



Culture: Human Development

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Culture & parenting

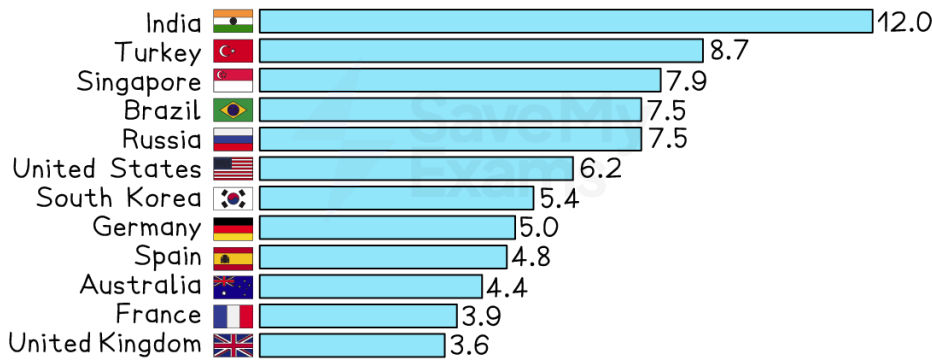


Worked Example

Here is an example of a **Paper 3 source** and a **6-mark SAQ** using **culture** (HL extension) in the **Human Development** context:

Source 2:

Graph to show the number of hours per week that children help with household chores



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Q2: Analyse the findings from **source 2** and state a **conclusion** linked to the claim that parents from collectivist cultures expect their children to help around the house more than parents from individualistic cultures.

[6 marks]

Model answer:

The findings are quantitative, which makes the results easy to compare at a glance and to convert to percentages and statistical testing. On the face of it, these findings suggest that collectivist cultures have high expectations that children contribute to household chores as India, Turkey and Singapore score highest on this measure, with the UK and France (individualistic cultures) scoring among the lowest three countries on the table.

The findings should not be taken as definitive, however: collectivist cultures have a group mentality, which means that chores are shared by all members of the family/community. While an individualistic perspective might be that children should be independent and not expected to share the burden of housework, a collectivist perspective may argue that children need to understand that they are part of a group and that they should contribute to chores along with everyone else.

Guidance

- Your analysis should refer to the raw scores (if these are included) and/or the descriptive/inferential statistics presented in the findings
 - For descriptive stats this may comprise the mean/median/mode as measures of central tendency and the range/standard deviation as measures of dispersion
 - For inferential stats this may comprise a statement of significance and/or link to the level of probability used
- You should always state which condition of the IV performed better
- You should comment on what the stats seem to suggest about performance per condition
- If relevant, you should comment on what the data tells you about the population, e.g., is this a normal distribution or is it skewed?
- If the research is qualitative then you should focus on how the findings have been categorised/presented and whether there are drawbacks or limitations to how it has been gathered (e.g., sample size, potential bias)
- You should draw a conclusion based on what the data in the source/study tells you about what is being investigated
 - E.g., do the findings suggest that X does affect Y?



Your notes



Etic & emic research in development



Worked Example

Here is an example of a **Paper 3 source** and 15–mark ERQ using **culture** (HL extension) in the **Human Development** context:

Source 5

In the early days of psychology, research was carried out in Western countries and so took a Western, individualistic view. It was assumed that research could reveal universal truths that could be equally applied to all people.

This can be seen in the representation of research articles cited in academic texts; e.g., USA and European research is typically cited in 80% of Psychology textbooks (Smith et al., 1998). A major Spanish textbook takes 74% of its studies from the USA (Rodriguez and Seoane, 1989).

Assuming universal truths about behaviour, without considering cultural variations, is known as etic research. Studying a culture from within that culture, using the measures, methods and concepts familiar to that culture, is known as emic research.

Etic research highlights cultural universals.

Emic research highlights cultural diversity.

ETIC RESEARCH	EMIC RESEARCH
<ul style="list-style-type: none">▪ The researcher decides what to study before arriving in the field▪ Applies research findings universally▪ Analyses behaviour using methods/measures from outside the culture (imposed etic)▪ Begins collecting data on arrival in the field	<ul style="list-style-type: none">▪ The researcher decides on the topic and method when the research is in progress▪ Applies findings locally▪ Develops tools for analysis with 'local knowledge'▪ Begins collecting data when familiar with the local culture

An example of using an imposed etic in research can be found in Ainsworth's Strange Situation (1970):

- The assumption is that autonomy and independence are associated with secure attachment, which aligns well with an individualist, not so much with a collectivist, assumption
- In Germany, higher levels of independence and detachment from the caregiver may be associated with healthy attachment, not with an avoidant style
- In Japan, higher levels of infant-mother contact are associated with healthy attachment, not with a resistant style



- If people both shape and are shaped by culture, then there must be significant differences between the various cultural groups that exist.

Why take an emic approach?

- To uncover diversity in behaviour and experience, rather than universal human attributes
- To analyse behaviour according to the meaning systems of the host culture
- To study behaviours which exist inter-dependently with the meanings attached to them
- To study meanings attached to events, not just events themselves

Etic research ignores cultural diversity, assuming that humans are a kind of homogeneous mass.

Q4: To what extent can we **conclude** that research into human development is biased in favour of an etic approach? In your answer, use your **own knowledge** and **at least three** of **sources 2–5**.

[15 marks]

Model answer:

(Here are two paragraphs which could appear as part of a longer response to this question).

Early psychological research attempted to establish universal laws that govern behaviour which apply to everyone – and this etic approach has prevailed to a large extent since then. For example, Ainsworth's (1970) research into attachment styles sought to impose three categories into which a specific set of behaviours could fit. As Source 5 points out, this ignores cultural differences and imposes an etic on attachment behaviours regardless of culture (e.g., Japanese children being labelled 'insecure resistant' using Ainsworth's criteria).

Being guided by cultural relativism and taking an emic approach should result in more culturally specific attachment types being identified. However, this recommendation does not come without its drawbacks: there needs to be money available to finance research within cultures (depending on the country/institution, this may be unattainable); existing researchers need to be trained in how to be more culturally aware (some may not be willing to try or may not understand the nuances inherent in other cultures). Additionally, there have to be allowances for how attachment behaviours are measured per culture, as Ainsworth's standardised method may be unsuitable for other cultures, particularly those of a collectivist nature.

Guidance

- The command term “To what extent” requires you to express a view/judgement on the merit, validity, or success of an argument or concept, supported by relevant evidence
- Weigh up the relative merits of this claim
 - What is there in this (and other) source(s) that could be used to back up this argument?
 - Do you know of any research or examples which could be used to validate the idea that research is biased in favour of an etic approach?
- Consider the difficulties facing researchers who are not familiar with different cultures (they may be seen as patronising, they may misinterpret cultural norms,

etc.).

- What are the implications for enlightening researchers and persuading them to pursue different cultural perspectives?
- Why might this be problematic? Use this kind of thinking/questioning to inform your response
- Make sure that your argument is informed by the sources and that it draws from the relevant topics featured in this context
- Include concepts (e.g., causality, bias) to inform your critical thinking and discussion of the source(s) as well as any real-world or anecdotal examples you are aware of



Your notes



Culture & self-development



Worked Example

Here is an example of a **Paper 3 source** and a **6-mark SAQ** using **culture** (HL extension) in the **Health & Wellbeing** context:

Source 3

A researcher carried out a series of focus groups with participants in their 50s and 60s from the Black and Asian community to discuss their experience of schooling in the UK. The researcher carried out thematic analysis and found the following themes:

- The school curriculum in the 1970s did not account for multi-ethnic communities
- Texts studied in English lessons did not reflect their own identities as Black/Asian British
- Participants felt that their intellectual and social development was compromised due to their experience of school in the 1970s

Q3: Discuss how the researcher could **improve the credibility** of the findings in this source.

[6 marks]

Worked example:

The researcher could show their findings and conclusions to the participants to confirm that what they discussed in the interviews is reflected in the report (member checking). The researcher could ask colleagues from the same field of psychology/experts to review how the focus group was conducted, along with the findings, to provide external verification of the research. Additionally, more than one researcher (researcher triangulation) could be involved in the research process (conducting interviews and analysing data).

Data from the focus group could be combined with other research methods (e.g., a questionnaire) or data sources to validate the findings (triangulation of method and data). The findings from other methods could be compared against the findings from the focus group interviews, which is another way of assuring credibility. The researcher should also be open about any conflicts of interest or their own possible biases that may affect the credibility of the research (reflexivity).

Guidance

- The command term “Discuss” requires you to offer a considered review, acknowledging limitations as well as strengths, offering suggestions for improvement, demonstrating insight of the topic
- A discussion of how to improve credibility could include:
 - Checking the findings with participants

- Using a focus group to validate the research, particularly the findings
- Ask colleagues/experts to review the findings
- Using reflexivity
- Highlighting strengths and limitations of the procedure, sample, etc.



Your notes