



WEEK 6

Definition of culture and cultural differences

Unit 3-1 Socialization practices

Socialization and enculturation

- ❖ The process by which beliefs, values, norms, and skills are passed on to subsequent generations is known as cultural transmission (Segall, Dasen, Berry, & Poortinga, 1990).
- ❖ There are two types of cultural transmission: **enculturation** and **socialization**.
- ❖ **Enculturation** is learning without specific teaching.

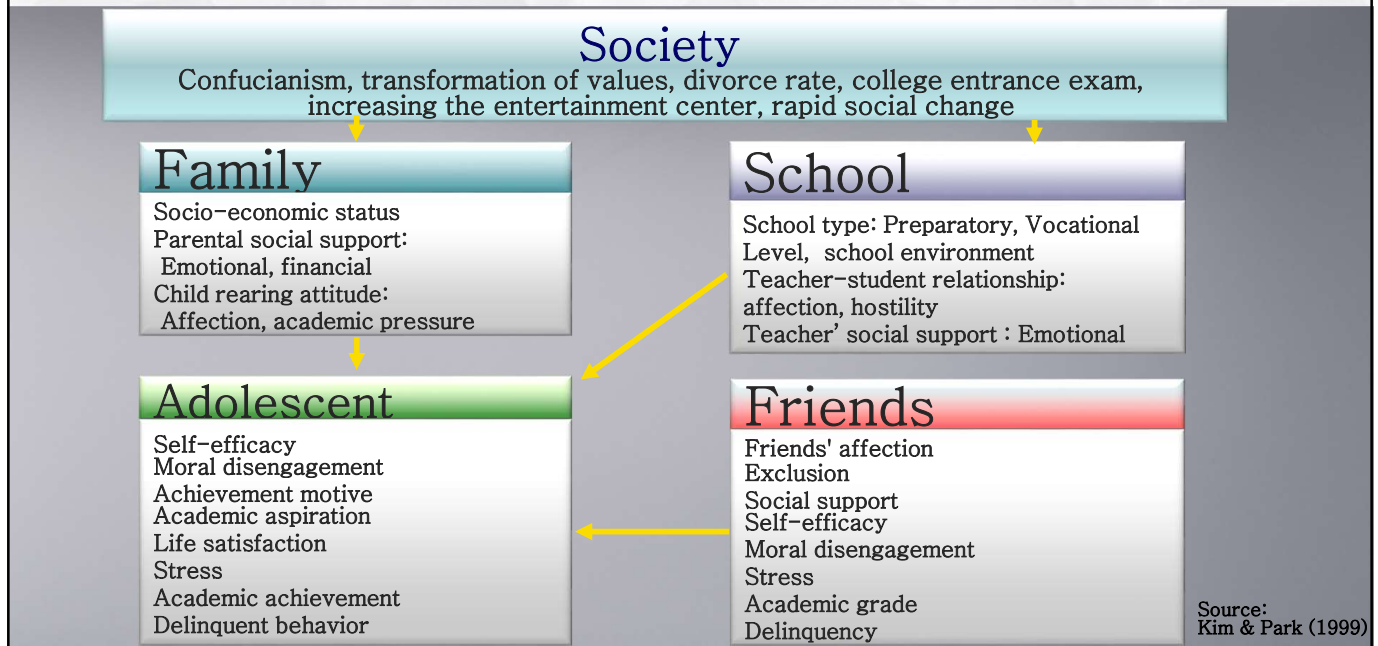
Socialization and enculturation

- ❖ By an osmosis-like process children acquire values and norms of a particular culture
- ❖ **Socialization** is an explicit transmission of appropriate values through deliberate attempts to shape, coax, and mold children's behavior

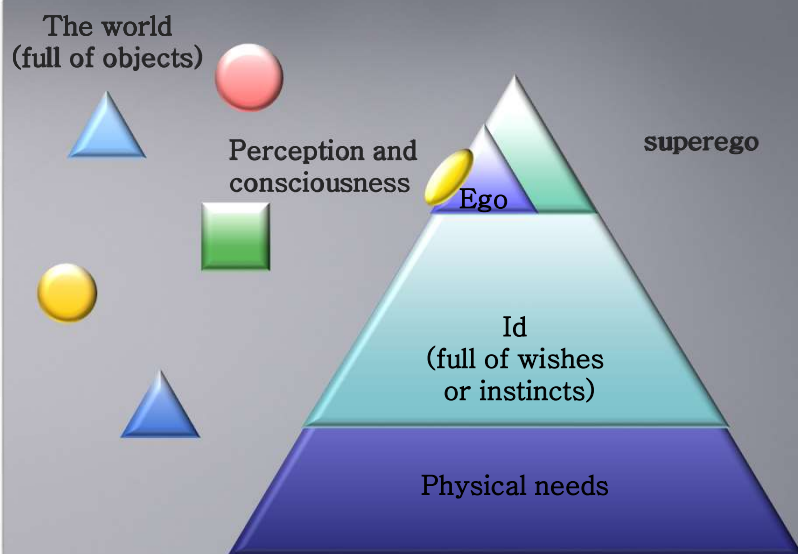
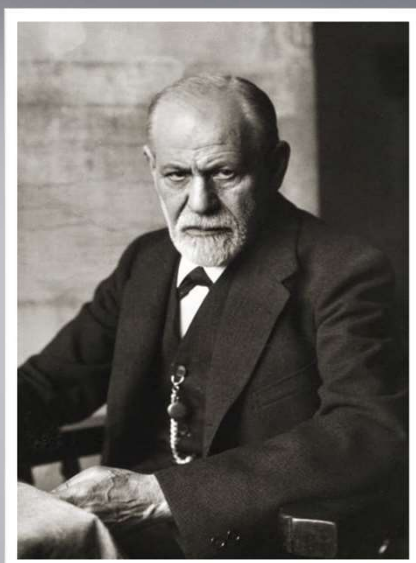
Socialization and enculturation

- ❖ The goal of socialization is to create a common viewpoint and lifestyle so that when children become adults these socialized aspects become supremely "natural" (Wirth, 1946).

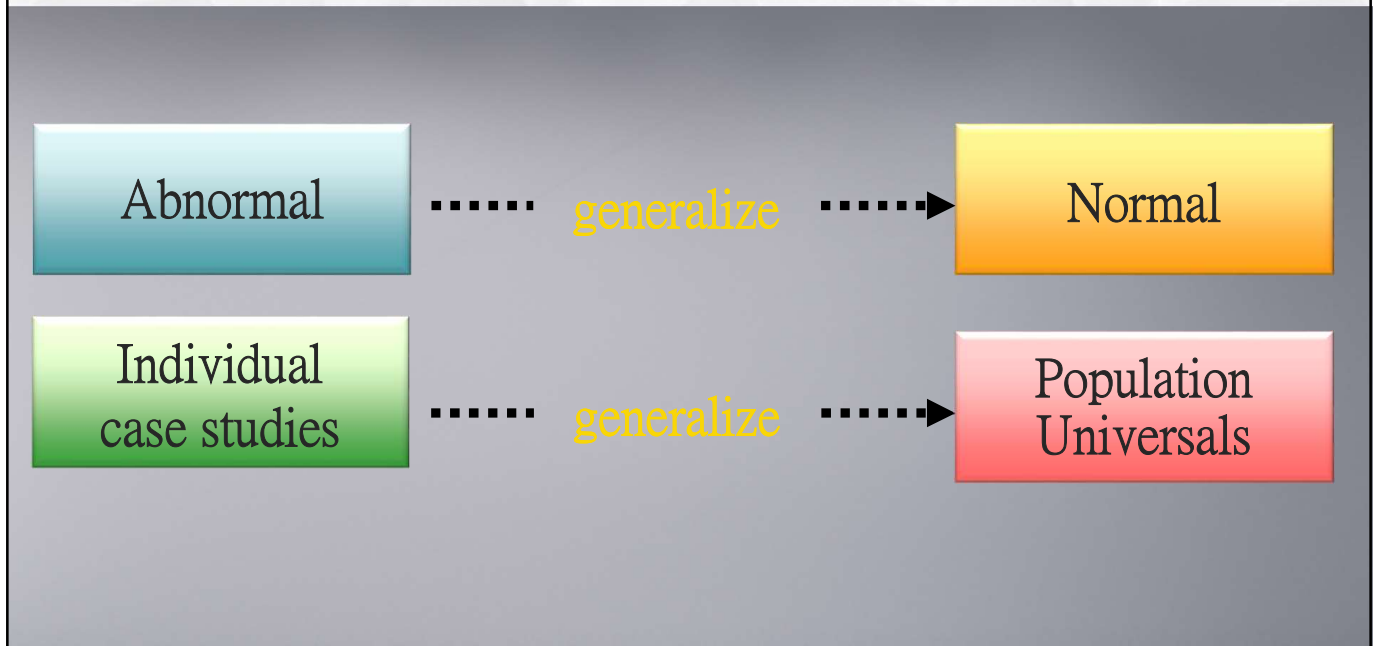
Factors influencing child development



Sigmund Freud: Psychoanalysis

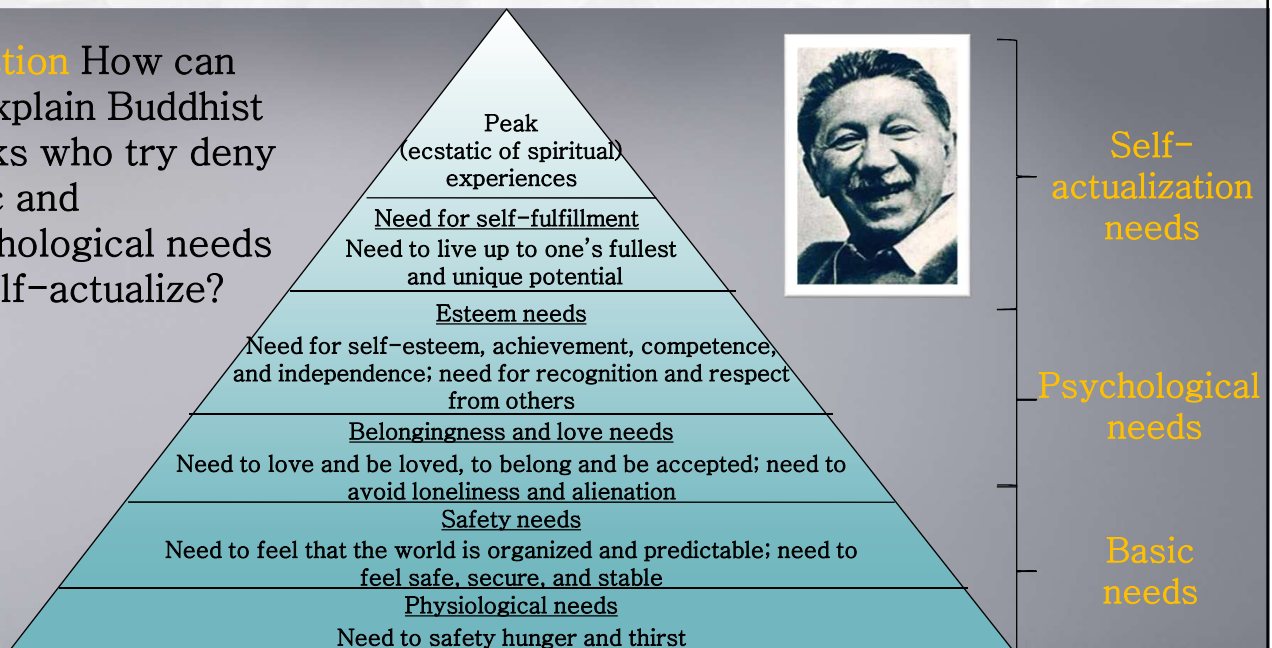


Limitations

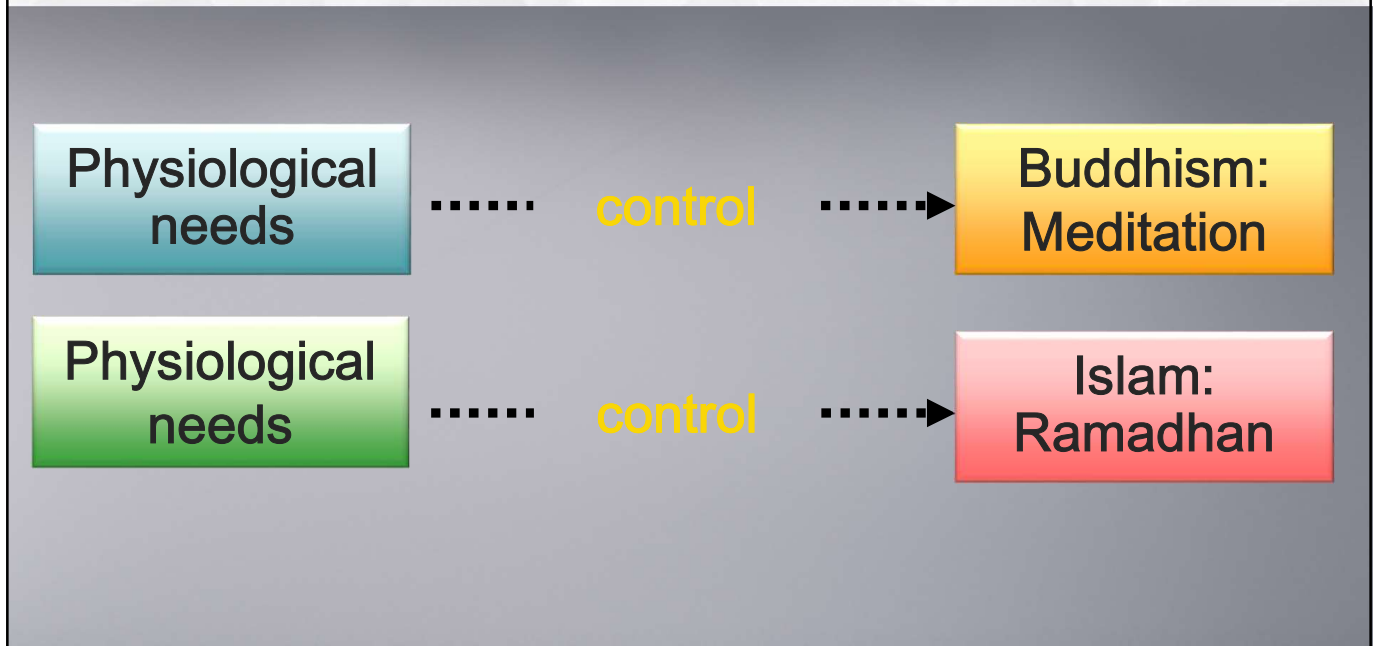


Maslow's hierarchy of needs

Question How can he explain Buddhist monks who try deny basic and psychological needs to self-actualize?



Limitations



Erikson's stages of development

<u>Age</u>	<u>Description</u>
1. Infancy (1st year)	Trust vs. mistrust If needs are met, infant develops a sense of basic trust
2. Toddler (2nd year)	Autonomy vs. shame and doubt Toddler strives to learn independence and self-confidence
3. Preschooler (3~5 year)	Initiative vs. guilt Preschooler learns to initiate tasks and grapples with self-control
4. Elementary School (6 years to puberty)	Competence vs. inferiority Child learns either to feel effective or inadequate
5. Adolescence (Teen years)	Identity vs. role confusion Teenager works at developing a sense of self by testing roles, then integrating them to form a single identity
6. Young Adulthood (20~40 years)	Intimacy vs. isolation Young adult struggles to form close relationships and to gain the capacity for intimate love
7. Middle Adulthood (40~65 years)	Generativity vs. stagnation Middle-aged person seeks a sense of contributing to the world, through, for example, family and work
8. Late Adulthood (65 years and up)	Integrity vs. despair Reflecting on life, the elder person may experience satisfaction or a sense of failure

Confucian philosophy

Society

Trust 信

School

Knowledge 智

Family

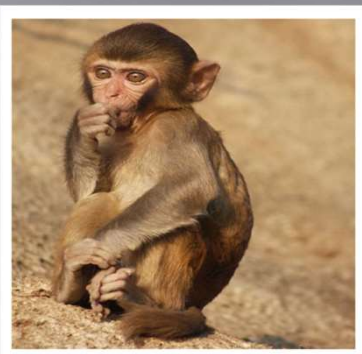
Propriety 禮

Rightness 義

Self

Human-
Heartedness 仁

Bowlby's attachment theory



Harlow's monkey

- ❖ Attachment to parents provide important and emotional needs.
- ❖ To become fully functioning adults, they need to develop secure attachment.

Ainsworth's attachment theory

- ❖ **Secure attachment** is achieved through separation, individuation and autonomy: Attachment, separation and re-attachment.
- ❖ In East Asia, secure attachment and autonomy are achieved by maintaining and extending good relationship, not through separation (e.g. *amae*, *jung*).

Piaget's developmental theory

Age	Description	Milestones
Birth 2-years	Sensorimotor Infant experiences the world through senses and actions (looking, touching, mouthing)	Object permanence; stranger anxiety
2-6 years	Preoperational Child represents things with words and images, but cannot reason with logic	Ability to pretend; egocentrism
7-12 years	Concrete operational Child thinks logically about concrete events; can grasp concrete analogies and perform arithmetical operations	Conservation; mathematical transformations
Teen years	Formal operational Teenager develops abstract reasoning	Scientific reasoning; potential for mature moral reasoning



Question: Where are the parents and what about emotions?

Limitations



WEEK 6

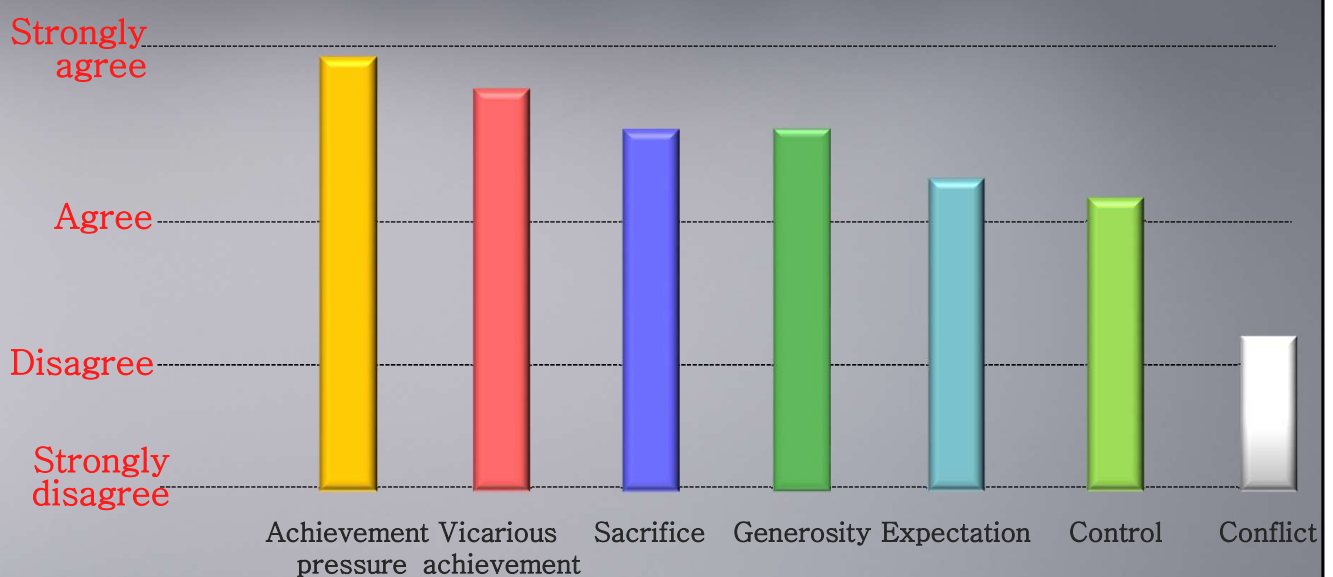
Definition of culture and
cultural differences

Unit 3-2 Parent-child relationship

Sample characteristics

	Grade 9 students	Parents
Male	411	722
Female	419	767
Total	830	1,489

How parents perceive their children



Source: Chung, Choi, Park, & Kim (2002)

How adolescents perceive their parents



Source: Chung, Choi, Park, & Kim (2002)

Korean concept of indebtedness

Chinese

罪悚
罪 + 悚
Guilt
Terrified

Korean

Verb

Joisonghada

Joisongham

Noun

English

Feel guilt
Feel apologetic
Feel regret
Need to be forgiven
Need to be pardoned

Some Items of the “Joisongham” scale

I feel guilt when I think of the life sacrifice of my parents for their children.

I regret not being able to achieve the expectations of my parents.

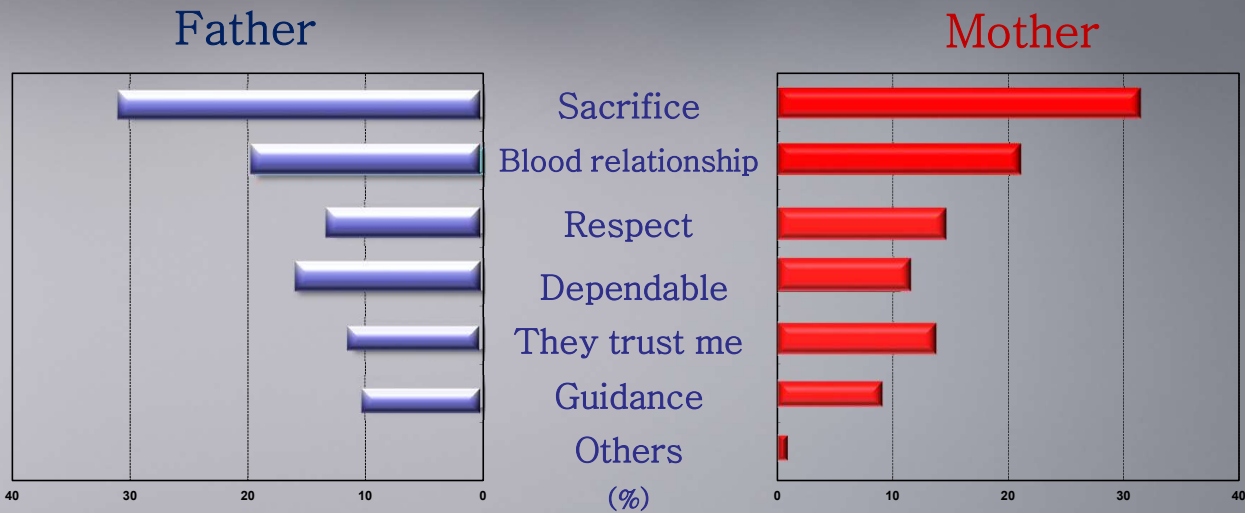
I feel sadness when I witness the suffering of my mother for her family .

Source: Chung, Choi, Park, & Kim (2002)

Sample Characteristics

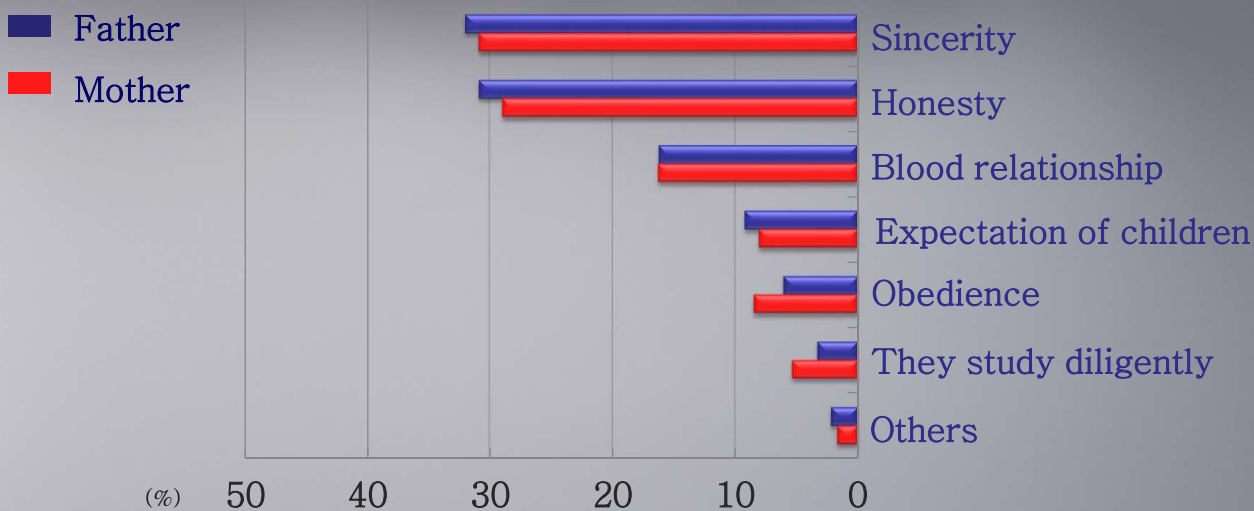
	Senior high	Father	Mother	Total
Male	161	305	-	466
Female	144	-	305	499
Total	305	305	305	915

Why do you trust your parents? Adolescents



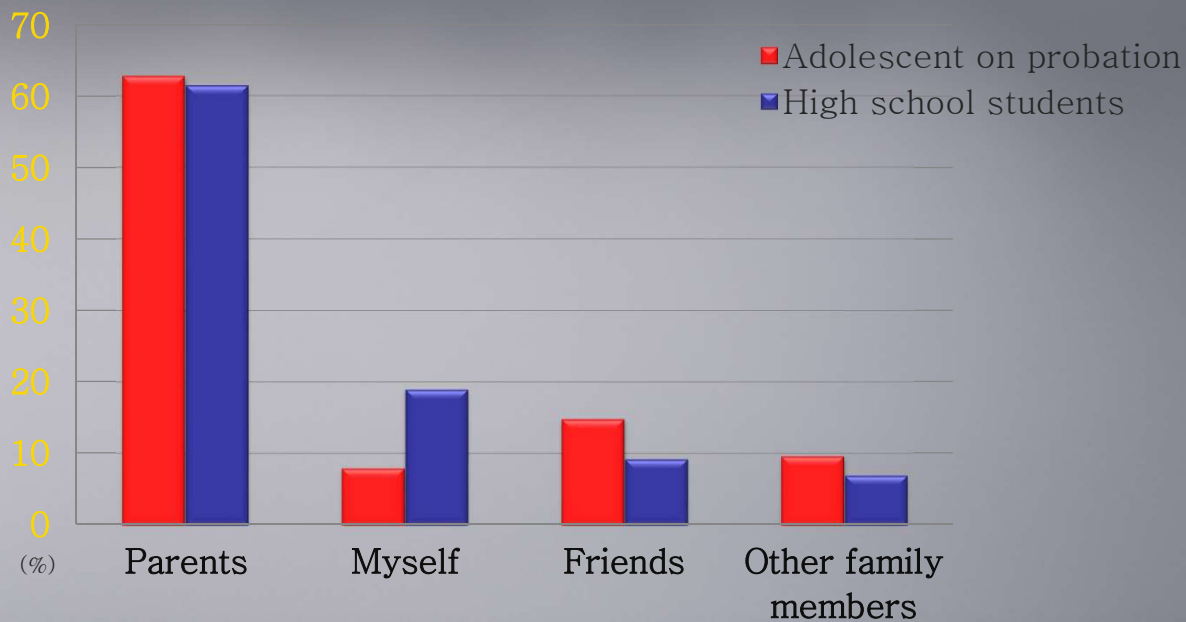
Source: Kim & Park (2004)

Why do you trust your children? Parents

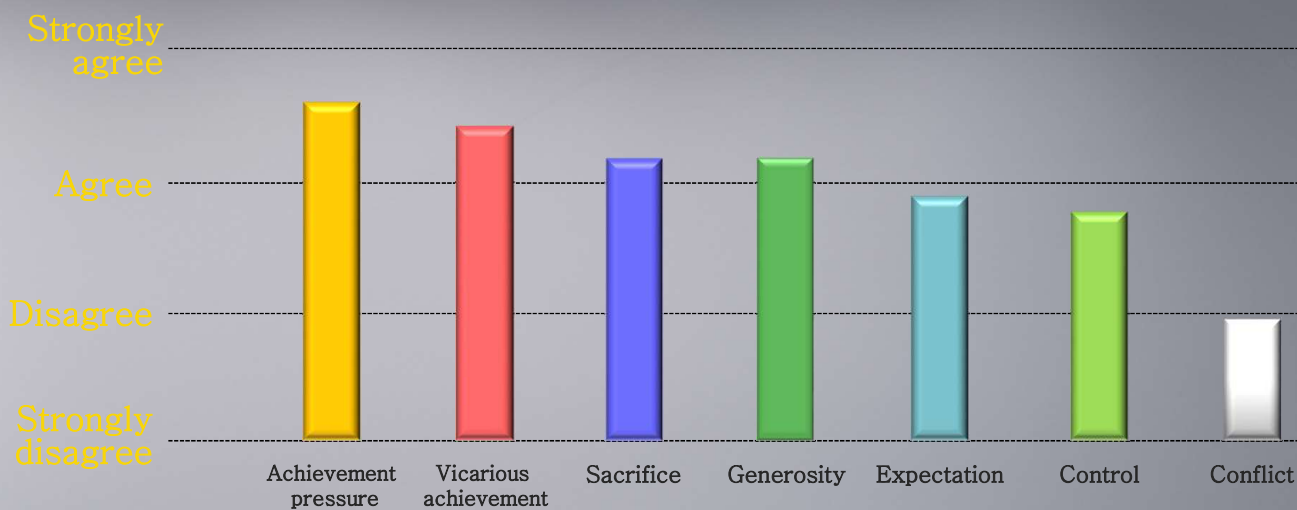


Source: Kim & Park (2004)

Who do you trust the most?

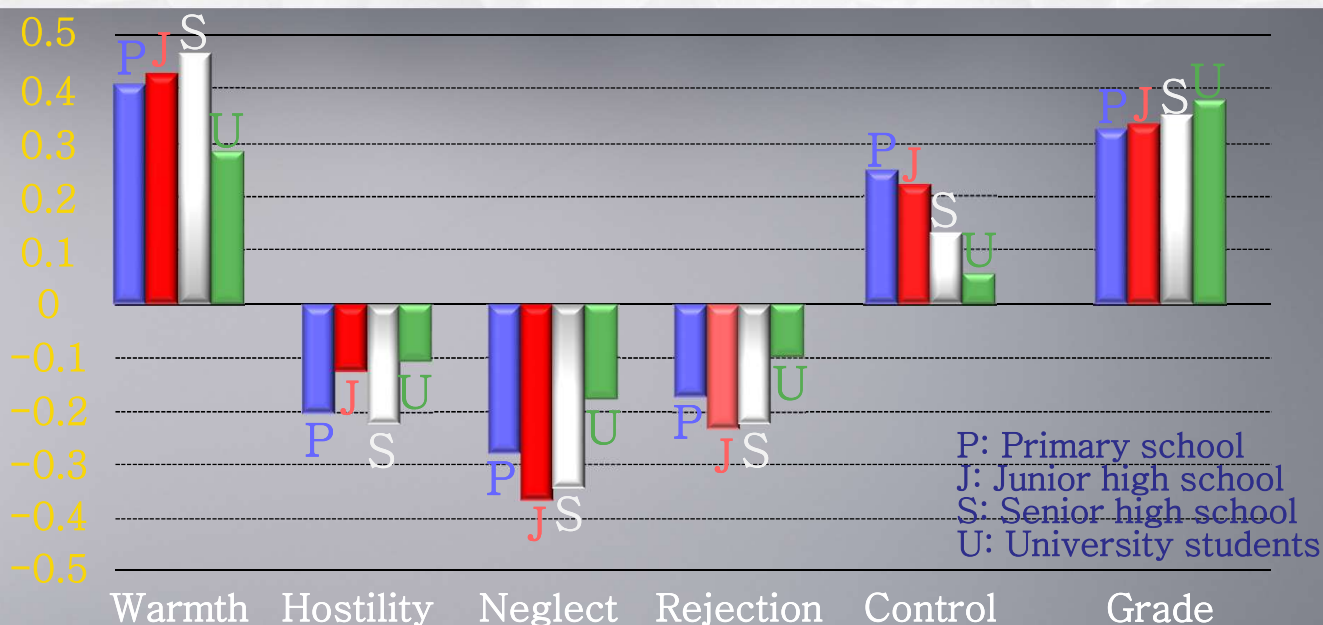


How parents perceive their children

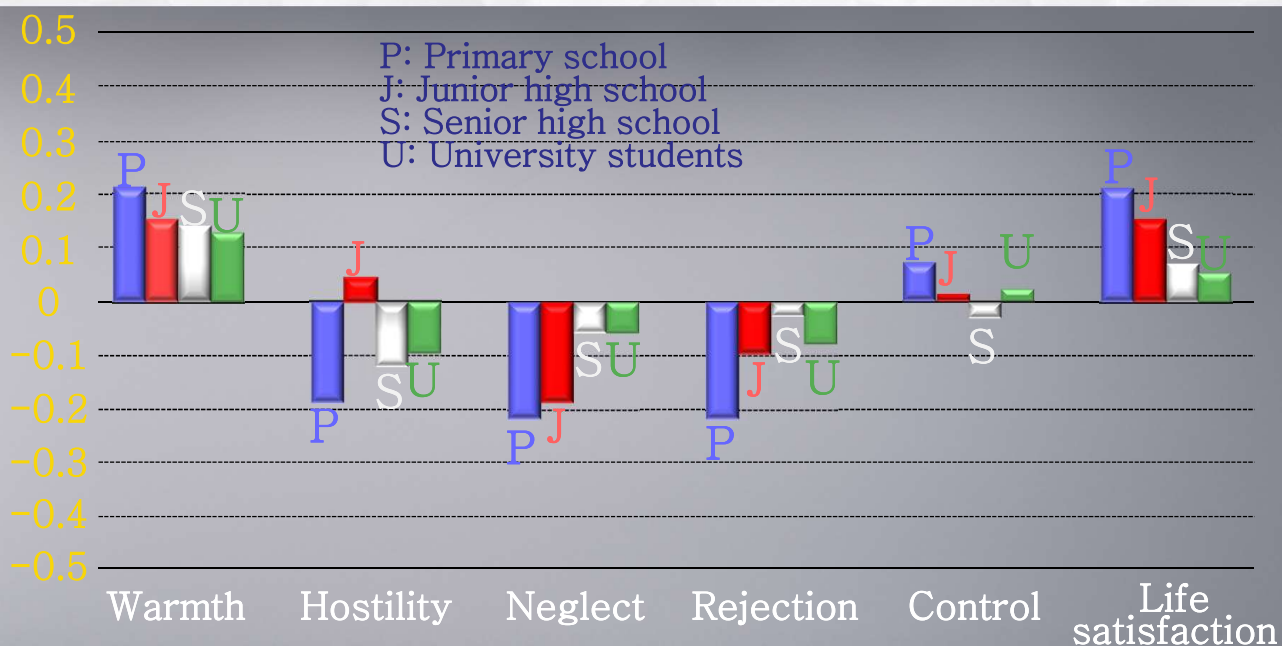


Source: Chung, Choi, Park, & Kim (2002)

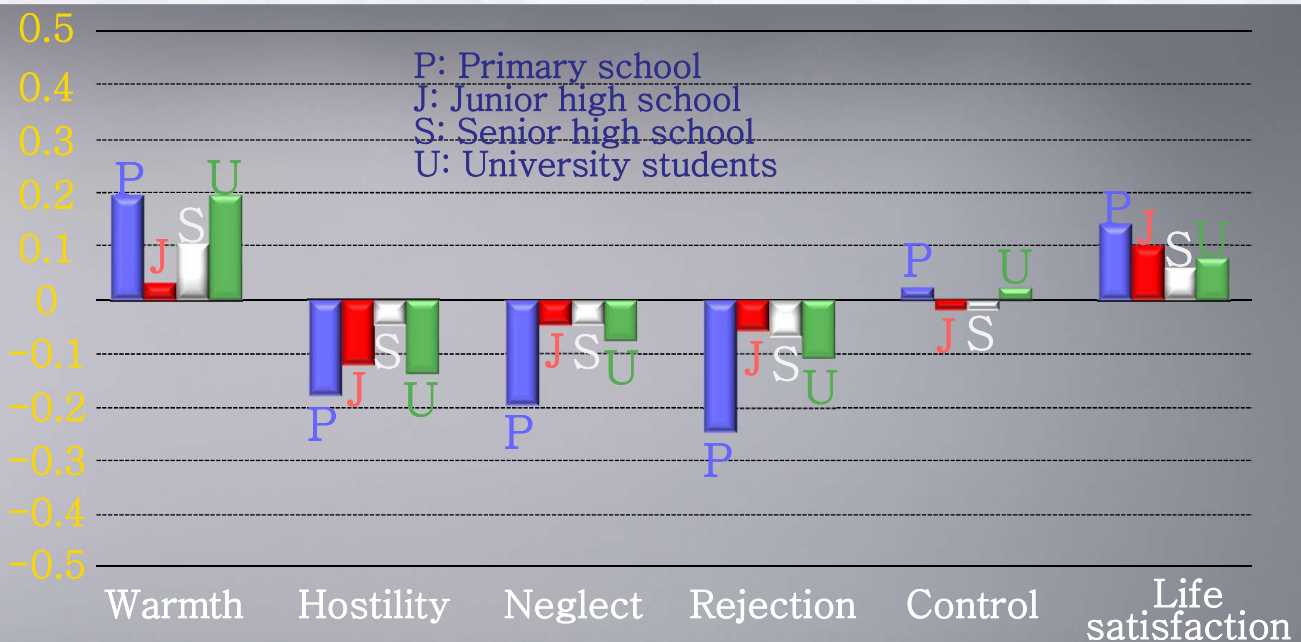
Correlation of mother's achievement pressure



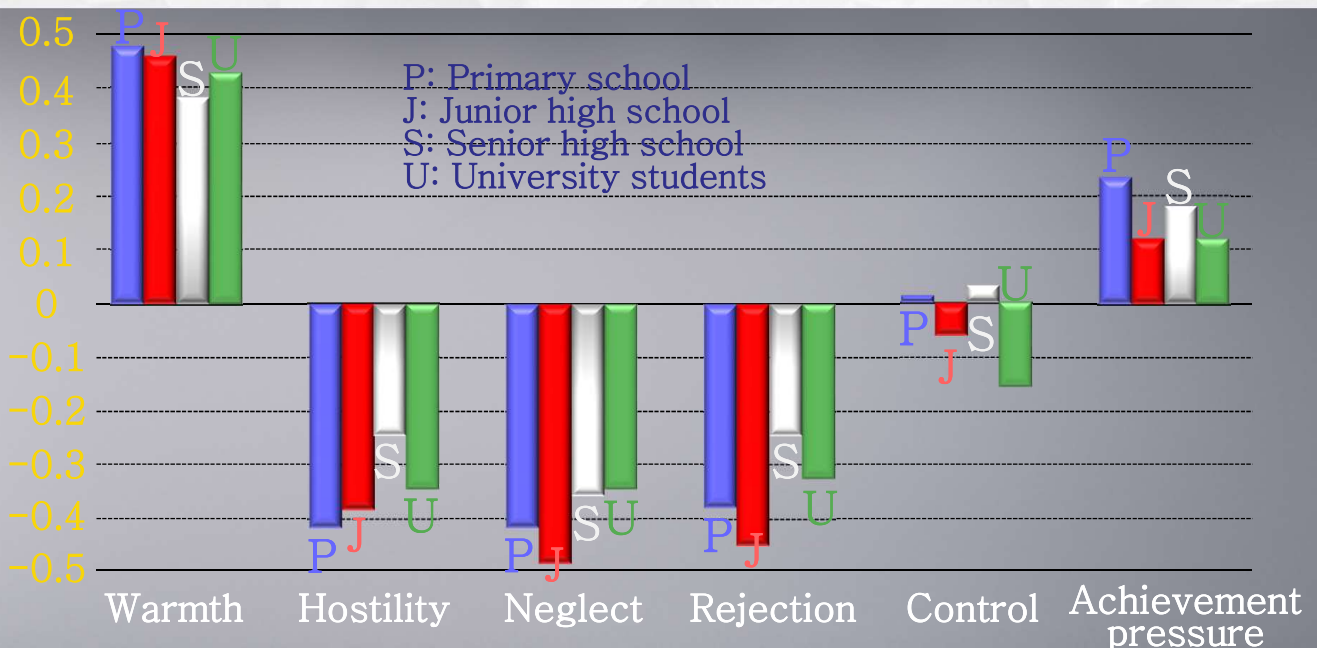
Relationship with mother and grade



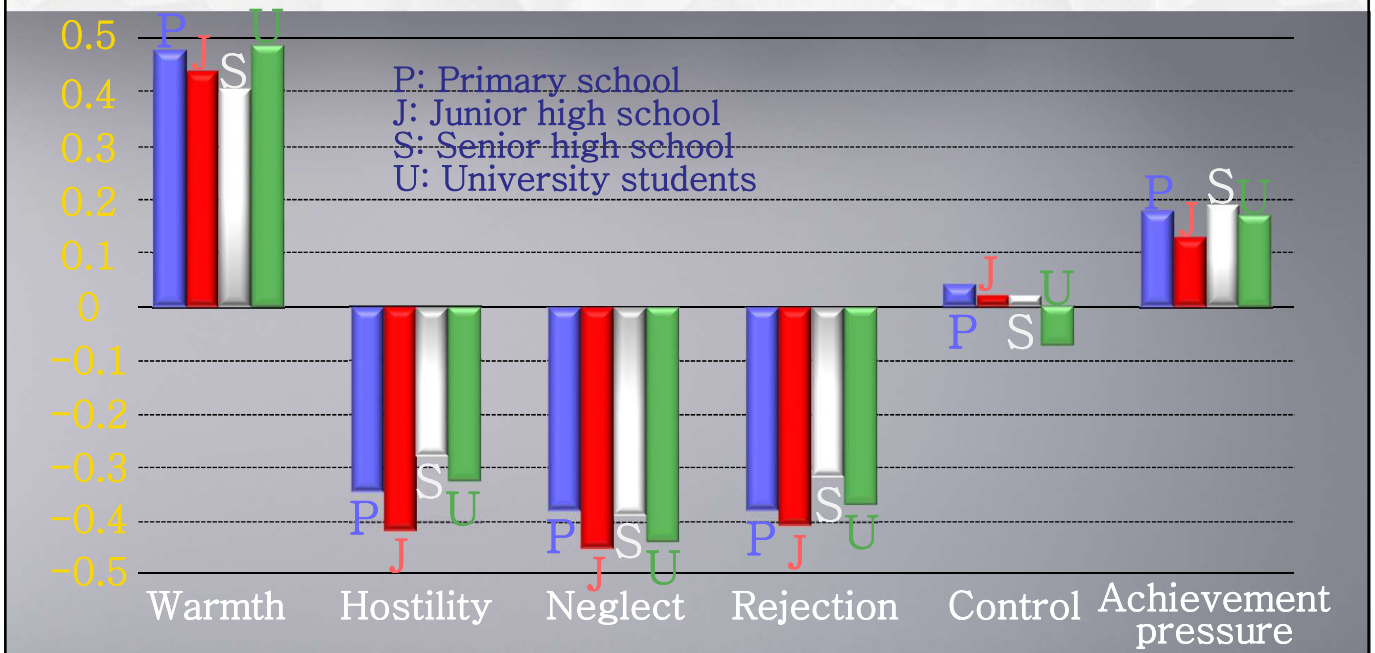
Relationship with father and grade



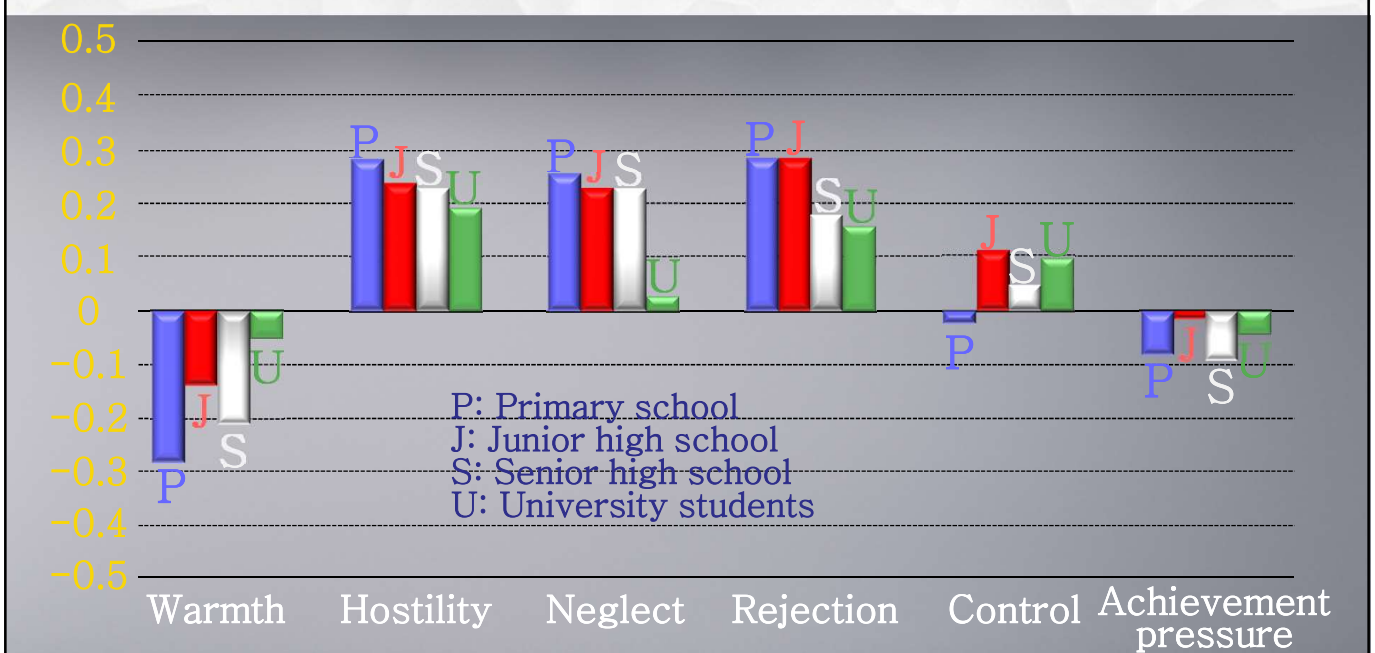
Relationship with mother and life-satisfaction



Relationship with father and life-satisfaction



Relationship with mother and delinquent behavior



Relationship with father and delinquent behavior

