Enculturation

Chapter 3

Outline

- Humans Engage in Cultural Learning
- Enculturation and Socialization
- Parenting and Families
- Culture and Peers
- Culture and Day Care
- Culture and Education
- Religion
- Putting it all together

Humans Engage in Cultural Learning

Humans have ability of **perspective-taking**

- This ability allows humans to engage in **cultural learning**

**Cultural learning**: learning *from* others & *through* others

- Humans learn by 1) mimicking adults 2) internalizing knowledge of other person through social cognition

- Culture is uniquely learned by humans

Enculturation and Socialization

**Socialization**: Process by which people learn rules and patterns of society

**Enculturation**: Products of socialization process (psychological aspects of culture that become internalized through development)

**Socialization/Enculturation Agent**: people, institutions and organizations that ensure socialization and enculturation

- Ex) Parents, siblings, other family, friends, friends, school, church
PARENTS AND FAMILIES

Parenting goals and beliefs

- Goals for children's development based on caregiving context and culturally valued behaviors

- Goals lead to variation in parenting behaviors
  - Gusii and American mothers (LeVine et al., 1996)
    - Gusii mothers: have parenting goal of protecting infants; to achieve this goal, engage in soothing behaviors and keep infants close
    - American mothers: have parenting goal of active engagement and social exchange; engage in stimulation and conversation with infants

Parents' beliefs on their roles as caregivers also influence parenting behaviors

- Parental ethnotheories: parental cultural belief systems
  - American and Dutch mothers
    - American mothers: spending special time with children
    - Dutch mothers: spending family time with children

Parenting Styles

<table>
<thead>
<tr>
<th>Parenting Style</th>
<th>Characteristics</th>
<th>American Child</th>
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<tbody>
<tr>
<td>Authoritarian</td>
<td>expect unquestioned obedience, need to control child</td>
<td>Anxious, withdrawn, lack spontaneity and intellectual curiosity</td>
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<tr>
<td>Permissive</td>
<td>Warm, nurturing but provide few guidelines for child</td>
<td>immature, difficulty controlling impulses and acting independently</td>
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<tr>
<td>Authoritative</td>
<td>Sensitive to child's maturity; firm, fair, reasonable</td>
<td>High positive mood, self-reliance, self-confidence, higher emotional and social skills</td>
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<tr>
<td>Uninvolved</td>
<td>Indifferent; just minimum effort to meet physical needs of child</td>
<td>Noncompliant and demanding</td>
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Parenting Styles

- For European American children, authoritative parenting styles most beneficial for development

- This may not be true for other ethnicities
  - Authoritative parenting not relevant to academic achievement for Asian Americans (Steinberg et al., 1992)

- Cross-cultural studies done in Arab societies and China show authoritative parenting style optimal

- More cross-cultural studies needed

Parenting Styles

- Conceptualization of parenting styles may be different for other cultures
  - Chinese parenting: concept of chiao shun (training)
  - This style may be better predictor of Chinese children's outcomes

- Specific dimensions of parenting styles, such as warmth, may be different for different cultures
Parenting Behaviors and Strategies

- **Cultural differences** in sleeping arrangements and structure of home environment (warmth, responsiveness, discipline and stimulation/teaching)

- **Cultural similarities** in emphasis on manners, school-related skills and emotional adjustment at age 6-8 and power assertion as disciplinary technique

- Cultural differences in values, beliefs, attitudes and behaviors necessary for survival are associated with different developmental goals

- For all cultures, developmental processes are designed to meet these goals

Diversity in Parenting as a Function of Economics

- Different economic conditions in different cultures and countries lead to different socialization processes

- Should not apply one culture's standards to evaluate parenting in other cultures without taking this into account

- In many countries, primary goal of parents is physical health and survival whereas in wealthier countries, it is promotion of behaviors leading to self-sufficiency, morality and prestige

- In Kenya and Solomon Islands, siblings are caretakers

- Older siblings influence younger siblings' perspective on gender (McHale et al., 2001)

Siblings

Extended Families

- Extended families are vital and important feature of child rearing
  - Buffer to everyday stress
  - Important means of transmitting cultural heritage from generation to generation

- Composition of extended families differ for different cultures but they all provide sharing of resources, emotional support and caregiving

CULTURE AND PEERS
• How much peers influence development may depend on rate of change of culture
  • Postfigurative cultures: slow cultural change; socialization by elders
  • Configurative cultures: cultural change faster; socialization by both adults and peers
  • Prefigurative cultures: cultural change rapid; socialization by peers (and adult may learn from younger people)

• Exposure to Peer Groups
  • In industrialized cultures, children spend a large amount of time with same-aged peers
    • In US, American teenagers spend 18 hours with peers compared to Japanese (12) and Taiwanese (Fuligni & Stevenson, 1995)

• CULTURE AND DAY CARE
  • Variation in Day Care
    Cultural attitudes on socialization of children affect quality and availability of day care
  • Day Care and Child Development
    Quality of day care is important for child development

• CULTURE AND EDUCATION
  • Cross-National Differences in Math Achievement
    • American students show relatively poor math abilities compared to other industrialized countries and Asia
    • These differences in math are NOT biologically based (and thus may be due to social and cultural factors)
Social and Cultural Factors that Influence Math Achievement

- **Language**: Differences in languages related to counting and numbers
- **School systems**: Content of teaching, environmental setting
- **Parental and familial values**: American parents emphasize ability over effort, satisfied at lower levels of competence, more involved with in-school activities

Social and Cultural Factors that Influence Math Achievement

- **Attitudes and appraisals of students**: Students view academic work with different worldviews, attitudes and attributional styles
- **Teaching styles and teacher-student relationships**: Japanese and Chinese teachers spend greater time teaching math, work more with the class and focus on incorrect answers to teach students math concepts

RELIGION

- Religion socialize children by providing guidance, structure, and appropriate ways of behaving and thinking
- Importance and pervasiveness of religion vary across cultures
- Religious ceremonies important part of child care in many cultures
- Religious belief linked to cognitive development, moral development, attitudes toward sexuality and attitudes toward suicide

CONCLUSION

Models on enculturation process:

- **Culture → mother → infant**
  - Parenting styles
- **Genes → infant → mother → culture**
  - Temperament and attachment
- Parents and children interactive partners in joint creation of cultural meanings