

Parenting Practices that Promote Emotion Regulation and Academic Success:

Studies on U.S. Chinese Adolescents

19 May 2015 (Tue) 12:00 - 13:15 B4-LP-04, HKIEd Tai Po Campus

Controversy and debates continue to persist over whether parental control is necessary and effective in rearing children to grow up to become socially and academically competent. Dr. Jeffrey Liew believes that traditional Chinese values require parents to assert some parental control which would be consistent with traditional Chinese concepts of *guǎn* (管; semantic translation of safeguarding) and *jiào xùn* (教訓; semantic translation of demandingness of excellence). However, there is often confusion regarding the fact that there are different kinds of parental control, which could be broadly classified into parental structure (e.g. limit-setting) and parental psychological control (e.g. coercive control and power assertion). The issue of parental control is an especially salient parenting factor for adolescents, because independence and autonomy become increasingly important as they transit into early adulthood. Thus, parental psychological control may impede adolescents' mastery of self-regulation and adaptive skills, and have negative influences on their academic lives.

This presentation will include data on U.S. Chinese adolescents and their first-generation immigrant parents.

Dr. Liew will speak on the "flip-side" of parental psychological control, which is parental autonomy support, and its relation to adolescents' emotion regulation, adaptive skills and academic achievement.

In addition, preliminary results from data collected from adolescent participants will be presented to explore parenting practices that influence the maintenance or loss of U.S. Chinese adolescents' heritage (Chinese) cultural values.



FEHD Research Excellence Seminar Series

Speaker: **Dr. Jeffrey Liew** Associate Professor, Educational Psychology,
Texas A&M University

Co-organized by:



Faculty of Education
and Human Development
教育及人類發展學院



Department of
Early Childhood Education
幼兒教育學系



Family Studies in
Asian Contexts

Liew's expertise includes human development, particularly emotion, motivation, and self-regulation in academic, psychosocial, and health-related outcomes from the preschool years to the high school and college years. Bridging basic and applied science, Liew's research has addressed issues such as school readiness, achievement gaps, mental health disparities, and childhood obesity. His pioneering research in the area of Asian American psychology has Liew being referred to as the "Father of the Yin and Yang of Parenting". Asian parenting practices that counterbalance strictness-supervision with autonomy support is the yin-yang combination that Liew's research found to be important for raising children to grow into emotionally and academically competent adults.



ALL are welcome. Registration / Enquiry: 2948 8862, ckfchung@ied.edu.hk

Self-regulation and School Success: Three Studies on Pre-school and Early Grade School Children

26 May 2015 (Tue) 12:00 - 13:15 D1-LP-06, HKIED Tai Po Campus

Although there are diverse opinions on the types of skills preschool and grade school children are important for successful learning and achievement, growing empirical evidence increasingly points to self-regulatory skills (such as being able to manage attention, emotions, and behavior) as important early building blocks for later achievement and school success. However, relatively few studies have focused on the different aspects or modalities of self-regulatory responding including temperamental factors, behavioral regulation, and self-efficacy beliefs and how they contribute to school readiness and achievement outcomes. In this presentation, Dr. Jeffrey Liew will discuss three studies on the role of self-regulation in school-related outcomes in early childhood. **Study 1** focuses on preschool children and the roles of effortful control and negative emotionality (which are temperament aspects of self-regulation) on behavioral regulation and social competence. **Study 2** is a longitudinal study focusing on grade school children, and the roles of effortful control (at 1st grade) and self-efficacy beliefs (at 2nd grade) on reading and math achievement (at 3rd grade). **Study 3** focuses on the roles of teacher-student relationships and child self-regulation (inhibitory control and task accuracy) on reading and math achievement. Collectively, these 3 studies highlight not only the importance of child self-regulation in early childhood education, but also the role that teachers play in supporting children's learning and achievement. This presentation will conclude with a brief discussion on current and future directions for research on self-regulation, particularly the use of biomarkers (e.g. electroencephalogram, electrocardiograph, and salivary cortisol) to assess self-regulation processes.



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