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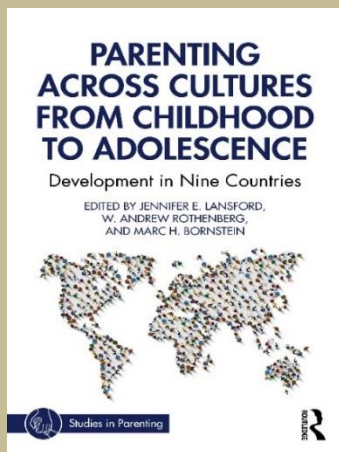
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Review of Parenting Across Cultures From Childhood to Adolescence: Development in Nine Countries (1st edition)



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Parenting Across Cultures From Childhood to Adolescence: Development in Nine Countries is a first edition volume published by Routledge in 2021. The editors – Jennifer E. Lansford, W. Andrew Rothenberg, and Marc H. Bornstein – are well-known research scientists. Lansford leads the Parenting Across Cultures project, which is a cross-cultural, comparative longitudinal study of parenting, child, and adolescent development, and the basis of the editors' volume. With their book, the editors aim to advance our understanding of both the stability and change of parenting from childhood to adolescence across diverse cultures. The volume's data come from the Parenting Across Cultures project and include parents and children from 13 cultural groups and nine countries: China, Colombia, Italy, Jordan, Kenya, the Philippines, Sweden, Thailand, and the United States.

The volume begins with an excellent theoretical and methodological introduction written by the editors. In this section, the editors describe the four domains of parenting that are the focus of their volume: parenting warmth, behavioral control, rules/limit-setting, and knowledge solicitation. ISIPAR members will be pleased that the introductory chapter includes Interpersonal Acceptance-Rejection Theory as a lens for understanding the important role of parental warmth in impacting healthy adjustment across cultures. In addition, ISIPAR members will be excited to learn that the Parenting Across Cultures project utilizes the Parental Acceptance-Rejection/Control Questionnaire – Short Form.

In the introductory chapter, the editors provide details of the Parenting Across Cultures project, including characteristics of the samples, methodology, and analytic plan common to each country-specific chapter in the volume. Children and their mothers and fathers were recruited in the nine countries, when the children were between the ages of 7 to 10 years old. Children, mothers, and fathers completed the measures of parenting warmth, behavioral control, rules/limit-setting, and knowledge solicitation every year for eight years. At the final year of data collection, 72% of the families were still participating – an impressive number.

After the editors' introductory chapter, the volume moves to nine chapters covering the four domains in China, Colombia, Italy, Jordan, Kenya, Philippines, Sweden, Thailand, and three ethnic groups in the United States (African American, European American, and Latin American). The nine countries provide a very diverse look at cultural differences in parenting and child development, as the countries differ in many ways, including religion, economics, and psychology. The authors of each country-specific chapter have been involved in the Parenting Across Cultures project for 12 years, and the lead author(s) of each chapter are from the country they write about.

Each of the nine country-specific chapters has four main sections. The first section describes characteristics of the country, as well as a summary of research that has been conducted in that country on the four parenting domains. The second section provides information about the methods specific to that country. The third section details the results of the longitudinal changes in the four domains in that country. The last section provides an interpretation of the results and discussion.

The first section of each country-specific chapter provides information about sociodemographic and cultural aspects of family structure. I found these first sections interesting and educational. For example, I learned that in China, *Guan Jiao* is a concept of Chinese parenting that focuses on discipline and control to help children grow and function in the family; and *Yan Ci* reflects the importance of parents being both strict and warm with their children. I also learned that in Jordan, due to it being a “limited-resource country,” children are viewed as the most valuable resource. Also, in the Philippines, children must show *utang na loob* (“debt of one’s being”) toward their parents, as they owe them the debt of their birth and care.

The results section of each country-specific chapter provides descriptive statistics for the study variables, and then moves to the results of the longitudinal changes in the four parenting domains. The results section displays trajectory models for each parenting domain, as well as visual models of best-fitting trajectories of the four parenting domains over time. The similar format of each country-specific chapter’s results section helped me easily understand and interpret the results, as well as note the similarities and differences across the nine countries.

The volume closes with a chapter by the editors that summarizes the Parenting Across Cultures project’s findings and outlines the *specificity* and *universality* among the four parenting domains across the nine countries. ISIPAR members will be pleased to learn that parents and children rated parents’ warmth high across all cultures and ages. The editors close their final chapter by noting the strengths and limitations of their work, as well as future directions and implications.

As a cross-cultural, comparative longitudinal study, the Parenting Across Cultures project is first rate. Lansford, Rothenberg, and Bornstein’s volume includes the project’s research on 12 distinct cultures in nine different countries. This diversity in cultures and countries is a distinct (and much needed) contrast from the plethora of WEIRD (Western,

educated, industrialized, rich, and democratic) research on parenting and child development, as the editors of the volume note.

With its use of identical measures of parenting in each country, the Parenting Across Cultures project provides us with a more accurate look at similarities and differences in parenting across the nine countries. ISIPAR members will appreciate that the Parenting Across Cultures project includes fathers. The third section details the results of the longitudinal changes in the four domains in that country. The last section provides an interpretation of the results and discussion.

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As with any research, there are limitations to the Parenting Across Cultures project. As I was reading the volume, I noted all the many strengths of the research and I also considered the limitations. Each limitation I had gathered was addressed by the editors in their closing chapter. It is evident that the editors know the strong contributions of their project and are also open and aware of the project's limitations. For example, they acknowledge that the sample sizes in each country were not large, the research studies did not look at the children's adjustment over time, and that the parents' behaviors in the four domains may not fit perfectly with the participants' reported perceptions of parenting behaviors.

The editors' identification of study limitations allows them to provide many strong recommendations for future research. For example, the editors suggest that future work look at bidirectionality between parents' behaviors in the four domains and their children's development. The editors also suggest that future research on the four domains of parenting utilize a mixed-methods approach. The editors' many suggestions will provide great research ideas for ISIPAR members.

The diversity of the countries in *Parenting Across Cultures From Childhood to Adolescence* makes this volume an excellent primary or secondary text for many courses, including cross-cultural psychology, human development, sociology, and anthropology, both at the undergraduate and graduate level. Specific chapters could be used for particular courses – for example, the chapter on the United States for a U.S. public policy course. *Parenting Across Cultures from Childhood to Adolescence* is not only a valuable volume for students, but for educators, researchers, policy makers, and parents.

As a member of ISIPAR and someone who has conducted several research studies on parental acceptance and rejection, I am excited by the significant contributions that *Parenting Across Cultures from Childhood to Adolescence: Development in Nine Countries* makes to our knowledge of parenting, child development, and adolescent development cross-culturally. This is a valuable volume that reinforces ISIPAR's view that culture is vitally important when considering parenting and human development. I hope you will read the volume, as I am sure you will benefit from it.



IPARTheory is now a Required Part of the Bachelor's and Master's Curriculum in the School of Educational Psychology at the University Institute of Maia (ISMAI), Portugal

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Past President of ISIPAR
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In the wake of an assessment process conducted by the Portuguese national agency for the quality of higher education (A3ES), the bachelor's degree in Psychology (3 years) and the master's degree in School and Educational Psychology (2 years) study plan (Syllabus) was revised, with the objective of updating and improving its curricular units (CU) to include the latest developments in Psychological Sciences, as well as to address limitations identified by faculty and student body. This revision also allowed the course's coordinating commission to adjust the student's training profile to fit the real needs of the work market, namely for educational and school psychologists. The School and Educational Psychology (SEP) master's degree represents the second part (or cycle) of the higher education course necessary to achieve the full academic training as a Psychologist in Portugal, as well as in most European countries. It's an important and special part of every psychologist's training as it represents the first degree of

specialization in the field of Psychology, after a more generic first part, which is the bachelor's degree in psychology.

It is also a prerequisite to be able to access the professional internship required by the Portuguese Order of Psychologists (OPP) for any candidate that wants to become a full member of the OPP and work as a psychologist.

With this in mind, the SEP master was designed to prepare students with the most reliable, scientifically validated, useful and complete theoretical and methodological models, so they can address any case that they might come across in their practice. This is especially important in a field as wide, varied, and challenging as SEP. Although most of the specialization occurs at the master level, the third year of the bachelor's degree already has two CU introducing the SEP field of work, namely "Educational Psychology" and "School Psychology". One important aspect of the study plan's revision was the introduction of IPARTheory in three CU's syllabus, two of them in the bachelor's degree in Psychology ("Educational Psychology" and "School Psychology"), and a third one on the master's degree in SEP ("School and Educational Psychology Models"). The inclusion of IPARTheory on these CU's allows us to give our students an important tool to analyze and intervene in cases in which interpersonal rejection plays an important role in the patient's psychological maladjustment and suffering.

As in many cases with children, adolescents and young adults, the perception of rejection is one of the most important, if not the biggest, factors at the base of the psychological problem affecting the patient.

Also, and as IPARTheory's historical focus has been on youths and the quality of their interpersonal relationships with their significant figures in family (parental figures, siblings) and school context (teachers and peers), it's an extremely useful tool for any school and educational psychologist to address their cases in their practice. Because of this, we included IPARTheory in the "Educational Psychology" CU, which focus mainly on family dynamics and issues, the "School Psychology" CU, which addresses mainly school context issues, namely teacher-student relationships and their importance in learning processes, vocational development, motivation, self-regulation and overall development. On the master's degree level, included IPARTheory in the "School Psychology Models" CU, to extend IPARTheory's use to analyze and intervene on specific issues commonly addressed by school psychologist in their practice- such as inclusive education, dating violence, school violence, and substance abuse, among others. It's important to underline the fact that IPARTheory is addressed in these CUs as a way to explain disruptive or maladaptive behavior through way of perceived rejection.

Additionally, its inclusion also promotes social and emotional skills from an early age by focusing on the developmental gains of perceived acceptance and expression of warmth.

We believe that IPARTheory greatly helps to build up and reinforce school and educational psychologists' skillset by offering a wide range of comprehensive models to better understand all the variables of interpersonal nature, which play a major roles in the most common and recurrent issues that these professionals must face in educational settings. Furthermore, IPARTheory is a perfect fit for most of the theoretical models that are at the base of our training philosophy, namely Bronfenbrenner's Ecological Model of Development, the Social and Emotional Learning Model (SEL) and the Inclusive Education Model, all of which give our students a solid theoretical and methodological foundation.



Special
ANNOUNCEMENT

Annual Report of the Ronald and Nancy Rohner Center for the Study of Interpersonal Acceptance and Rejection

May, 2020 through May, 2021

is

Available for viewing at
www.csiar.uconn.edu



™ Rohner Research Publications

Ronald P. Rohner, Director
May, 2021

IPARTheory's Global Reach Continues to Expand

18,566 downloads from 1,259 Institutions in 151 countries



April 27, 2011 – September 3, 2021

Scholar Works

Rohner, R. P. (2021) Introduction to Interpersonal Acceptance-Rejection Theory (IPARTheory) and Evidence. Online Readings in Psychology and Culture, 6(1).

<https://doi.org/10.9707/2307-0919.1055>

Special
ANNOUNCEMENT

9th International Congress on Interpersonal Acceptance and Rejection



**Geneva, New York, USA
June, 15-18, 2022**

Abstracts can be submitted beginning September 27, 2021



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The ICIAR website is now online! You can register at www.iciar2022.com

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Sumbleen Ali, PhD. is an Assistant Professor in the Department of Human Ecology at the State University of New York, Oneonta. Her work and academic training are centered on investigating the developmental outcomes of interpersonal relationships from a behavioral as well as a neuropsychological perspective. Guided by IPARTheory, her research with children, adolescents, and adults examines how various social contexts (e.g., families and peers) and individual characteristics (e.g., ethnic-racial, gender, and cultural orientations) influence psychological adjustment, emotion regulation, cognitive decline later in life, and brain functioning using fMRI. The overarching goal of her research is to promote optimal human development and enhance family functioning across cultures and generations.

REGIONAL REPRESENTATIVE FOR SOUTH ASIA

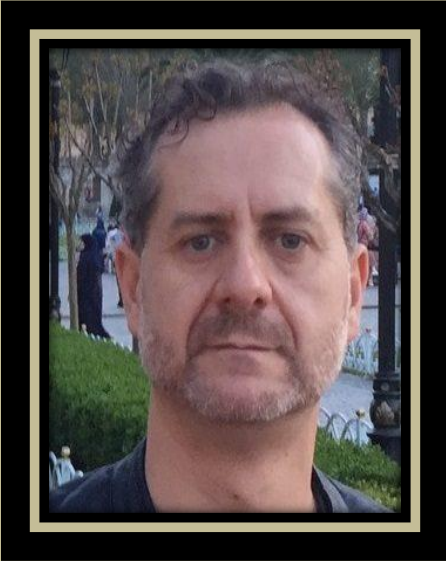


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Sadiq Hussain, PhD. earned his degree in Clinical Psychology from the Institute of Clinical Psychology, University of Karachi, Pakistan. His PhD research was on IPARTheory. He is an Associate Professor (Tenured) and Department Head in the Department of Behavioral Sciences, Karakoram International University (KIU) Gilgit. His research interests focus on IPARTheory, mental health, parenting, socialization, and policy studies. He is currently an elected member of KIU Senate and Vice President (Gilgit-Baltistan) of the Pakistan Psychological Association.

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REGIONAL REPRESENTATIVE FOR MEXICO, CENTRAL AMERICA, AND THE CARIBBEAN



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Roberto L. Abreu, PhD., (he/him/his/él) is an assistant professor of Counseling Psychology and Director of the [Collective Healing and Empowering VoicEs through Research and Engagement \(¡Chévere!\)](#) in the Department of Psychology at the University of Florida (UF). He is also an affiliate faculty in the Center for Gender, Sexualities and Women's Studies Research and the Center for Latin American Studies at UF. Roberto's research explores ways in which marginalized communities resist systemic oppression and promote *bienestar colectivo* (collective well-being), with a particular focus on Latinx families and communities, lesbian, gay, bisexual, transgender, and queer (LGBTQ) individuals, and the intersection of Latinx and LGBTQ people and their families and communities.

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Jennifer E. Lansford, PhD. is a Research Professor, Center for Child and Family Policy, Sanford School of Public Policy, Duke University, North Carolina. Her research focuses on understanding how cultural contexts moderate the influence of parents on trajectories of social and behavioral development from childhood to adulthood. She leads the Parenting Across Cultures Project, an NICHD-funded ongoing prospective study of parents and their children from 13 cultural groups in 9 countries (China, Colombia, Italy, Jordan, Kenya, Philippines, Sweden, Thailand, and the United States) that has investigated how acceptance and rejection are related to cultural norms and to other aspects of parenting and adjustment during childhood and adolescence.

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Regional Representatives are needed for

Central and South Africa

Insular Pacific and Australia

SELF-NOMINATIONS FOR ALL OFFICES ARE WELCOMED!

