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Undergraduate Research and Scholarship
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4-23-2021

From Cultural Values Through Parental Practices to Children's Academic Achievement: A Cross-Cultural Approach

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From Cultural Values Through Parental Practices to Children's Academic Achievement: A Cross-Cultural Approach

Abstract

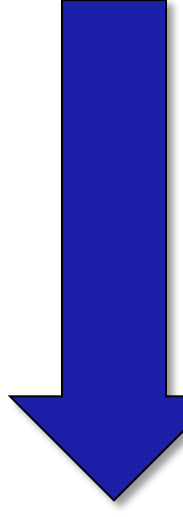
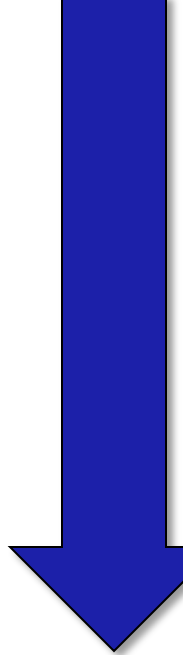
Historically, Chinese students have performed better academically than American students, particularly in math and science. Based on previous research, cultural values and parental practices may help explain such success. Chinese culture emphasizes the importance of learning, effort, continual self-improvement, self-regulation, and academic achievement (Ng & Wei, 2020; Pomerantz et al., 2014). Children's actions are constantly scrutinized, and parents demand respect and total obedience from their children. Aside from improving children's math and science skills, Chinese parents' persistent monitoring aids children's inhibitory control, attention span, long-term planning skills, and executive functioning. Chinese parents are also incredibly involved in children's education, making an effort to help them with their schoolwork at home and maintaining high standards for their children's achievement. American culture, on the other hand, values independence, self-expression, and creativity. American parents celebrate their children's accomplishments, highlighting their successes rather than pointing out their failures (Pomerantz et al., 2014). American parents are also typically less involved in their children's schoolwork and education. Thus, cultural values shape parenting practices, which, in turn, influence children's academic achievement in math and science.



Background

- Historically, Chinese students have performed better academically than American students, particularly in math and science (Pomerantz et al., 2014). Cultural values and parental practices may explain this success.
- Chinese culture emphasizes the importance of learning, effort, continual self-improvement, self-regulation, and academic achievement. Children’s actions are constantly scrutinized, and parents demand total respect and obedience from their children. Chinese parents are also highly involved in their children’s education (Ng & Wei, 2020; Pomerantz et al., 2020). Aside from improving children’s math and science skills, Chinese parents’ persistent monitoring aids children’s inhibitory control, attention span, ability to engage in long-term planning, and executive functioning.
- American culture values independence, self-expression, and creativity. American parents celebrate their children’s accomplishments, rather than highlighting their failures. American parents are also typically less involved in their children’s education (Pomerantz et al., 2014).
- Cultural values shape parenting practices, which, in turn, influence children’s academic achievement in math and science.



	China	United States
Cultural Values 	<ul style="list-style-type: none"> Education, academic achievement Learning, self-improvement Diligence, effort Self-regulation Obedience and respect for the parent Collectivism 	<ul style="list-style-type: none"> Well-rounded individual Extracurricular activities Self-expression and creativity Individuality Respect for the child
Parental Practices 	<ul style="list-style-type: none"> Authoritarian style Control and monitoring “Training” Emphasis on failures and mistakes Involved in children’s education Higher quality of learning-related parenting practices 	<ul style="list-style-type: none"> Generally less authoritarian Less control over children Promoting child’s independence Overlooking failure Emphasis on accomplishments Less involved in children’s education Lower quality of learning-related parenting practices
Academic Achievement	<ul style="list-style-type: none"> Following instructions Inhibitory control Attention Long-term planning Better executive functioning Better math and science skills 	<ul style="list-style-type: none"> Lower performance in math and science



References

Ng, F. F., & Wei, J. (2020). Delving into the minds of Chinese parents: What beliefs motivate their learning-related practices? *Child Development Perspectives, 14*(1), 61–67. <https://doi-org.libproxy.boisestate.edu/10.1111/cdep.12358>

Pomerantz, E. M., Ng, F. F., Cheung, C. S., & Qu, Y. (2014). Raising happy children who succeed in school: Lessons from China and the United States. *Child Development Perspectives, 8*(2), 71–76. <https://doi-org.libproxy.boisestate.edu/10.1111/cdep.12063>