

Title: Impacts of Asian versus American Parenting Styles on Child Development

Presenter: Hoi Kiu Chan, Mt. San Antonio College

Mentor: Misty Kolchakian

In recent years, there has been much concern about which parenting styles benefit children the most. The purpose of this literature review is to examine differences between Asian and American parenting styles, and specifically, to explore the cultural aspects of various parenting styles and their impacts on self-esteem and academic performance in children and college students. Newman (2015) explained that American parenting is more inclined towards an authoritative style which shows respect children's opinions and prioritizes reasoning, but parenting in collectivist societies (e.g. China and Japan) is more about authority with an emphasis of interdependence. Historically, authoritarian parenting has been viewed less positively as compared to authoritative parenting. However, research studies on the effects of authoritarian parenting on self-esteem showed mixed results, depending on the country of origin (Otto, 2017; Kim, Peng, & Chiu, 2008; Dornbusch, 1987). For Asians, there was a positive relationship between authoritarian parenting and academic achievements, but authoritarian parenting and permissive parenting were associated with low grades among White individuals (Dornbusch, 1987). After reviewing past literature, it is clear that there is not a perfect parenting style because it depends largely on other cultural and social factors. Therefore, it is important for parents to learn about the outcomes of different parenting styles and acknowledge the cultural variations in them. As the expectations on children and goals of parenting may vary in different cultures, parents should consider their cultural values when raising their children instead of relinquishing their cultural heritage in favor of the predominant parenting style.

References

- Dornbusch, S., Ritter, P., Leiderman, P., Roberts, D., & Fraleigh, M. (1987). The Relation of Parenting Style to Adolescent School Performance. *Child Development*, 58(5), 1244-1257. doi:10.2307/1130618
- Fuligni, A., Tseng, V., & Lam, M. (1999). Attitudes toward Family Obligations among American Adolescents with Asian, Latin American, and European Backgrounds. *Child Development*, 70(4), 1030-1044. Retrieved from <http://www.jstor.org/stable/1132260>
- Kim, Y.-H., Peng, S., & Chiu, C.-Y. (2008). Explaining self-esteem differences between Chinese and North Americans: Dialectical self (vs. self-consistency) or lack of positive self-regard. *Self & Identity*, 7(2), 113–128. <https://doi-org.libris.mtsac.edu/10.1080/15298860601063437>
- Newman, J., Hamide G., Shuyi G., Ji Eun L., Xian L., & Yuriko S. (2015). Relationship between Maternal Parenting Style and High School Achievement and Self-Esteem in China, Turkey and U.S.A. *Journal of Comparative Family Studies*, 46(2), 265–288. <https://doi-org.libris.mtsac.edu/10.3138/jcfs.46.2.265>
- Otto, W. J. (2018). Evolving Korean Parenting Foundations Revealed through Children’s Perspectives of East Asian Parenting Beliefs, Styles and Practices. *Journal of Education and Learning*, 7(2), 34–49. Retrieved from <https://search-ebSCOhost-com.libris.mtsac.edu/login.aspx?direct=true&db=eric&AN=EJ1167083&site=ehost-live&scope=site>.