

Parenting styles that foster warmth and closeness can be assumed to lead to interdependence or collectivism while those that encourage a face to face exchange between the care giver and the infant lead to independence or individualism.

In the interdependence or collectivism pathway the main socialization context is established through body proximity, thus promoting warmth and interrelatedness. Children in societies that encourage collectivism for example are carried closely tied to the mothers' chest or back. The interdependent or collectivism pathway continues to socialize skills through observation and participation that finally lead to an interdependently acquired self. In our African societies for instance, children learnt a lot about their own cultures or societies by observing what the elders were doing and participating in these activities.

In the independent or individualistic pathway on the other hand, the mother orients the child to the material world from early years using the face to face socialization system. This pathway encourages the development of the child's inborn reaction to objects. Mothers here tend to use such materials as toys, computers and machines that promote socialization for the development of technology and intelligence. Care giving arrangements therefore carry cultural meaning. When an infant is given toys to play with on his or her own, then the object behaviour is culturally emphasized. The infant learns the cultural value of independence.

On the other hand when an infant plays with other people, person oriented behaviour is culturally emphasized. The infant learns the cultural value of interdependence. Having different care taking arrangements therefore implies transmitting different cultural values to the child. The child or infant who is made to play with other children develops his social skills. He learns how to share, co-operate and take turn. Play is beneficial for children. As children play with other children their language skills improve. In addition, children learn which behaviours are acceptable and which are unacceptable.

Some researchers argue that hidden curriculum plays a very big role in children development. Hidden curriculum refers to those aspects of learning in any situation which are not officially programmed. Hidden curriculum is considered to be very effective, children learn from activities that comprise hidden curriculum, what society expects them to learn and to be. Through the hidden curriculum societies and schools bring social pressures on boys and girls to adopt masculine and feminine characteristics respectively. Boys are expected to be active, objective and interested in ideas while girls are expected to be passive, subjective and more interested in people than ideas.

The early childhood years are the years in which gender stereotypes are formed, therefore special care should be taken, otherwise the hidden curriculum may transmit messages such as the girl is expected to serve others mainly in the home and that she cannot succeed in some careers which are male dominated.

Gender expression of emotion

Societies expect and encourage children to display different kinds of emotions according to their gender. Boys may be told that men and boys do not cry while girls are told that it is okay to do so. In the long run this has an impact on the individual emotional development and even impacts on their mental health. In deed, it has been established that women live longer than men because they

days and everything was done in close proximity to one's children, one's birth place and one's home, with time for recreation and socializing.

Western world mechanized time keeping however put an end to that flexibility and informality. Time has become modern person's unquestioned master (Think of how many times you look at your watch in a day). Most of what people do, for example, when they arise from bed, set out to work, meet with friends and watch TV is based on clock time.

The modern man's preoccupation with time leaves him with a "busy complex" in which he constantly feels he must be productive rather than allow himself to be absorbed in the present. Modern man has therefore adopted a culture in which doing something, anything is celebrated. Human beings have in effect become human doings.

In addition, people no longer just plan for the future, they live in it. From the earliest age of awareness, children are taught to believe that what counts most in their lives will occur "when they grow up", or when they pass an end of course exam or "when they get that job", and so on. They are trained not to seek satisfaction in the present moment but to strive for and expect happiness to unfold at some future date. Consequently, most of people's mental life involves thoughts about the future. People miss out on the moment because they keep a never-ending list of what will happen in an hour, tomorrow the coming week or next year. Consequently, leisure that was once normal part of life is now a luxury.

Means of communication have also undergone tremendous improvements; from personal delivery of verbal messages, to letters posted through offices, to fax and eventually e-mails, phone-books, twitters and others modern means. Thus, while travelling even on business used to be a chance to "get away from the office", with laptop and other communication devices, people take the office with them. Television and radio is everywhere. E-mail and cell phones have also encroached on people's home lives. Today feedback on correspondence is immediate which means that everything demands prompt attention. Consequently, people over-schedule themselves with demands of work, family, home and community.

The changes in means of communication leave one with no choice but to go along with the pace. This is because the competition, the boss and colleagues are all running just as fast. People have try to cope with the never ending demands in school, at home, in the work place and in social circles, all of which have set dates and deadlines. Working IN TIME has therefore come to mean working ALL the time. This compromises the health of individuals within the community and takes its toll on child care.

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