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Twelfth Edition

# Child Development

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*Power Point slides prepared by Leonard R. Mendola, Ph.D.  
Touro College*

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## Culture and Diversity Chapter 17 Outline

**Culture and Children's Development**  
The Relevance of Culture to the Study of Children  
Cross Cultural Comparisons

**Socioeconomic Status and Poverty**  
What is Socioeconomic Status?  
Socioeconomic Variations in Families, Neighborhoods, and Schools  
Poverty

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## Culture and Diversity Chapter 17 Outline

**Ethnicity**  
Immigration  
Ethnicity and Socioeconomic Status  
Differences and Diversity  
Prejudice, Discrimination, and Bias  
The United States and Canada: Nations with Many Cultures

**Technology**  
Media Use  
Learning Disabilities  
Television  
Computers and the Internet

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## Chapter 17 Preview

*In this chapter, we will explore many aspects of culture, including:*

- cross-cultural comparisons of children's development
- the harmful effects of poverty
- the role of ethnicity
- the benefits and dangers that technology can bring to children's lives

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## Culture and Children's Development

### The Relevance of Culture to the Study of Children

#### Culture:

- behavior, patterns, beliefs, and all other products of a particular group of people that are passed on from generation to generation
- Culture is reflected in attitudes that people have and the way they interact with children (Tamis-Lemonda & others, 2008).
- Culture includes many components and can be analyzed in many ways.

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## Culture and Children's Development (cont.)

### The Relevance of Culture to the Study of Children (continued)

#### Culture (continued)

- Richard Brislin (1993)- characteristics of culture:
  - made up of ideals, values, and assumptions about life that guide people's behavior
  - consists of those aspects of the environment that people make
  - transmitted from generation to generation, with the responsibility for the transmission resting on the shoulders of parents, teachers, and community leaders

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## Culture and Children's Development (cont.)

### The Relevance of Culture to the Study of Children

(continued)

#### Culture (continued)

- characteristics of culture (continued):
  - Culture's influence becomes noticed the most in well-meaning clashes between people from very different cultural backgrounds.
  - Despite compromises, cultural values still remain.
  - When their cultural values are violated or their cultural expectations are ignored, people react emotionally.
  - It is not unusual for people to accept a cultural value at one point in their lives and reject it at another point.

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## Culture and Children's Development(cont.)

### The Relevance of Culture to the Study of Children

(continued)

#### Culture (continued)

- Donald Campbell and his colleagues (Brewer & Campbell, 1976) revealed that people in all cultures tend to be *ethnocentric*: favoring their own group over others.
- Brewer & Campbell (1976) revealed that people in all cultures:
  - tend to believe that what happens in their culture is "natural" and "correct"
  - believe that what happens in other cultures is "unnatural" and "incorrect"
  - perceive their cultural customs as universally valid
  - believe that what is good for us is good for everyone
  - behave in ways that favor their cultural group and feel hostile toward other cultural groups

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## Culture and Children's Development (cont.)

### Cross-Cultural Comparisons

- Cross-Cultural Comparisons:
  - comparisons of a culture with one or more other cultures,
  - provide information about other cultures and the role of culture in children's development
  - provide information about the degree to which children's development is similar, or universal, across cultures, or the degree to which it is culture-specific (Chiu & Hong, 2007; Kagitcibasi, 2007)
    - In many countries, males have far greater access to educational opportunities, more freedom to pursue a variety of careers, and fewer restrictions on sexual activity than females (UNICEF, 2007).

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## Culture and Children's Development (cont.)

### Individualism and Collectivism

- **Individualism:**
  - gives priority to personal goals rather than to group goals
  - emphasizes values that serve the self, such as feeling good, personal distinction and achievement, and independence
- **Collectivism:**
  - emphasizes values that serve the group by subordinating personal goals to preserve group integrity, interdependence of members, and harmonious relationships

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## Culture and Children's Development (cont.)

Characteristics of Individualistic and Collectivistic Cultures

Individualism	Collectivism
Focuses on individual	Focuses on groups
Self is determined by personal goals; independence of groups; self is visible across contexts	Self is defined by its group context; self can change with context
Private self is more important	Public self is more important
Personal achievement, competition, control are important	Achievement is for the benefit of the group; cooperation is stressed
Cognitive dissonance is frequent	Cognitive dissonance is infrequent
Emotions such as anger are self-focused	Emotions such as regret are other-focused
People who are the most liked are self-assured	People who are the most liked are modest, self-effacing
Values: pleasure, achievement, competition, freedom	Values: security, stability, in-group harmony, generalized relationships
Many casual relationships	Few close relationships
Save own face	Save own and other's face
Independent behaviors: separating, sleeping alone in beds, going	Interdependent behaviors: co-sleeping, co-mealings
Relatively low mother-child physical contact	Frequent mother-child physical contact such as hugging, holding

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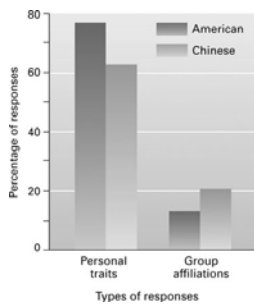
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## Culture and Children's Development (cont.)

American and Chinese Self-Conceptions




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**Culture and Children's Development (cont.)**

**Individualism and Collectivism** (continued)

- Critics of the Western notion of psychology argue that the Western emphasis on individualism may undermine our basic species' need for relatedness (Kagitcibasi, 2007).
- Compared with collectivist cultures, individualistic cultures have higher rates of suicide, drug abuse, crime, teenage pregnancy, divorce, child abuse, and mental disorders.

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**Culture and Children's Development (cont.)**

**Individualism and Collectivism** (continued)

- Parents' beliefs in *individualistic cultures* about what is required for children's effective development of autonomy:
  - 1) personal choice
  - 2) intrinsic motivation
  - 3) self-esteem
  - 4) *self-maximization*: achieving one's full potential (Tamis-LeMonda & others, 2008)

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**Culture and Children's Development (cont.)**

**Individualism and Collectivism** (continued)

- Parents' beliefs in *collectivistic cultures*:
  - 1) connectness to the family and other close relationships
  - 2) orientation to the larger group
  - 3) respect and obedience
- Critics of the individualistic and collectivistic cultures concept argue that these terms are too broad and simplistic, especially with globalization increasing (Kagitcibasi, 2007; Rothbaum & Trommsdorff, 2007).

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### Socioeconomic Status and Poverty

#### What Is Socioeconomic Status?

- **Socioeconomic status (SES):**  
– grouping of people with similar occupational, educational, and economic characteristics

#### Socioeconomic Variations in Families, Neighborhoods, and Schools

- The families, schools, and neighborhoods of children have socioeconomic characteristics that can influence children's adjustment and development.
- SES differences characterize family life and influence children's intellectual orientation and mental health.

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### Socioeconomic Status and Poverty (cont.)

#### Poverty

- The world is a dangerous and unwelcoming place for too many of America's youth, especially those whose families, neighborhoods, and schools are in low-income contexts.
- Some children are resilient and cope with the challenges of poverty without any major setbacks, but too many struggle unsuccessfully (Spencer, 2006).
- In 2005, 17.8% of children under 18 years of age were living in families below the poverty line (U.S. Bureau of the Census, 2006).
- Compared with White children, ethnic minority children are more likely to experience persistent poverty over many years and live in isolated poor neighborhoods where social supports are minimal and threats to positive development are abundant (Jarrett, 1995).

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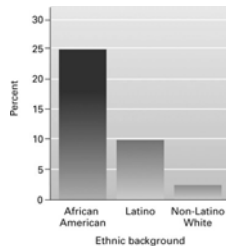
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### Socioeconomic Status and Poverty (cont.)

Percentages of Youth under 18 Who Are Living in Distressed Neighborhoods



Note: A distressed neighborhood is defined by high levels (at least one standard deviation above the mean) of (1) poverty; (2) female-headed families; (3) high school dropouts; (4) unemployment; and (5) reliance on welfare.

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**Socioeconomic Status and Poverty (cont.)**

**Psychological Ramifications of Poverty**

- The poor are often powerless and vulnerable to disaster.
- The range of alternatives for the poor is often restricted with respect to jobs and education.
- Being poor means having less prestige.

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**Socioeconomic Status and Poverty (cont.)**

**Psychological Ramifications of Poverty** (continued)

- Poor children are more likely to experience:
  - physical punishment
  - lack of structure at home
  - violence in the neighborhood
  - domestic violence around them
- Poor children have:
  - less social support
  - less access to books and computers
  - poorer child care
  - more pollution
  - more dangerous neighborhoods

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**Socioeconomic Status and Poverty (cont.)**

**Psychological Ramifications of Poverty** (continued)

- poor children experience widespread environmental inequities (Evans, 2004, p. 77):
  - exposure “to more family turmoil, violence, separation from their families, instability, and chaotic households” (Emery & Laumann-Billings, 1998)
  - “less social support, and their parents are less responsive and more authoritarian” (Bo, 1994)
  - “read to relatively infrequently, watch more TV, and have less access to books and computers” (Bradley & others, 2001)

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### Socioeconomic Status and Poverty (cont.)

#### Psychological Ramifications of Poverty (continued)

- environmental inequities that include the following (continued):
  - schools and child care facilities that are inferior and parents who “are less involved in their children’s school activities” (Benveniste, Carnoy, & Rothstein, 2003)
  - air and water that are more polluted and homes that “are more crowded, more noisy, and of lower quality” (Myers, Baer, & Choi, 1996)
  - more dangerous and physically deteriorating neighborhoods with less adequate municipal services (Brody & others, 2001)

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### Socioeconomic Status and Poverty (cont.)

#### Multiple Risks of Children Living in Poverty

- Children in poor families:
  - Experience greater risks than their middle-income counterparts
  - have higher levels of psychological stress
  - have more problems in self- regulation of behavior
  - have elevated psychophysiological stress
- Analysis indicated that cumulative exposure to stressors may contribute to difficulties in socioemotional development for children living in poverty.

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### Socioeconomic Status and Poverty (cont.)

Percentage of Poor and Middle-Income Children Exposed to Each of Six Stressors

Risk factor (stressor)	Poor children exposed (%)	Middle-income children exposed (%)
Family turmoil	45	12
Child separation	45	14
Exposure to violence	73	49
Crowding	16	7
Excessive noise	32	21
Poor housing quality	24	3

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**Socioeconomic Status and Poverty (cont.)**

**Multiple Risks of Children Living in Poverty** (continued)

- When poverty is persistent and long-standing, it can have especially damaging effects on children (Wilson, 2007).
- A special concern is the high percentage of single mothers in poverty, more than 1/3 of whom are in poverty, compared with only 10% of single fathers.
- reasons for the high poverty rate of single mother:
  - women's low pay
  - infrequent awarding of alimony payments
  - poorly enforced child support by fathers

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**Socioeconomic Status and Poverty (cont.)**

**Countering Poverty's Effects**

- Work-based antipoverty programs for parents are linked to enhanced school performance and social behavior of children.
- Two-generation interventions have more positive effects on parents than they do on children, and children are more likely to benefit in terms of physical health rather than cognitive gains.

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**Ethnicity**

**Ethnicity:**

- refers to the characteristics rooted in cultural heritage, including nationality, race, religion, and language

**Immigration**

- Relatively high rates of minority immigration have contributed to the growth in the proportion of ethnic minorities in the U.S. population (Banks, 2008; Berry, 2007).

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**Ethnicity (cont.)**

**Immigration** (continued)

- Asian Americans are expected to be the fastest-growing ethnic group of adolescents, with a growth rate of almost 600% by 2100.
- Latino adolescents are projected to increase almost 400% by 2100.
- Immigrants often experience special stressors:
  - language barriers
  - separations from support networks
  - changes in SES
  - struggle both to preserve ethnic identity and to adapt to the majority culture (Banks, 2008; Phinney & Ong, 2007)

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**Ethnicity (cont.)**

**Immigration** (continued)

- Recent research increasingly shows links between acculturation and adolescent problems (Gonzales & others, 2006, 2007).
- The conflict is often greatest when adolescents have acculturated more quickly than their parents.
- Many of the families that have immigrated in recent decades to the United States, such as Mexican Americans and Asian Americans, come from collective cultures in which family obligation and duty to one's family is strong (Fuligni & Fuligni, 2007).
- Asian American and Latino families place a greater emphasis on family duty and obligation than do non-Latino White families (Fuligni & Fuligni, 2007).

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**Ethnicity (cont.)**

**Ethnicity and Socioeconomic Status**

- Much of the research on ethnic minority children has failed to tease apart the influences of ethnicity and socioeconomic status (SES), and the interaction of the two can exaggerate the negative influence of ethnicity.

**Differences and Diversity**

- For too long, differences between minority groups and whites were conceptualized as *deficits* or inferior characteristics on the part of the ethnic minority group.
- The current emphasis underscores the strengths of various minority groups (Quintana, 2004).

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**Ethnicity (cont.)**

**Prejudice, Discrimination, and Bias**

**Prejudice:**

- unjustified negative attitude toward an individual because of the individual's membership in a group
- The group toward which the prejudice is directed can be made up of people of a particular ethnic group, sex, age, religion, or other detectable difference (Brewer, 2007).
- Although progress has been made in ethnic minority relations, discrimination and prejudice still exist.

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**Ethnicity (cont.)**

**The United States and Canada: Nations with Many Cultures**

The United States and Canada have been and continue to be countries with diverse ethnic groups.

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**Technology**

**Media Use**

- Mass media play important roles in the lives of U.S. children and adolescents (Comstock & Scharrer, 2006).
- A national study that surveyed more than 2,000 children and adolescents from 8-18 years of age confirmed that they use media heavily (Rideout, Roberts, & Foehr, 2005).
  - The average child and adolescent in the study spent almost 6 hours a day using media compared to approximately 2 ¼ hours with parents, about 1 ½ hours in physical activity, and 50 minutes in homework.

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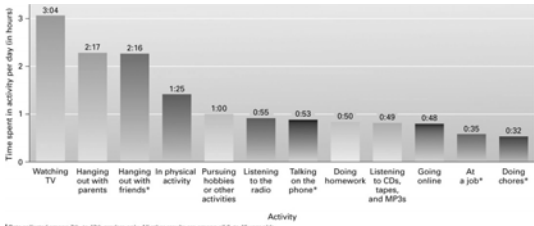
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### Technology (cont.)

Hours per Day Spent by U.S. 8-18 Year-Olds Using Various Media




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### Technology (cont.)

#### Media Use

- Media use by children and adolescents varies greatly, not only with age but also with gender, ethnicity, socioeconomic status, and intelligence.
- Boys use computers and video games more than girls do (Roberts & others, 1999).
- African American and Latino children and adolescents spend significantly more time using media—especially television—than non-Latino White children do (Roberts, Henriksen, & Foehr, 2004; Roberts & others, 1999).

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### Technology (cont.)

#### Media Use (continued)

- Media exposure among African American 8-18 year-olds averages just over 9 hours daily, among Latino youth more than 8 hours, and among non-Latino White youth about 7 hours (Roberts, Henriksen, & Foehr, 2004).

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**Technology (cont.)**

**Television**

- positive influences on children's development:
  - increases information about the world beyond their immediate environment
  - provides models of prosocial behavior
- negative influences on children's development:
  - takes away from their homework
  - makes them passive learners
  - teaches stereotypes
  - provides violent models of aggression
  - presents unrealistic views of the world

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**Technology (cont.)**

**Television, Violent Video Games, and Aggression**

- Exposure to violence on television in childhood is related to aggression in adolescence and adulthood.
- The link between TV violence and aggression in children is influenced by children's aggressive tendencies and their attitudes toward—and exposure to—violence.
- Violent video games are also related to aggressive and delinquent behavior.

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**Technology (cont.)**

**Prosocial Behavior**

- Television can teach children that it is better to behave in positive, prosocial ways than in negative, antisocial ways.
- Aimee Leifer (1973) demonstrated that television is associated with prosocial behavior in young children.

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**Technology (cont.)**

**Television and Cognitive Development**

- Several important cognitive shifts take place between early childhood and middle and late childhood, and these shifts influence the effects of television (Wilson, 2001).
- Children bring varied cognitive skills and abilities to their television-viewing (Rabin & Dorr, 1995).
- In general, television has not been shown to influence children's creativity but is negative related to their mental ability (Comstock & Scharrer, 2006).
- Exposure to aural and printed media does more than television to enhance children's verbal skills, especially their expressive language (Beagles-Roos & Gat, 1983; Williams, 1986).

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**Technology (cont.)**

**Television and Cognitive Development** (continued)

- The more children watch TV, the lower their school achievement is (Comstock & Scharrer, 2006). Why?
  - *Interference*
    - having a television on while doing homework can distract children while they are doing cognitive tasks
  - *Displacement*
    - television can take away time and attention from engaging in achievement-related tasks, such as homework, reading, writing, and mathematics
  - *self-defeating tastes and preferences*
    - television attracts children to entertainment, sports, commercials, and other activities that capture their interest more than school achievement

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**Technology (cont.)**

**Computers and the Internet**

- Today's children and adolescents are using computers to communicate, the way their parents used pens, postage stamps, and telephones.
- **The Internet:**
  - the core of computer-mediated communication
  - worldwide
  - connects thousands of computer networks, providing an incredible array of information adolescents can access

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**Technology (cont.)**

**Internet Use by Children and Adolescents**

- Youth throughout the world are increasingly using the Internet, despite substantial variation in use in different countries around the world and in socioeconomic groups (Cassell & others, 2006; Greenfield & Yan, 2006).
- In 2005, 75% of U.S. 8-18 year-olds lived in a home with Internet connection.
- Almost 1/3 had a computer in their bedroom and 20% had an Internet connection there (Rideout, Roberts, & Foehr, 2005).
- Among 15-17 year-olds, 1/3 use the Internet for 6 hours a week or more, 24% use it for 3-5 hours a week, and 20% use it for 1 hour a week or less (Woodard, 2000).

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**Technology (cont.)**

**Internet Use by Children and Adolescents** (continued)

- Special concerns have emerged about children's and adolescents' access to information on the Internet, which has been largely unregulated.
- Youth can access adult sexual material, instructions for making bombs, and other information that is inappropriate for them.
- A recent national study revealed that 42% of U.S. 10-17 year-olds had been exposed to Internet pornography in the past year with 66% of the exposure being unwanted (Wolak, Mitchell, & Finkelhor, 2007).

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**Technology (cont.)**

**The On-Line Social Environment of Children and Adolescents**

- The social environment of children and adolescents on the Internet include:
  - chat rooms
  - email
  - instant messaging
  - blogs
  - highly popular websites of *MySpace* and *Facebook*
- The Internet is technology that requires parents to monitor and regulate adolescents' use of.

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## E-LEARNING TOOLS

To help you master the material in this chapter, visit the Online Learning Center for Child Development, twelfth edition at:

<http://www.mhhe.com/santrockcd12>

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