

Life Span Human Development in China – Additional References

The Microsystem

1. Major Factors affecting childrearing in China today

Chen, X., Liu, M., & Li, D. (2000). Parental warmth, control, and indulgence and their relations to adjustment in Chinese children: A longitudinal study. *Journal of Family Psychology, 14*, 401-419.

Abstract

A sample of children, initially 12 years old, in the People's Republic of China participated in this 2-year longitudinal study. Data on parental warmth, control, and indulgence were collected from children's self-reports. Information concerning social, academic, and psychological adjustment was obtained from multiple sources. The results indicated that parenting styles might be a function of child gender and change with age. Regression analyses revealed that parenting styles of fathers and mothers predicted different outcomes. Whereas maternal warmth had significant contributions to the prediction of emotional adjustment, paternal warmth significantly predicted later social and school achievement. It was also found that paternal, but not maternal, indulgence significantly predicted children's adjustment difficulties. The contributions of the parenting variables might be moderated by the child's initial conditions.

2. Major Factors affecting childrearing in China today

<http://www.livestrong.com/article/239128-chinese-culture-parenting/#ixzz1EeNai3IK>

Abstract

The Chinese culture is known for its ethic of hard work, discipline and excellence, as well as its emphasis on family and ancestral traditions. Given that this ethnicity represents nearly one-sixth of the world's population, the parenting philosophies used within the Chinese family and culture greatly affect not just Chinese society but the larger society as well.

3. Change in schooling since Communist Revolution in 1949

Hawkins, J., & Stites, R. (1991). Strengthening the future's foundation: Elementary education reform in the People's Republic of China. *Elementary School Journal, 92*, 41-60.

Abstract

One of China's greatest challenges lies in providing basic education, principally at the formal elementary level, to about 130 million students in over 800 thousand elementary schools. This article provides an overview of the context and a summary of some of the issues that are currently shaping efforts to reform elementary education in the People's Republic of China. It is divided into two sections. In the first section, a description of Chinese school organization and practice is presented in a manner that is intended to invite comparison with aspects of the American system of elementary education. This section contains a brief account of state plans for elementary education and descriptions of "typical" school facilities, schedules, and curricula. Also included in the first section are an account of curricular content and emphases at the lower- and upper-elementary levels and, finally, some comments on the status and characteristics of teachers. The second half of the article is aimed at depicting something of the "soul" of Chinese elementary education by placing contemporary reform debates within the broader context of the historical role of education in Chinese culture and the issues around which the history of educational policy has revolved in the People's Republic. Among the most long-standing of the latter have been debates about the relative weights to be given to politics versus expertise, to central versus local control, and, more generally, to problems in achieving a balance between the

goals of growth and equity.

4. Change in schooling since Communist Revolution in 1949

A survey of the development of basic education. (2006, November 9). Retrieved from http://english.china.com/zh_cn/education/educational_system/11020788/20061109/13733556.html

Abstract

Before the foundation of the People's Republic of China in 1949, basic education in China faced tremendous challenges. In 1946, the peak year of educational development, the country had only 1,300 kindergartens, 289,000 primary schools and 4,266 secondary schools. After 1949, education saw a measurable boom. With the adoption of the policy of reform and opening to the outside world in 1978, basic education entered a new era of progress. This cite is a very pro-Chinese survey of the impact of the Communist Revolution on Chinese education, often focusing on statistics rather than educational content.

5. Change in schooling since Communist Revolution in 1949

http://www.pbs.org/kcts/preciouschildren/earlyed/read_vaughan.html

Abstract

Traditional early childhood education in China currently faces both internal and external challenges changing family structures and increased influence of foreign ideas and values. The one child policy in the People's Republic of China is altering family roles and child-rearing practices, raising concerns about the possible harmful effects of too much attention and pampering. A study of single child families in the Beijing area found that these 'little emperors and princesses' were more egocentric, less persistent and less cooperative than children with siblings. How have these children adjusted to schools? Or have the schools changed to accommodate them?

6. Implications of "Male Preference" for rearing young girls in China

Chan, C., Yip, P., Ng, E., Ho, P., Chan, C., & Au, J. (2002). Gender selection in China: Its meanings and implications. *Journal of Assisted Reproduction and Genetics*, 19, 426-430.

Abstract

With the advancement of assisted reproduction technologies, people are offered wider choices to choose the gender of their offspring and to construct ideal-typed families with specific gender structure. Gender selection is welcomed by many societies with gender-specific preference, especially those patriarchal societies such as Chinese communities. It is not only a medical procedure but also a social orientation, which reveals much of the underlying preference towards gender. This paper explores the cultural dimensions to gender selection and its psychosocial meanings and implications in Chinese societies, especially after the establishment of One Child Policy in China. Problems associated with son preference in the culture with strong gender stereotyping are addressed. We believe that gender selection for social reasons should not be allowed since undesirable outcomes will be resulted under such strict population control program.

7. Implications of "Male Preference" for rearing young girls in China

Baculinao, E. (2004, September 14). China grapples with legacy of its 'missing girls': Disturbing demographic imbalance spurs drive to change age-old practices. NBC News. Retrieved from http://www.msnbc.msn.com/id/5953508/ns/world_news/

Abstract

The "Girl Care Project" is described as a multi-pronged approach to encourage the birth of girls, although some experts complain that it's being framed in terms of the future needs of men.

"That's too male-oriented and discriminatory of women," said Dr. Gu, the population control expert. According to one estimate, over the next decade, some 40 million Chinese men will be unable to find wives due to the "scarcity" of females, thus the growing number of so-called "bachelors' villages" in various parts of China.

"This project ought to be seen as a way to foster more respect and concern for women and girls," Gu said. The program aims to end pre-birth sex selection, as well as "attacking the criminal activities of drowning and abandoning baby girls [while] rewarding and assisting families that plan to give birth to baby girls," reported The People's Daily, China's leading paper and the flagship of the Communist Party.

The Mesosystem

1. Factors influencing parental involvement in education of Chinese children

Chao, R. K., & Sue, S. (1996). Chinese parental influence and their children's school success: A paradox in the literature on parenting styles. *Growing Up the Chinese Way: Chinese Child and Adolescent Development*. Sing Lau, ed. Hong Kong: Chinese University of Hong Kong Press, 93-120.

2. Factors influencing parental involvement in education of Chinese children

Gu, W. (2008). New horizons and challenges in China's public schools for parent involvement. *Education*, Retrieved

from http://findarticles.com/p/articles/mi_qa3673/is_4_128/ai_n29441591/?tag=content;coll

Abstract

In addition, parent involvement in China's public schools is also undergoing changes. Research documented that more public schools in China are expanding the opportunities and options (e.g., curriculum design, athletic games, picnics, school events, classroom clean-up, fund raising and field trips, etc) for parent involvement. Also, additional educational resources are being used to develop and reinforce on an ongoing bases for teacher-parent relationships through technology and computer uses. These include use of professional teacher telephone calls, and sending emails and newsletter to parents. In context of this rapid development of parent involvement in China's public schools, this article (1) outlines briefly the import of parent involvement to Chinese school and families; (2) describes China's current parent involvement status; (3) provides very recent research outcomes that have significant impacts on helping to redirect Chinese parent involvement; and (4) examines potential recommendation from these research studies to aid Chinese families.

3. Factors influencing parental involvement in education of Chinese children

Chao, R. K. (1994). Beyond Parental Control and Authoritarian Parenting Style: Understanding Chinese Parenting through the Cultural Notion of Training.

Child Development, 65, 1111-1119.

Abstract

This study addresses a paradox in the literature involving the parenting style of Asians: Chinese parenting has often been described as "controlling" or "authoritarian." These styles of parenting have been found to be predictive of poor school achievement among European-Americans, and yet the Chinese are performing quite well in school. This study suggests that the concepts of

authoritative and authoritarian are somewhat ethnocentric and do not capture the important features of Chinese child rearing, especially for explaining their school success. Immigrant Chinese and European-American mothers of preschool-aged children were administered standard measures of parental control and authoritative-authoritarian parenting style as well as Chinese child-rearing items involving the concept of “training.” After controlling for their education, and their scores on the standard measures, the Chinese mothers were found to score significantly higher on the “training” ideologies. This “training” concept has important features, beyond the authoritarian concept, that may explain Chinese school success.

4. Roles of Parents in preparing children for university entrance examinations
“Parents feeling the heat of college entrance exam.” (2010, June 8). *China Economic Net*.

http://en.ce.cn/Life/society/201006/08/t20100608_21493303.shtml **Abstract**

While 9.57 million Chinese students fight for university seats in the cutthroat national college entrance examination that kicks off annually, it is no picnic for their parents, who are on a mission to keep all troubles at bay. Parents take extraordinary steps to ensure their children’s success. This article treats that dynamic.

5. Roles of Parents in preparing children for university entrance examinations

Video about the Gaokao (Parental Involvement) Retrieved from

http://english.ntdtv.com/ntdtv_en/ns_china/2010-06-09/124251546123.html

Description (Abstract)

One of the most fierce competitions in China is the National College Entrance Exam, or "gaokao." This one exam almost entirely determines which students get to attend university. And for many, that’s the only ticket to higher social status and a white-collar job. The two-day-long exam, lasting nine hours total, is held in different locations simultaneously throughout the country. Each location is heavily guarded, with police cordoning off streets and stopping traffic. Some parents do everything they can to support their only child. Before the exam started on Monday, a mother of a student who wants to study abroad rented a hotel room especially for her son. The video chronicles this process.

6. Traditional culture and religion affecting Chinese children

McGivering, J. (2008, January 3). China’s thriving Confucian schools. BBC News. Retrieved from <http://news.bbc.co.uk/2/hi/asia-pacific/7169814.stm>

Abstract

The children, from three to six years old, have come to special weekend classes to learn the teachings of China's ancient sage, Confucius. Every room here has a large portrait of Confucius. This small private school, in the city of Wuhan in the central Chinese province of Hubei, was set up last year. Since then, more than 100 children have enrolled for classes.

7. Traditional culture and religion affecting Chinese children

Kids Learn to Use Kungfu in Lion Dance. Retrieved

from <http://www.youtube.com/watch?v=yXd41Qj8pZA>

Abstract

Hong Kong children participate in school-based programs that teach the Lion Dance, which is a traditional Chinese New Year folk dance. Schools are becoming increasingly more committed to

teaching Chinese folk culture.

The Exosystem

1. Urbanization's Impact on Child Development in China Today

Yi, Z., & Vaupel, J. (1989). [The impact of urbanization and delayed childbearing on population growth and aging in China](#). *Population and Development Review*, 15, 425-445.

Abstract

Urbanization and delayed childbearing in China are likely to reduce future national birth rates and significantly slow population growth for two reasons. First, urban residents are apt to continue to have substantially lower fertility rates than rural residents. In addition, urbanites tend to give birth at older ages and may be more receptive to government efforts to further delay childbearing. These relationships are examined using a multi-regional population projection model that incorporates three scenarios regarding rural-to-urban migration and cohort mean age of childbearing. The results show that rapid urbanization accompanied by a gradual increase in the mean age of childbearing may avert about 300 million births over the period 1987 to 2050. In addition to affecting total population size, which may be about 260 million persons smaller in 2050 than would be the case in the absence of urbanization and delayed childbearing, this reduction in number of births may increase the proportion of the population that is elderly. In particular, the projections suggest that more than a quarter of the remaining rural population in 2050 may be aged 65 or older.

2. Urbanization's Impact on Child Development in China Today

Lee, L., & Park, A. (2010). Parental migration and child development in China. Unpublished Manuscript, University of Oxford, UK. Retrieved from http://se.shufe.edu.cn/upload/_info/wuhuayu/63220_1012060856461.pdf

Abstract

In recent years, China has witnessed a massive wave of rural-to-urban migration, which frequently results in family separations. This study uses panel data from a longitudinal study of rural children in western China to analyze the impact of migration by fathers on the development of children left behind in rural villages. Child development indicators include both measures of academic attainment, such as enrollment, years held back, and test scores in math and language; as well as measures of non-cognitive skills, specifically children's internalizing and externalizing behavior which reflects their psychosocial development. To identify the effect of changes in parental migration on changes in child outcomes, we instrument changes in migration status with labor market shocks to village-specific migration destinations. Results suggest that fathers' migration reduces enrolment by sons, has significant positive effects on the academic outcomes of daughters, but has negative effects on the psychosocial well-being of both boys and girls.

3. Adolescent Identity Development and China's One Child Policy

Yang, B., Ollendick, T. H., Dong, Q., Xia, Y., Lin, L. (1995). Only children and children with siblings in the People's Republic of China: Levels of fear, anxiety, and depression. *Child Development*, 66, 1301-1311.

Abstract

In 1979, China implemented its one-child-per-family policy in order to control its burgeoning population. Subsequently, concern has been raised about the policy and its potentially negative effects on children. In the present study, we examined these presumed effects on 202 adolescents born before the policy went into effect, 290 preadolescents born during the period in which the

policy was being implemented, and 239 children who were born after the policy went into effect. Measures of fear, anxiety, and depression were obtained. Contrary to our hypotheses, based on concerns raised by the one-child policy, children with siblings reported significantly higher levels of fear, anxiety, and depression than only children, regardless of when they were born. For depression, this effect was qualified by a sibling status x age interaction. Children with siblings born after the policy went into effect, or during its implementation, reported higher levels of depression than did only children; however, only children and children with siblings born before the policy went into effect did not differ significantly from one another. Sociocultural factors associated with these findings are explored.

4. Adolescent Identity Development and China's One Child Policy

Wanga, W., Dub, W., Liuc, P., Liuc, J., & Wanga, Y. (2002). Five-factor personality measures in Chinese university students: effects of one-child policy? *Psychiatry Research*, 109, 37-44

Abstract

Since the one-child policy was implemented in China in 1979, many investigators have studied the psychological consequences to children without siblings. Although the results are not conclusive, there is evidence that children who have siblings, rather than only children, have increased anxiety and depression. Whether the differences between students with and without siblings would continue when they reached university age is an interesting question. We used the Zuckerman-Kuhlman Personality Questionnaire to assess personality traits and the Plutchik-van Praag Depression Inventory to measure depressed mood in 134 university students with and 126 university students without siblings. Most students without siblings (93.7%) were reared in urban areas, while 90.3% of students with siblings came from rural areas. Parental professions were higher in social status and annual family incomes were higher in students without siblings. Increased neuroticism-anxiety, aggression-hostility, and depressed mood were found in students with siblings. Gender and annual family income were not significantly related to personality in the two groups, and birth-order position was not related to personality in the students with siblings. In contrast, the depression score was positively correlated with neuroticism-anxiety and aggression-hostility, but negatively correlated with parental occupation and annual family income. The greater competition to receive high education, reduced benefits from society, and lower level of social respect might nurture these personality traits in students with siblings. These findings might, in some limited aspects, indicate that the one-child policy affects personality traits and depressed mood in students with siblings.

5. Chinese elderly affected by housing patterns for nuclear families

Cohen, M. (1992). Family organization in China. Unpublished Manuscript. Columbia University, New York, New York. Retrieved

from http://74.125.155.132/scholar?q=cache:t0ssQcG9xfYJ:scholar.google.com/&hl=en&as_sdt=0,9&as_vis=1

Abstract

The Chinese family still plays a very important role in the lives of its members. The elderly in China generally continue to live with one of their children, a situation encouraged by the survival of traditional views concerning children's responsibilities, and also because such views have been reinforced by modern Chinese law, which stipulates that as parents must care for their young children, so must their adult offspring care for them. Also, it is especially true in the cities that housing problems frequently encourage parents to remain together with at least one of their

married children. Thus while the old arrangement of married brothers opting to maintain common family membership is now especially rare in urban settings, three-generation families are still common. The contemporary Chinese family thus represents both the continuity of tradition and adjustment to new forces. Urban crowding and housing patterns makes this commitment to support of elderly increasing more challenging.

6. Chinese elderly affected by housing patterns for nuclear families

Chou, R. J. (2010). Filial Piety by Contract? The Emergence, Implementation, and Implications of „the Family Support Agreement in China, *The Gerontologist*, doi:10.1093/geront/gnq059.

Abstract

China has the largest aging population in the world today. Despite the Chinese tradition of filial piety, economic, social, cultural, and familial changes have made it increasingly difficult for older Chinese to receive support from adult children. To ensure parental support, the Family Support Agreement (FSA) emerged from a local community in the mid-1980s. Since then, the FSA has been promoted and monitored by the government. By the end of 2005, FSAs had been signed by more than 13 million rural families across China and is now finding its way into cities. A voluntary contract between older parents and adult children concerning parental provisions, the FSA represents an innovation to help meet the challenge of providing elder support. Although the FSA's moral persuasion is based on filial piety, violations of the FSA are subject to penalties by law. As the first systematic and comprehensive exploratory study on the FSA, this article examines (a) the FSA's emergence, content, legal foundation, and implementation; (b) the role of the government and the legal system in promoting or monitoring FSAs; (c) the FSA's strengths, limitations, and challenges; (d) the FSA's implications in light of Chinese history, intergenerational contract, filial piety, and intergenerational relations; and (e) the future of the FSA as a social policy.

The Macrosystem

1. Re-emergence of religious freedom in China

Leung, B. (2005). China's religious freedom policy: The art of managing religious activity. *The China Quarterly*, 184, 894-913.

Abstract

This article examines how the policy of "religious freedom" has been used to enable the CCP to retain institutional and ideological control over the religious sector of Chinese society. In particular, it looks at how the clash between religious and communist ideologies has evolved, first in the Maoist period and then in the context of reform and openness with the attendant growth of materialism and social change since 1978. A softening in the control of religion to encourage national reconstruction and foreign investment led to a proliferation of religious activity that alarmed Party leaders and triggered a tightening of ideological control and important changes in religious policy. The new policy of "accommodation" and emphasis on "legality" became the watchwords of the Jiang Zemin era. With further development they remain important in the new regime of Hu Jintao.

2. Re-emergence of religious freedom in China

Xiaowen, Y. (2001, February). China's Religions Retrospect and Prospect. Presented at Chung Chi College of Chinese University of Hong Kong. Retrieved from <http://www.china.org.cn/english/features/45466.htm>

3. Future of China under Communist rule with free market economy

Qian, Y., & Wu, J. (2000, May). China's Transition to a Market Economy: How Far across the River? Unpublished manuscript, Department of Economics, University of Maryland, College Park, Maryland. Retrieved from <http://cenet6.nsd.edu.cn/userfiles/2009-9-16/20090916234149833.pdf>

Abstract

China's two-decade reform since 1979 has evolved in two stages with the November 1993 decision marking a turning point. The essence of this decision is to replace the planning system with a modern market system. We examine the process of change in the mind-set of the leadership and analyze its political, economic, and intellectual basis. We then evaluate the progresses made during the first five years (1994-98). To investigate the remaining challenges, we choose to focus on what we regard as the core issue: establishment of a free and competitive enterprise system by changing the government-business relationship to an arm's-length type. Three necessary tasks are: (i) transforming state-owned enterprises; (ii) promoting private enterprises; and (iii) establishing the rule of law. In each, we assess the current status and analyze the opportunities and difficulties for future development.

4. Future of China under Communist rule with free market economy

Lau. (2011, February 15). *Voices of a Young Scholar: Is Communism Economy Something Bad?* [Web log post]. Retrieved from <http://suarahati-youngscholar.blogspot.com/2011/02/is-communism-economy-something-bad.html>.

5. Compatible Chinese and American values

http://www.cycnet.com/cms/2004/englishcorner/backgroud/200512/t20051211_42380.htm

Abstract

A Chinese student posts his impressions of the differences between Chinese values and American values as they affect young people.

6. Compatible Chinese and American values

Does Tiger Mom's China Style Parenting Threaten Core US Values? (2011, January 26). *Want China Times*. Retrieved from <http://www.wantchinatimes.com/news-subclass-cnt.aspx?cid=1104&MainCatID=11&id=20110126000064>

Abstract

Yale law professor Amy Chua, 48, is known in academic circles for her work on globalization and free market democracy, but recently its her provocative new memoir about parenting her two daughters that has placed her in the spotlight. This article critiques the ideas she shares about integrating traditional Chinese parenting values with parenting in the American setting.

The Chronosystem

1. Critical Human Development Issues Addressed by Chinese Government

Lai, D. (2003). Principal component analysis on human development indicators of China. *Social Indicators Research*, 61, 319-330.

Abstract

In this study, we used the weighted principal component analysis to measure and analyze the progress of human development in Chinese provinces since 1990. The trends of the human

development in the period of market transition in several provinces of China were discussed in terms of the impact on public health as well as economic development. The association of the main principal component obtained from our study and the human development index reported by the United Nations Development Program was estimated by the Spearman's rank correlation coefficient.

2. Critical Human Development Issues Addressed by Chinese Government

Perrement, M. (2005, September 16). Inequalities flagged as China climbs 'Human Development' charts. China Development Brief. Retrieved from <http://www.chinadevelopmentbrief.com/node/119/print>

Abstract

Although China is rising in the UN's human development league tables, growing inequalities have left some provinces, like Guizhou, ranking alongside Namibia whereas Shanghai is more comparable to Portugal, according to the UNDP 2005 Human Development Report, International Cooperation at a Crossroads: Aid, Trade and Security in an Unequal World. Inequality is a major theme coming out of the report, which argues that social and economic disparities within and between countries weakens political legitimacy and undermines development gains. China is cited as an example of a country where inequality is growing. This article summarizes the report.

3. Major historical trends that have impacted Chinese attitudes toward the West

Elegant, S. (2006, April 24). What China really thinks of the U.S. TIME Asia. Retrieved from <http://www.time.com/time/world/printout/0,8816,1184325,00.html>

Abstract

In the past few years, Chinese attitudes toward America have improved significantly. Still, the relationship remains complicated. The article notes that many Chinese resent America's "bullying" of other countries. Recent diplomatic relations between the US and Chinese leader Hu Jintao have largely been responsible for the improved perception of Chinese about the US. The article traces the peaks and valleys of positive perception of the US by the Chinese public.

4. Major historical trends that have impacted Chinese attitudes toward the West

<http://immigrants.harpweek.com/ChineseAmericans/1Introduction/BillWeiIntro.htm>

This website traces relations between the US and China since the 19th century and particularly explores how they have affected the perceptions the people of each country have had about the other nation.

5. American culture's effect on the development of Chinese children in coming decades

Wang, J. (2009, Jan. 23). Now hip-hop, too, is made in China. New York Times. Retrieved at <http://www.nytimes.com/2009/01/24/arts/music/24hiphop.html>

Over the last decade many students and working-class Chinese have been writing rap as a form of self-expression. While American rappers like Eminem and Q-Tip have been popular in China since the 1990s, home-grown rap didn't start gaining momentum until a decade later. Youth have seen it as a form of free thinking that has been viewed as dangerous by the Communist government.

6. American culture's effect on the development of Chinese children in coming decades

Namer, L. (2010, November 19). Chinese youth watch half of their movies online. [Blogspot]. <http://larrynamer.com.s88181.gridserver.com/?p=323>

This blog gives insight about Chinese youth's consumption of American movies versus their consumption of Chinese movies and how the internet makes US films highly accessible (even as the government attempts to limit access to US films in China).