Parenting in a Global Society: Challenges and Opportunities

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Overall Focus

• Provide an overview of Internet connectivity of today’s youth
• Identify benefits and challenges of connectivity
• Examine the implications of globalization for youth development
• Examine the protective nature of parenting in a globalized world
  • Case Study Examples
    • Family and Community Health Study
    • Strong African American Families Program
• Concluding Remarks
Definition of Major Concept –

- Globalization is defined as “the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa” (Giddens, 1991)
Globalization: A key source of influence in the lives of today’s youth

Greater exposure to the world through technology and Internet

- Patterns of Internet Use:
  - 1993 – 3 million US households
  - 1999 – 80 million US households
  - 2002 – 58% of all US residents had access to online service in their homes
  - 2004 – 44% of US residents were posting and receiving digital content to online world
Globalization: A key source of influence in the lives of today’s youth

In 2005 ---

- the majority of 8-18 year old youth spent 1 hour/day online
- 80% had computers in their homes
- 75% had in-home internet connections (31% with high-speed access)
- 31% had computers in their bedroom
- 20% had internet connections on computers in their bedrooms
Today’s youth …

• Leaders in mobile connectivity
• Just as likely to have a cellphone as desktop or laptop computer
• Cellphone access is their primary source to the Internet
  • 78% of youth ages 12-17 have cell phones
  • 37% of American youth, 12-17, have smartphones, compared to 23% in 2011
  • 23% already have a tablet
  • 70% of youth ages 13-17 have an online social networking account
• The most connected group in our society – and world
Internet use over time by teens and adults
% within each age group who go online

Source: The Pew Research Center’s Internet & American Life Project surveys. All teen data comes from separate surveys of teens and their parents. Methodological info for each survey is available at: http://pewinternet.org/Data-Tools/Download-Data
# Teen Internet Access Demographics

% of teens in each demographic group

<table>
<thead>
<tr>
<th></th>
<th>Access the Internet</th>
<th>Mobile Access to Internet (phone, tablet, etc)</th>
<th>Access Internet Mostly on Cell Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teens, ages 12-17 (n=802)</td>
<td>95%</td>
<td>74%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Teen Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a Boys (n=405)</td>
<td>97(^b)</td>
<td>72</td>
<td>20</td>
</tr>
<tr>
<td>b Girls (n=397)</td>
<td>93</td>
<td>76</td>
<td>29(^a)</td>
</tr>
<tr>
<td><strong>Age of Teen</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a 12-13 (n=246)</td>
<td>93</td>
<td>71</td>
<td>16</td>
</tr>
<tr>
<td>b 14-17 (n=556)</td>
<td>96</td>
<td>76</td>
<td>29(^a)</td>
</tr>
<tr>
<td><strong>Teen Gender and Age</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>a Boys, 12-13 (n=122)</td>
<td>96</td>
<td>70</td>
<td>12</td>
</tr>
<tr>
<td>b Boys, 14-17 (n=283)</td>
<td>97(^c)</td>
<td>73</td>
<td>24(^a)</td>
</tr>
<tr>
<td>c Girls, 12-13 (n=124)</td>
<td>91</td>
<td>72</td>
<td>20</td>
</tr>
<tr>
<td>d Girls, 14-17 (n=273)</td>
<td>95</td>
<td>78</td>
<td>34(^abc)</td>
</tr>
<tr>
<td><strong>Parent Race/ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a White, Non-Hispanic (n=542)</td>
<td>98(^bc)</td>
<td>77(^c)</td>
<td>24</td>
</tr>
<tr>
<td>b Black, Non-Hispanic (n=122)</td>
<td>92</td>
<td>74</td>
<td>33</td>
</tr>
<tr>
<td>c Hispanic (n=92)</td>
<td>88</td>
<td>63</td>
<td>21</td>
</tr>
<tr>
<td><strong>Parent Education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a Less Than High School/High school grad (n=244)</td>
<td>91</td>
<td>71</td>
<td>27</td>
</tr>
<tr>
<td>b Some College (n=192)</td>
<td>99(^a)</td>
<td>71</td>
<td>24</td>
</tr>
<tr>
<td>c College + (n=363)</td>
<td>99(^a)</td>
<td>81(^ab)</td>
<td>22</td>
</tr>
<tr>
<td><strong>Parent Household Income</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a Less than $30,000/yr (n=154)</td>
<td>89</td>
<td>66</td>
<td>30(^c)</td>
</tr>
<tr>
<td>b $30,000-$49,999 (n=155)</td>
<td>94</td>
<td>72</td>
<td>25(^c)</td>
</tr>
<tr>
<td>c $50,000-$74,999 (n=110)</td>
<td>99(^a)</td>
<td>79</td>
<td>14</td>
</tr>
<tr>
<td>d $75,000+ (n=335)</td>
<td>99(^ab)</td>
<td>79(^a)</td>
<td>24(^c)</td>
</tr>
<tr>
<td><strong>Urbanity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a Urban (n=278)</td>
<td>94</td>
<td>74</td>
<td>27</td>
</tr>
<tr>
<td>b Suburban (n=410)</td>
<td>96</td>
<td>72</td>
<td>24</td>
</tr>
<tr>
<td>c Rural (n=101)</td>
<td>99(^a)</td>
<td>79</td>
<td>21</td>
</tr>
</tbody>
</table>
Benefits and Challenges

- Create a safety net for youth
- Continued parental access to children
- No longer family fights over keeping family phone tied up for hours

- Inability to vet youth’s friends during landline phone talks
  - Youth don’t get calls on family telephone line
  - Parents unable to observe or hear youth’s conversations during phone talks
  - Inability to effectively and sufficiently monitor and supervise youth’s activities, social connections, social interactions
Age of privacy and portability

- Texting
- Sex-texting
- Cyber-bullying
- Onset of new mental health disorder
  - Smartphone addiction

- Smartphone Addicts
  - Sleep with their phones
  - Connectivity is perceived to be necessary for effective social, emotional, and cultural development
  - Necessary to prevent social isolation
Youth Development in a World without Borders

- Bombarded with exposure to multiple contextual contexts, young people may find it difficult to construct social identities
- Access to wide span of global media to express themselves
- Exposed to wide range of social groups via Internet
- Opportunities to influence and be influenced by wide audience
• Wider exposure to peer and friendship networks
• Increase probability of cultural influence beyond family, community, country
  • Multiethnic populations in every country in our global society
• Exposed to an array of messages that can influence self-definition; expectations, attitudes, values
Globalization: A source of socialization and identity development

• Identity development is linked to:
  • ethnic and cultural heritage
  • leisure and recreational activities
  • consumption patterns (e.g., wearing name brands)

• All shape youth’s self-perception; social identity, confidence, and social acceptability
• Globalization allows youth to adapt and recreate their own image
• Expand images and prototypes of peers from other cultural and geographic contexts
• Opportunities to create and recreate their own identities
Implications for Identity Development

- Expansion of Hip-Hop Culture
- Nike Shoes
- Hairstyles
- Clothing
Identity Development - Developmental Task

- Development task:
  - Increase global exposure requires youth to negotiate and adapt to worldwide influences and processes in order to create their own identity
  - Challenge is to negotiate complexities associated with worldwide exposure with their own locality
Theories of Development and Behavior

**Developmental Theory:**

- Focuses on how identity forecasts development and behavior
- Provides a developmental context for linking youth behavior to social interactional processes
- Assumes that self-awareness, self-acceptance, self-esteem, self-worth are products of interactions with other, including mass communication and technology
- How “I “define and see “myself”” influence
  - What
  - When
  - With Whom
  - How
Parenting in Context

• Contextual forces us to recognize that parents do not raise children in a vacuum

• It allows us to accept that:
  No one way of parenting will work for all
  No one set of prescriptions for how to parent is right for all
  The social environment of parents not only affect the child but also affect how parents care for and raise their children
Parenting Youth in a World without Borders

- How to meet the challenges of youth increase expose to WWW?
- What parenting practices are best suited to foster healthy, responsible behavior, and promote positive development?
Case Study Examples: Enhancing the Protective Nature of Parenting
Case Study 1: Family and Community Health Study
Boys of Color Collaboration Project

- To test pathways that inhibit or promote risky sexual behavior and substance and drug use among rural African American males as they transitioned from middle childhood to emerging adulthood;

- To explore the drug use age cross over effect and HIV/AIDS theories by identifying a cluster of rural African American males most at risk for alcohol and substance use and co-occurring patterns of risky sexual practices as they transition into emerging adulthood.
Youth Susceptibility to Risk

Peer Affiliation

Risky Behaviors

Parenting Processes

Parent Psychological Functioning

Family and Economic stress

Wave 1

Wave 2

Wave 4

Wave 5
Participants

Family and Community Health Study (FACHS)

• Multisite, two-wave panel study of neighborhood and family effects on health and development
• 889 families in Iowa & Georgia (411 families with African American males)
• 91% biological mothers;
• Mean Income = $25,085
Data

- 12 years of data from the Family and Community Health Study, consisting of 897 families, 475 in Iowa and 422 in Georgia.

- Each family included a child who was 10 or 11 years old when recruited

- Current study subsample of 378 African American males from the larger sample.
Case Study 2: Testing SAAF effects on parenting and youth identity development
Purpose of Study

1. To understand the unique contributions of parenting practices on youths’ identity development.

2. To test theories about identity development via a preventive intervention, the Strong African American Families Program, which was based on extensive basic research with the targeted population.
SAAF Causal Model

Regulated-communicative Parenting
Involved-vigilant parenting
Supportive, affectively positive relationships
Communication about sex and substance use
Adaptive racial socialization

Youth Intrapersonal Protective Processes
Future orientation
Self-regulation
Emotional regulation
Racial pride
Resistance efficacy
Negative prototypes of sexual initiators and substance users

(-) Vulnerability to HIV-related Risk Behavior
Early initiation of sexual intercourse
Initiation of substance use
Affiliation with risk-taking peers

(-) HIV-related Risk Behavior
Unprotected sexual intercourse
Multiple sexual partners
Continuing substance use

Middle Childhood
Adolescence
Young adult >
Content of SAAF – 7 Sessions

- **Caregiver sessions (1hr)**
  - nurturance, monitoring, control, and consistent non-punitive discipline
  - establishing clear expectations regarding alcohol use
  - strategies for communicating about sex
  - strategies for adaptive racial socialization

- **Youth sessions (1hr)**
  - importance of having and abiding by household rules
  - negative attitudes regarding the use of alcohol and other drugs
  - similarities and differences between themselves and peers who use alcohol
  - resistance efficacy
  - adaptive behavioral strategies to use when encountering racism

- **Joint family sessions (1hr)**
  - communication skills and activities aimed at increasing family cohesion and children’s positive involvement with their families
**Structural Model, Parenting Behaviors**

- **Pretest**
  - Involved-vigilant parenting
  - Racial socialization
  - Communication about sex
  - Expectations for alcohol use

- **Posttest**
  - Involved-vigilant parenting
  - Racial socialization
  - Communication about sex
  - Expectations for alcohol use

- **SAAF Preventive Intervention**
  - Correlation: .36***

- **Regulated, Communicative Parenting**
  - Correlation: .42
  - Correlation: .45
  - Correlation: -.54
  - Correlation: .75***

- **Regulated, Communicative Parenting**
  - Correlation: .46
  - Correlation: .42
  - Correlation: -.59

- **Significance**
  - ***p < .001**
Structural Model, Youth Intrapersonal Protective Factors

Pretest

Ethnic identity

Self-esteem

Youth Self-Pride

.48

.97

Youth Self-Pride

.52***

SAAF

Posttest

Ethnic identity

Self-esteem

.51

.37*

.81

**p < .01
**p < .01; ***p < .001.
SEM Analysis Results

Pretest

Self-Esteem

Ethnic Identity

.71

Youth Self-Pride

Parenting

.34***

SAAF

Composite Indices Risk Behaviors

.37

.53*

Posttest

Ethnic Identity

.30

Youth Self-Pride

.34*

.24**

Long-Term Follow-Up

Self-Esteem

.51

Composite Indices Risk Behavior

χ² = 46.23, df = 38, p = .05; * p < .05

* p < .05

** p < .01

*** p < .001
Concluding Remarks

- Todays youth are growing up in a borderless world
- The richness that social media and new technologies can render can provide a wealth of knowledge and growth opportunities
- They cannot control the speed or direction of social changes, including increase availability of social media and new technologies
- They can and do have the power to effect how the global society affects their lives
- Parents continue to be a major source of influence
Concluding Remarks

- Parents do and will continue to matter ---
  - They have the power to:
    - create quality family time
    - establish caring and sharing home environmental settings
    - establish open, supportive communication
    - establish and clearly articulate norms, expectations, and values to guide youth behavior; and
    - serve as role models for their children
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