferth, 1998). Temple and Reynolds (1999), instability during school years can lead to lower quality homes and less parent involvement. These children are more likely to receive poor grades and drop out of high school.

A stable and well developed childhood can be guaranteed by a stable family. Maladaptive behavior arises when parents lack responsibility of their parenthood and that children that were raised from economically disadvantaged background are more likely to have poor academic performance (Brown, 2004). The period of early childhood is most sensitive. Since this is the time when the children are developing critical skills such as executive functioning, language and memory, which serve as a foundation for all future learning (Farah et al, 2006). In one study of family instability showed that children from such houses exhibit more disruptive behaviours, lower school engagement, poor language and reasoning skills to fully grasp the situation. Sarsour et al (2010), positive parenting can buffer children from instability. When parents successful cope and adopt to stressful life changes and support their children though these changes, the impact of adverse experiences on children may be learned and have better developmental outcomes.

Children thrive in stable and nurturing environments where they have a routine, schedules and know what to expect. Although some of the changes in the children lives is normal and anticipated, sudden and dramatic disruptions can be extremely stressful and affect children’s feelings of security and this can be detrimental to children’s mental health and cognitive functioning (Evans et al, 2011; Shonkoff and
Andrew, 2011). Parenting and the home environment acts a buffer between instability and the child development.

The second variable that comes under this dimension is control. There are many studies which show a negative relationship between control in the family and child cognitive development. The kids exposed to overly controlling parenting show less advanced moral reasoning and low self regulation. Such children rarely learn to think on their own. They feel pressured to conform, often become socially withdrawn and have a low self esteem. In such families, where there is excessive control, there is little freedom of thought, creative experimentation and independent choice making. Children may feel helpless when they perceive their parents as controlling, demanding and over protective. They may also feel powerless when their parents emphasize the importance of avoiding mistakes and associated negative consequences (Black et al, 2002). Controlling family environment restricts a child’s access to his/ her environment and also communicate to a child that there is an excessive amount of threat that the child will not be able to cope with or master on his/her own. Thus, it is hypothesized that this parenting behaviour reduces the opportunity for the child to develop competence or mastery over things in their environment, increasing anxiety, externalizing behaviour and developmental outcomes (Chorpita and Barlow, 1998).

Many parents like to meddle in their children’s lives. Sometimes this can be beneficial, if the meddles is in the form of parental guidance or setting rules. However, numerous studies have found that when parents are very controlling and dominating over their children, the children suffer psychologically. In recent years, various studies have established a relationship between excessive parental psychological control and their children’s low self esteem, low self worth, low self confidence and low psychological maturity. These negative self-perceptions have also developed into clinical disorders and such children are extremely prone to experience negative emotions and act out their frustration in schools when they are subject to their parent’s control (Barber and Harmone, 2002).

Controlling behaviour as the researcher explain, was defined as not allowing children to make their own decisions, not letting them on their or to have their own opinions, invading their privacy, or engaging in behaviour that fostered parental dependence.
Over controlling parents inappropriately impose their own will on their child which when excessive, can deprive him/ her of developing his/ her own sense of identity and prevent them behaving in an authentic manner (Liable and Carlo, 2004). Controlling parents or environment can make their children overly shy, restrict children’s activities, low confidence, and children find difficulty at everything, right from choice of clothes to friends. The discouragement to children’s efforts to experiment and think can be detrimental to their creativity and due to unilateral communication between parents and their children, discontent and distrust can emerge. Parental over control refers to an excessive amount of involvement in a child’s activities, daily routines, or emotional experiences and an encouragement of dependence on the parents (Ballash, Leyfer, Buckley, Borden, 2006).

Pougnet, Lisa, Dale, Alex (2011), conducted longitudinal study on 138 families. Their result indicated that parental control is related to negative cognitive and behavioral outcomes in children where as parent’s positive control predicted higher performance and few internalizing problems. Kuppens et al (2012), analyzed data from 23 studies that involved nearly 9000 young people and found that there was a direct connection between control asserted by parents and aggressive behaviour among the children. Kuppens discovered that at a time when children are trying to find their own identities and working to assert independence, they are most vulnerable to the effects of their parent’s controlling behaviour.

But on the other hand, we have few contradictory studies on this variable which suggests that sometimes lack of control in the family can also effect child development. In many households where, both parents works and where many children spend their after school hours alone or under the care of a sitter. This often results on a lack of parental control upon the children and this can have significant effects on children both positive and negative. The children of such parents can become self reliant as have no other choice and can often result in psychological issues and difficulty in forming interpersonal relationship. Many parenting experts believe that children who are lacking parental control are more prone to exhibit low-self esteem, narcissistic behavior, depression and many academic problems as due to parents absenteeism, the children are less likely to do their homework and study if there isn’t a parents around them to remind to do so.
Maccoby and Martin (1983), extended the Baumrind typology based on combinations of warm\responsive, unresponsive\rejecting dimension and the restrictive\demanding, permissive\undemanding dimension and included a 4th type of parenting style, which is characterized by neglect and lack of involvement. These are disengaged parents who keep the child at a distance and focus on their own needs rather than the needs of the child. Such parent’s failure to monitor the child’s activity or to know where the child is, what the child is doing and such lack is associated with aggression, non compliance, and low self esteem, disruptions in social, cognitive development, achievement and school performance.

On the basis of these studies, we can say that the variable organisation, a dimension of system maintenance have a positive relationship with child cognitive development where as control, second variable of system maintenance dimension have negative relationship with child cognitive development.

c) Personal Growth Dimension- The third dimension of family environment scale is personal growth dimension under which comes independence, moral religion emphasis, achievement orientation, intellectual cultural emphasis, active recreational orientation.

The first variable that is independence - assesses the extent to which family members are assertive, self-sufficient and make their own decisions. There are many studies which show that independence as family environment variable effects the child cognitive development. One of the primary goals of parents is to help children develop the intense desire and ability to think on their own and without other’s help. Fox, Sroufe and Pancake (1983), the type of attachment formed during infancy affect a child’s independence. Children who are securely attached are usually willing to explore their world independently because they know they can come back to their caregivers for support when they feel afraid or threatened. Children who were securely attached as infants are more likely to show age-appropriate independence, curiosity and creative problem solving abilities during childhood and adolescence and moreover it leads to high self efficacy, higher motivation, lower vulnerability to stress and depression, put strong effort into an activity or task. The feelings of accomplishment they gains from results of those actions will be rewarding and sets the basis for all future learning and development. Children whose parents provide
some freedom within clearly defined and clearly enforced limits in contrast gradually learn to be responsible for their actions and as a result, are more likely to succeed in school and in later life. Children who are responsible and independent are more likely to succeed in school, in their careers and in social relationships (Dubow, Huesmann, Eron, 1987).

Children’s home environment shapes the initial constellation of attitudes they develop towards learning. When parents nurture their children’s natural curiosity about the world, by welcoming their questions, encouraging exploration and familiarizing them with resources, doing so they are giving their children the message that learning is worthwhile. When children are raised in such families, they are more confident in their abilities, more willing to try new things, more comfortable working by themselves, and turn out as more successful learners (Frankel and Bates, 1990).

Devries and Zan (1995), when children feel that they can do things on their own; they will naturally want to learn and master new skills and solve problems. They feel excited and thrilled. They begin to see themselves as being capable and competent in making decisions and taking on responsibility. In life, parents just love their children and they want to take care of their children in every possible way. However, parents may also forget that going all the way to help their children may actually hinder their children’s ability to develop independence. By developing independence skill in children will raise their self esteem and confidence, better self image, enthusiasm; ability to solve life problems (Bobbi, 1997).

Developing independence and responsibility is an ongoing process that continues throughout childhood, adolescence and even into adulthood. The world though a child’s eye is an awesome place. Children explore and discover their world. Around every corner is an experience for them, all they need is a small amount of direction and a large amount of freedom (Shumow et al, 1998).

The next variable of personal growth dimension is active recreational orientation which measures the amount of participation in social and recreational activities. The recreational activities are important for the emotional, social, cognitive and physical development of children. It provides an opportunity for children to shine in areas that are not strictly academic. In early childhood recreational and playful activities
contributes to cognitive, physical, social and emotional well being. Children also experience cognitive milestones including the exploration of new objects such as picking up toys and things, classifying and disarranging them, making reason inquires like why some things are the way they are (Pepler and Ross, 1981).

Such activities lead to an increased confidence, improved creativity and better self esteem. Natural settings rejuvenate and calm the mind, improve outlook and increase positive effect. It contributes to personal growth and social awareness and develops skills for life. It inculcates qualities such as a sense of responsibility and a purpose in life, intrinsic enjoyment and satisfaction is also increased up. Parents who emphasize their children on participating in such activities tend to improve their academic grades as well. This may be due to increased self esteem, motivation and better time management. They become better organized in the classroom. They demonstrate a reduction of at risk behaviour and a heightened sense of belonging thus resulting in better behaviour (Morse, 1995).

A review of current literature indicates that people who participate in club and organized recreational activity enjoy better mental health, are more alert and more resilient against the stresses of modern living (MCreynolds and Rossen, 2004). Spending time in such activities can boost child’s brain function, especially areas regarding attention, concentration and memory. Along with this, these activities help children to form bonds with others, develop language and communication skills, builds confidence, decrease the likelihood of school failure, dropping out and help them to avoid engaging in abuse, gang membership (Burdette and Whitaker, 2005).

Active and recreational activities help children learn useful new skills and integrating these skills into their everyday school lives. They develop life long relationship with their peers and learn how to lead others. Children learn to strive for success and feel proud of their achievements when they are confident. It boost school spirit as when they participate in these activities they come to school eager and excited because of that activities. It helps to enrich our children’s future through valuable real life experiences. Kids learn cooperation, decision making skills, team work, and social interaction. They discover their hidden talents, and learn about their surroundings.
The third variable related to personal growth dimension of family environment is intellectual cultural orientation that measures the level of interest in political, intellectual, and cultural activities. This variable was also found to have positive relationship with the child cognitive development. For Vygotsky (1962), the environment in which children grow up will influence how they think and what they think about. Vygotsky state cognitive development stems from social interactions from avoided learning within the zone of proximal development as children. Child’s interactions with surrounding culture and social agents such as parents, more competent peers, contribute significantly to a child’s intellectual development.

Further Howes (1990), says that culture shapes personality and behaviour of a child. No child in the world can develop human qualities in the absence of cultural environment. Children engage in activities with adults and they exchange ideas and ways of thinking about or representing concepts. These co created ideas are internalizes by children, thus children’s knowledge, ideas, attitudes and values develop through appropriating the ways of acting and thinking provided by their culture and by the more capable members of their group.

Culture can do a lot in a child’s life. It helps describe their race, background, and ethnicity. Every type of culture makes each and every child unique in their own way, whether it is their religious belief or their teachings. The teachings will really impact the child’s development because it will guide the child belief and personality (Currie and Thomas, 1995). When cultural, morals and parenting styles mix, the culture of the home pushes a child into certain habits. These habits can shape the child into anything from an independent and rebellious to an overly reliant, dependent. The cultural influences of a family tell the child how much freedom he/she has in his/her life. A vast body of research has demonstrated that early child development programs benefit children, families and communities. Children who participate in these tend to be more successful in school, are more competent socially and emotionally, and show better verbal, intellectually than children who are not enrolled in high quality cultural, social, intellectual programs. Attending or encouraging for such programs and talks or discussion leads to higher intelligence scores, lower dropout rates, and improved parent-child relationship along with improved social and emotional behaviour among children (Yoshikawa, 1995).
Schneider et al (2005), what parents do or don’t do have a lasting impact on their child’s reading skill and literacy. Positive parental attitudes toward literacy can help children become more successful in school. Enthusiasm about books and reading can deepen the child’s interest in learning.

The next variable of personal growth dimension is achievement orientation. Many studies have shown a positive relationship between achievement orientation of family and child development. Expectation’s parents have for their children influence their children expectations and achievement and early expectation’s tend to persist throughout the child’s school years. Fan (2001), research has shown that parental expectations for children’s academic achievement predict higher educational outcomes. It directly affects the amount of parent-child communication about the school. Families with high educational aspirations for their children provide more out-of-school learning opportunities for them. A child exposed to parents who model achievement oriented behavior (e.g. obtaining advanced degrees, reading frequently, a strong work ethic) and provide achievement oriented opportunities (e.g. library and museum trip, after school enrichment programs, educational books and videos) should develop the guiding belief that achievements is to be valued, pursued and anticipated. This belief then in turn promotes successful outcomes across development, including high school graduation, the pursuit of higher learning, and the acquisition of high prestige occupations (Davis, 2004).

A recent meta-analysis by Jeynes (2005), showed that children whose parents are involved in their school, tend to have fewer behavioral problems and such children enter school at an early age with more advanced cognitive skills. Families engagement in everyday learning activities with children and helping them to develop lifelong motivation, persistence and a love for learning (Dunst, Bruder, Trivette & Hamby,2006). Parents who participate with their children in early literacy activities such as pointing to and naming objects, storytelling and reading, better reading and cognitive abilities children have. Parental monitoring children’s activities outside home and school, setting rules, having conversations about and helping children with school work and school-related issues, holding high educational expectations, discussing future planning with children and helping them with important decision
making, participating in school-related activities all overall leads to better cognitive development (Shannon et al, 2006).

Activities such as visiting a museum or zoo, promotes children’s critical thinking and analytical skills. Having books at home enhance parent-child verbal interaction and facilitates shared literacy activities, thus exerting a substantial effect on a child’s language development. Moreover it is likely that parents, who invest more in children’s literacy practice, also engage in other learning related activities and have higher expectations for their children’s academic achievement (Le Fevre et al, 2010).

Korat et al (2012), many of distinctive characteristics of a child's home in relation to his experience in school may be seem to influence his academic achievement. Students from homes where books, magazines or other reading materials or exploring materials are provided found to achieve more academically than rest of their mates who may not be opportuned to such an enabling environment and materials. Marty et al (2013), enrichment experiences are academically significant because they positively influence children’s interest in learning and information processing.

The last variable related with the personal growth dimension of family environment is moral religion emphasis that assesses the emphasis on ethical and religious issues and values. Religion is a key concept and helps broaden people’s knowledge about the world around us. It can teach valuable ways of thinking which can help throughout life. It also promotes the well being of individual’s families and the community. Regular attendance at religious services are found to be linked to healthy and stable family life, strong marriages, and well behaved children. Diane et al (1991), the greater the parents religious involvement, the more likely they will have higher educational expectations of their children and will communicate with their children regarding schooling. Their children will be more likely to pursue advanced courses, spend more time on homework, establish friendship with academically oriented peers, and successfully complete their degrees. The cultural value of a religious family provide pathway to academic success for children. For example, to earn a high school diploma, children must plan for the future and structure their activities accordingly. A recent study confirms indirect contribution of religious values and direct influence of the student’s own religious activities in
prompting academic achievement, increased work activity and decreased likelihood of engaging in deviant activities (John, 1994).

In general, religious participation appears to foster a warm, active, authoritative and expressive style of parenting. Parents who attend religious services are more likely to enjoy a better relationship with their children and are more likely to be involved with their children’s education (Lisa, 2002). Academic expectations, level of education attained, school attendance and academic performance all are positively affected by religious practice at home by the family or parents.

Parents who attend religious services are more likely to enjoy a better relationship with their children and their education. As religious participation appears to foster an authoritative, warm, active and expressive style of parenting. Spending time as a family is wise investment. Children in families that participate in religious activities together are more likely to report having parents who show affection and those with involved parent tend to do better in school and are less likely to engage in risky behaviors (Anguiano, 2004). Luster (2004), found that the kids whose parents regularly attended religious services—especially when both parents did so frequently and talked with their kids about religion, such kids are tend to have better self-control, social skills and approaches to learning than kids with non-religious parents.

Parent’s religious participation has a profound impact on their children’s behavior. Family life is proved to be very important for education achievements and religion is one of these factors. Jeynes (2005), says that attending religious activities provides children with the right guidance that will improve their academic achievement. The religiosity increases the level of satisfaction and the grades of students. The positive effect of religious practice helps children to internalize values and norms that help achievement. It foster high personal expectations, internal locus of control, productive routines and help to avoid deviant behavior.

So on the basis of review we can say that the relationship of all variable related to personal growth dimension of family environment have a positive effect on child cognitive development.

After discussing the psychological aspects of family environment which effects the cognitive development of the child, as we know that the physical aspects (socio
economic status, composition of family, education of parent, working parents) of family also effect the cognitive development of the child. Many studies have shown that even physical aspects of family environment along with psychological aspects play an important role in shaping child cognitive development. So related review is summarized as below-

**Physical Aspects of the Family**

1) **Socio Economic Status:** Socio economic status is a powerful agent in creating the environment in which individuals are reared. Many research findings suggest that early childhood stage is the stage during which the income matters the most. Bloom, (1964), presented evidence that the association between socio-economic status and cognitive performance begins in infancy. Numerous studies have documented that poverty and low parental education is associated with lower levels of school achievement and IQ later in childhood.

However, Parcel & Menaghan (1990) found that mothers who worked in opportunities provided more warmth and support and a greater number of stimulating materials. Their children manifested more advanced verbal competence. Parents of low income families are more likely to lack funds for purchasing learning tools and educational books. Such families are less likely able to afford educational child care and more likely to seek childcare from uneducated baby sitters or other family members. Research shows that socio economic status is associated with a wide array of health, cognitive, and socio emotional outcomes in children, with effects beginning prior to birth and continuing into adulthood. A variety of mechanisms linking SES to child well-being have been proposed, with most involving differences in access to material and social resources or reactions to stress-inducing conditions by both the children themselves and their parents. Low socio economic status children are often left home to fend for themselves and their younger siblings while their caregivers work long hours; compared with their well-off peers, they spend less time playing outdoors and are less likely to participate in after-school activities (Alexander et al, 1993).

Zill, Collins, West, and Hausken (1995), state that "low maternal education and minority-language status are most consistently associated with fewer signs of
emerging literacy and a greater number of difficulties in preschoolers." Having inadequate resources and limited access to available resources can negatively affect families' decisions regarding their young children's development and learning. As a result, children from families with low socio economic status are at greater risk of entering kindergarten unprepared than their peers from families with medium or high socio economic status.

In a recent study DeGarmo et al (1999), found that each socio-economic status indicator (income, education, occupation) was associated with better parenting, which in turn affected school achievement via skill-building activities and school behavior. Few researchers have concentrated on the relation between parental occupation and cognitive development. Bradley et al (2001), reported that lower the socio economic status, lower the cognitive abilities. The child's home environment is influenced by the socio-economic status, which has many facets such as parental education, parental occupation and family income. Students who have low socio-economic status of family earn low test scores and are more likely to drop out of school because low socio-economic status of family prevents the access to vital resources and create additional stress at home. In addition they are deprived of objects and activities that stimulate cognitive growth such as toys, books, games, and computers, libraries (Dezoete and Tuck (2003). The economic hardships caused by low socio-economic status leads to disruptions in parenting, increasing amount of family conflict, etc. Children raised up in low socio-economic status receive little cognitive stimulation and fewer parents help in mastering basic intellectual skills (Evans, 2004).

Families with high socioeconomic status often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support young children's development. They are able to provide their young children with high-quality child care, books, and toys to encourage children in various learning activities at home (Eamon, 2005). Also, they have easy access to information regarding their children's health, as well as social, emotional, and cognitive development. In addition, families with high socioeconomic status often seek out information to help to better prepare their young children for school. Families with low socioeconomic status often lack the financial, social, and educational supports that characterize families with high socioeconomic status. Poor
families also may have inadequate or limited access to community resources that promote and support children's development and school readiness. Parents may have inadequate skills for such activities as reading to and with their children, and they may lack information about childhood immunizations and nutrition and their development process.

2) Maternal Education: It is also an important key factor that affects the cognitive development of the child. Research suggests that active and supportive parenting behaviors are especially important for academic achievement of their children during the first few years of formal education. Mother’s who are educated and have higher self esteem, have children who receive high test scores (Baharudin and Luster, 1998., Keith et al, 1998). Reynolds et al (1999), highly educated parents have higher levels of expectation regarding academic achievement of their children. They are also more involved in education of their children. It influences how they structure home environments as well as how they interact with their children in promoting cognitive development. Maternal schooling as a protective factor of healthy child's development, both overall and specific, for instance, is resulting in increased vocabulary acquisition and intelligence scores. The greater the vocabulary, the better the ability to learn new words and acquires more global information. Parents’ education is a significant predictor of parents’ involvement. Mother’s educational attainments have important consequences for children, as those whose mothers have limited education tend to experience lower levels of cognitive functioning, lower levels of socio emotional functioning, and lower levels of academic achievement than children with higher levels of mother’s education (Shumow and Miller, 2001).

Maternal schooling has an impact on children’s development through factors such as environment structuring, parents’ expectations and practices, experiences with cognitive materials and variety in daily stimulation. Parent’s own education has a major effect on many parenting behaviors that can be related with education and academic achievements of their children (Englund et al, 2004). From a psychological perspective, it provides a better emotional balance, since words make the world predictable. Thus, the higher maternal schooling, the better mothers master the language, which will lead to an increased awareness of their maternal role as protectors of their child development (Eamon, 2005).
3) Role of School: A student education outcomes and academic success is greatly influenced by the type of school they attend. School factors include school structure, school composition, and school climate. The school is the institution that sets parameters for students learning experience. Depending upon the environment a school can open or close the doors that lead to academic achievement. School provides a structured education and promotes a child's mental and psychological growth. Aside from learning academics, a child will also learn other important life skills such as teamwork, good manners, unity, sharing, and responsibility. Children are like sponges that will absorb almost everything that is taught to them. By allowing them to learn in a school setting while they are young, they can be molded into good, responsible, and hardworking individuals. The role of school in child development begins as early as pre-school and continues throughout the child's life. The teacher has the most significant influence on the child. The physical plant of the school, the teaching materials, the classroom schedule, the interest and encouragement shown by the teacher have a impact on child adjustment to school, his personality development and his academic achievement.

4) Family Size: Smaller family size is associated with higher cognitive abilities. Children with fewer siblings are likely to receive more parental attention and more access to resources than children from large families (Majoribanks, 1996). Additional attention and support leads to better performance in the school. Efforts to understand why family size should affect intellectual performance have intensified in recent years. Many explanations have been offered, but the explanation termed the "confluence model" has attracted the most interest and controversy. According to this model, a child's intellectual development is a function of the intellectual environment provided by the family. That environment is conceptualized as the average of absolute intelligence of all family members. A child is born with an absolute intelligence of zero. The arrival of each additional child has the effect of lowering the family's intellectual environment. Thus, children from larger families grow up in a less enriched environment and tend to perform less well on measures of ability. Researchers regard family size as a risk factor when there are more than two to three children, close in age, within the same household. Children have a protective upbringing when there are few children in the family and are spaced three or more years apart (Eamon, 2005). Risk is cumulative when children have a
combination of risk factors such as poverty, many siblings close in age, and a single parent are at a greater risk of poor academic performance and other negative child development outcomes.

5) Role of Peers: Peers are important socializing agent. Participating in peer group activities are a primary stage of development (Santor et al, 2000). Peers groups are a key factor in the development process and it can effect one positively or negatively. Its negative effect can be due to peer pressure and peer conformity. Higher degrees of peer pressure that is- the pressure from others to engage in certain activity and high level of peer conformity that is- the degree to which individual adopts actions that are sanctioned by their peer groups, have been shown to increase likelihood of risk taking behaviors such as substance abuse and sexual activity. These risk taking behaviors indirectly affect school performance.

6) Family Composition: Parents, teachers, siblings, elders and friends play an important role in child development and more importantly, the family and teachers have a critical role. The conventional and traditional pattern of family, consisting of husband and wife, married and living together, is the best situation for child development. But in reality, the nature of families widely varies. It may be single male or single female, it may be husband and wife working, or working wife with house husband or housewife with working husband, incompatible couples, family which cares for the child and family which scares the child. Each situation causes a different impact on the child. Parents are responsible for the overall development of the child. They play a very important role in the socializing process of the child. Right from the bed time stories to the behavioral habits parents play a very important role in making a child a responsible citizen. Many researchers have shown that children of single parent household do not perform well in schools than children of two parents household. There are many reasons for this as single parent may have limited income and there is lack of support for single parent which increases stress and conflicts. Single parents often struggle with time management issues due to balancing many areas of life on their own. So they are less involved with children and give less encouragement and have lower expectations of their children than two parent’s household. Children in single-parent families, stepparent families, or non-parent guardian families scored lower on math and science achievement tests,
according to a large international survey. Students who had experienced parental marital disruptions scored lower on academic tests and had lower educational aspirations both before and after the disruptions. The effects of family structure on academic success continue through high school. Children growing up with non-intact families engage in more adolescent misbehavior, which harms grades and test scores. For example, young people from non-intact families are significantly more likely to drop out of school, compared to students living in intact families.

So after discussing all the variables and on the basis of the review of literature we can conclude that environmental factor play an important role in cognitive development of the child. Thus we can consider the role of family environment in cognitive development of the child.

**MEANING OF FAMILY**

The Family is a structure which provides the most significant attachment as well as the care and stimulation required for children's growth and development. A family in any society consists of an inherited group of people who are related with by marriage or birth. It is relation between parents and children, relations between spouses, between grandparents and grandson. Good family relationships are vital for the development of child. The quality of care – physical, affective and social – results from steady life conditions, both socio-economic and psychosocial. The interaction of children with adults and their peers is a key for an adequate stimulation in the family environment. The proximal processes serve as basic mechanisms of this interaction and help children to develop their perception and guide and control their behaviors. In addition, it helps gain knowledge and skills by developing relationships and building up their own physical and social environment. Studies on the association between environment stimulation and cognition have showed that mothers who were advised to stimulate their babies through a variety of perceptive experiences with people, objects and symbols have contributed to their children's cognitive development and to favorable outcomes in the long term.

The family still acts as a mediator between children and the social community, promoting their socialization, which is essential to children's cognitive development. As an open system that evolves through the exchange of relationships with other
systems, the family went through changes reflecting widespread social changes. Thus, there have arisen new dispositions, other than those of the formerly prevailing core family comprised by the couple and their children. No matter what it’s structuring, the family remains the basic relational link between children and the world. In their conception of the ecology of human development (Bronfenbrenner & Ceci, 1994), emphasizes the complexity of interrelations in the nearby environment. Human development is affected by the nature of the existing interconnections with other complementary environments, which contextualize the developmental phenomena at the different social levels.

Family is very important part of our everyday life. It helps us in improving our personality. It also helps us in shaping our life. It teaches us the value of love, affection, care, truthfulness and self confidence and provides us tools and suggestions which are necessary to get success in life. Family is a place where you can be yourself. It is the place where you are accepted for what you are. Family encourages you when you are surrounded by problems.

Specific Family Characteristics and IQ- There is now a very extensive body of research on the link between early parent-child interactions and the child’s IQ. These below listed general features of families whose children achieve higher IQ scores.

a) They provide appropriate play materials for the child. It is not the sheer quantity of play materials that is significant; rather it the appropriateness of the play materials for the child’s age and developmental level that seems to be critical. A set of nesting pots or pains to play with these just as good as an expensive toy, so long as the child has the access to it.

b) They are emotionally responsive to and involved with their child. They spend time with the child, encourage the child’s play and problem solving and respond to the child’s question, actions or activities. They smile at the child, speak warmly to them and about them.

c) They talk to their child, using language that is descriptively rich and accurate.

d) They avoid excessive restrictiveness or punitiveness, instead giving the child room to explore, even opportunities to make mistakes.

e) They expect their child to do well and to develop rapidly. They emphasize for school achievement.
A large body of research has shown that the quality of the home learning environment during a child's first three years of life is associated not only with cognitive development at age 4-5 years but also with educational achievement at school and beyond. A poor home learning environment, for example, has been shown to be associated, in the short term, with poorer language development, deficits in school readiness and impaired cognitive development by the age of 3. In the long term, it is associated with poor academic achievement at school and lower levels of education, employment and earnings in adulthood. Different features of the home learning environment have been found to have different influences on early cognitive development (Gest, Freeman, Domitrovich, & Welsh, 2004). In addition, reading materials that parents provide to their children at home represent an important part of the home learning environment. The results reveal a significant association between the number of children's books available at home and children's reading and numeracy performance. Having books at home enhances parent-child verbal interaction and facilitates shared literacy activities, thus exerting a substantial effect on a child's language development (Mol & Bus, 2011). The availability of children's books at home may reflect parents' engagement with children and their general investment in their children's learning. It is interesting to observe the positive relationship between children's book exposure (reading to the child and the number of books available) and children's numeracy skills. It is likely that parents who invest more in children's literacy practices also engage in other learning-related activities, and have higher expectations for their children's academic achievement. Additionally, children who engaged in reading activities at an early age enter school with more advanced cognitive skills (Korat, Arafat, Aram, & Klein, 2012) and are more ready for school, which may also enhance their ability to develop numeracy skills.

**Rationale** - The present research is an attempt to study and explore the relationship between family environment and cognitive development of the child. Piaget believes that cognitive development is the result of the interaction of hereditary and environmental factors. Many cognitive theorists have also found that there are many environmental factors which can effect child cognitive development and performance in cognitive tasks. These factors includes environment of the family in which the child is reared up, the parenting styles used by parents, psychological well being of parents. So the study was done with the purpose to see which variables of the family environment and parental attributes contributes towards cognitive development of the child and which variables can inhibit the child cognitive growth.
OBJECTIVES: The following are the main objectives of the present study:

1) To study the relationship of family environment with the cognitive development of child.

2) To study the relationship of parenting styles with the cognitive development of child.

3) To study the relationship of parental marital adjustment with the cognitive development of child.

4) To study the relationship of Aggression and Depression among parents with the cognitive development of child.

5) To study the relationship of parents personality traits with the cognitive development of child.

6) To see the age related changes in cognitive development task as given by Piaget.

HYPOTHESES: The following are the main hypotheses of the present study:

1) The relationship of family environment with cognitive development of the child will be as follow:

   a) The relationship of variables that are related to personal growth dimension of family environment will be positive with the cognitive development of child.

   b) The relationship of variable organisation of system maintenance with cognitive development of the child will be positive where as the relationship of variable control with cognitive development of child will be negative.

   c) The variable expressiveness and cohesion of relationship dimension of family environment will have positive relationship with the cognitive development of the child where as conflict will have negative relationship with the cognitive development of the child.
2) The relationship of parent marital adjustment with cognitive development of the child will be positive.

3) The relationship of aggression and among parents with cognitive development of the child will be negative.

4) The relationship of parent’s personality traits with cognitive development of child will be as follow-
   
a) The relationship of extraversion, openness and agreeableness and conscientiousness dimension of personality of parents with cognitive development of the child will be positive.

   b) The relationship of variable neuroticism dimension of personality of parents with cognitive development of the child will be negative.

5) The relationship of parenting styles (mother) with the cognitive development of the child will be as follow-
   
a) The relationship of the variables that comes under the category of hostility-rejection dimension (as comprised by Zuckerman and Oltman, 1959) with cognitive development of the child will be negative.

   b) The relationship of democratic-attitude parenting dimension with cognitive development of the child will be-
      
      i. The variable encouraging verbalization, equalitarianism, acceleration of development, comradeship and sharing will have positive relationship with cognitive development of the child.

      ii. The relationship of variable strictness of democratic-attitude parenting dimension with cognitive development of the child will be negative.

   c) The relationship of variable approval of activity related to authoritarian-control parenting dimension with cognitive development of the child will be positive where as all other variable of this dimension will have negative relationship with the cognitive development of the child.
6) The relationship of parenting styles (father) with the cognitive development of child will be-

a) The variable encouraging verbalization, non punishment will have positive relationship with the cognitive development of the child.

b) The variables fostering dependency, breaking the will, harsh punishment, deception, marital conflict, irresponsible of father, suppression of aggression, deification of parent, exclusion of out influence, irritability, strictness, suppression of sexuality, ascendancy of husband, inconsiderate of wife, comp. of ascendancy of wife, suppression of affection, change orientation, forcing independence will have negative relationship with the cognitive development of the child.

7) The relationship of parental depression with the cognitive development of child will be negative.

8) The children will perform tasks in accordance to their ages.