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Cultural Differences in the Reciprocity of Traditional Values and Their Effect on Academic Achievement in Early Childhood

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Abstract

Parenting practices are thought to affect early childhood academic success. Authoritative parenting, characterized by high demands and high responsiveness, arguably trends to higher academic success. Authoritarian parenting, characterized by high demands and low responsiveness, reportedly trends to less academic success. This tendency is found to be reversed in Latino and East-Asian cultures (Calzada et al., 2010; Chen & Wong, 2014). Traditional cultural values are thought to be instrumental to children's academic achievement. *Respeto* and *familismo* in Latino culture, and *filial piety* in East-Asian culture promote values such as dutifulness, obedience, deference, and respectfulness (Calzada, Fernandez, & Cortes, 2010; Chen & Ho, 2012; Chen & Wong, 2014; Kim et al., 2018). Reciprocity of values within the parent-child relationship may provide context regarding why certain cultures maintain higher academic achievement. Previous research showed that, despite similar parenting styles and high parental expectations, East-Asian students academically out-perform Latino students, as well as European/American students (Chen & Ho, 2012; Chen & Wong, 2014). Current study explored traditional cultural values found in Latino, East-Asian, and European/American cultures, and the internalization of academic beliefs of parents based on the reciprocity of values and their effect on early childhood academic outcomes.



Cultural Differences in the Reciprocity of Traditional Values and their Effects on Academic Achievement in Early Childhood

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BACKGROUND

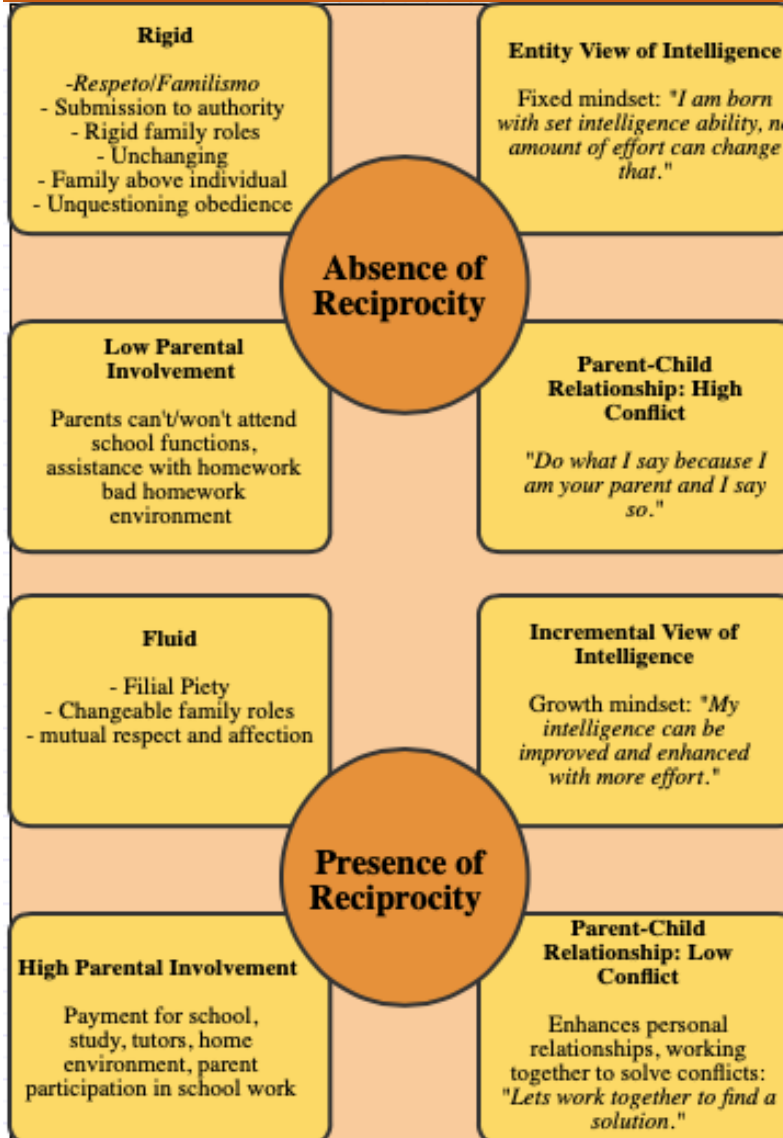
- *Respeto* emphasizes traits such as unquestioning obedience, deference and decorum (Calzada et al., 2010)
- *Respeto* hinders autonomy and exploratory behaviors in early childhood (Calzada, Barajas-Gonzales, Huang, & Brotman, 2015)
- *Familismo* refers to feelings of loyalty and solidarity among family members (Calzada, 2010).
- *Filial piety* is rooted in traditional Confucian belief and asserts traits such as love, respect, attendance to elders, deference, and compliance with authority (Chen & Wong, 2014; Chen & Ho, 2012)
- *Authoritarian filial piety* does not allow students to make positive interpretations of parental educational values, and is associated with entity intelligence (Chen & Wong, 2014)
- *Reciprocal filial piety* allows students to internalize parental beliefs on education which enhanced motivation to succeed and is associated with incremental intelligence (Chen & Wong, 2014)
- *Reciprocity* refers to mutual and natural intimate affection that enhances interpersonal relationships and lowers parent-child conflict (Yeh & Bedford, 2004)

REFERENCES

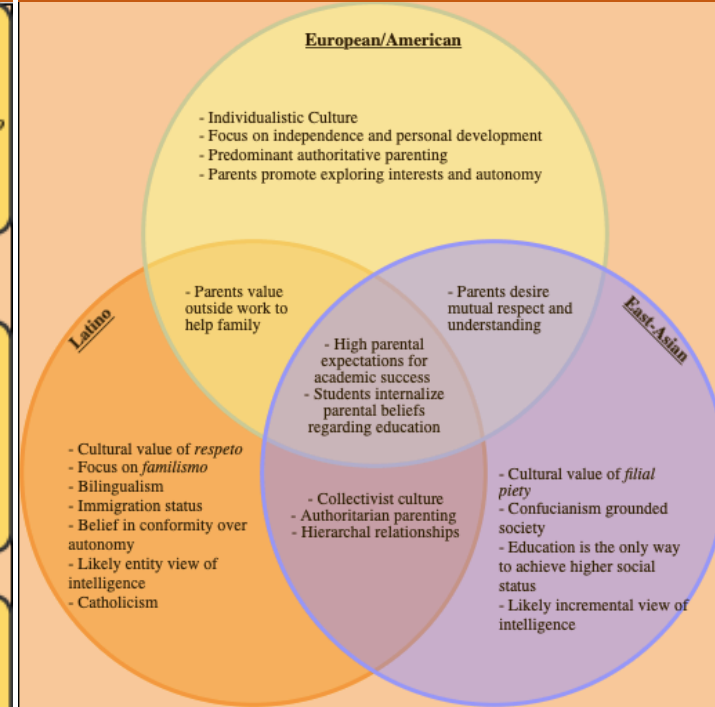
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EFFECTS OF RECIPROCITY



CULTURAL COMPARISONS



CONCLUSIONS

- Latino and East-Asian culture both prefer authoritarian parenting styles over authoritative parenting styles (Calzada et al., 2010; Chen & Wong, 2014)
- *Authoritarian filial piety* produces less academic success than reciprocal filial piety (Chen & Wong, 2014)
- Lack of reciprocity of Latino traditional values between parent and child may account for their hindered academic success
- Little is known about the nature of reciprocity in the traditional values of *respeto* and *familismo*
- East-Asian *authoritarian filial piety* is comparable with values of Latino *respeto*