

IRSTI: 15.31.31
Scientific article

<https://doi.org/10.32523/3080-1893-2026-154-1-62-74>

Parenting models and preferred types of social learning in various eco-cultural contexts

K. Lubiewska 

University of Warsaw, Warsaw, Poland

(E-mail: katarzyna.lubiewska@psych.uw.edu.pl)

Abstract. This article examines the relationships between parenting models and preferred strategies for social education of children in different ecological and cultural contexts, based on the Life History Theory and the Psychosocial Acceleration Theory. The author analyzes how environmental harshness and unpredictability shape parental investment, parenting practices, and children's motivational pathways for learning. Two generalized parenting models are proposed: a control-dominant model and a warmth-dominant model. The control-dominant model is associated with external motivation, learning through obedience, and a preference for dominance-based social learning; it is considered more adaptive in harsh and predictable environments. In contrast, the warmth-dominant model emphasizes parental support, autonomy development, internal motivation, and authority-based social learning grounded in respect; it appears more adaptive in unstable and unpredictable environments.

The article also discusses macro-level cultural and societal factors—such as individualism versus collectivism, social mobility, income inequality, and the tightness of social norms—that may influence the prevalence of particular parenting models. Theoretical conclusions are supported by preliminary cross-cultural empirical findings concerning the differing roles of parental warmth and psychological control in child development outcomes. The study highlights parenting as a dynamic, context-sensitive system and outlines directions for future research.

Keywords: parenting models; parental warmth; psychological control; social learning; Life History Theory; ecological-cultural context; individualism and collectivism.

Received: 23.01.2026; Revised: 27.02.2026; Accepted: 5.03.2026; Available online: 30.03.2026

*corresponding author

Introduction

Life history theory (LHT) and psychosocial acceleration theory (PAT, Belsky et al., 1991; Ellis & Del Giudice, 2019) which is its narrow application to human development, provide a framework explaining how environments shape life cycles of organisms influencing allocation of individual resources in development and parenting (de Baca & Elis, 2017; Lu et al., 2023). Parental investments in child development are shown in these frameworks as differing depending on the level of environmental constraints and opportunities. PAT posits that the first five to seven years of a child's life are a sensitive time to gauge the adversity of the proximal environment (de Baca & Ellis, 2017) set by its harshness and unpredictability. This process occurs through the quality of the environment and parenting experienced by the child. Harshness is indicated by the extent to which the environment of parenting and child development may be a source of distress, threat, resource scarcity, and extreme morbidity or mortality. Environmental unpredictability is set by spatial-temporal variation in harshness (Ellis et al., 2009). Both characteristics are considered under the umbrella of environmental adversity, analysed as setting the stage for parental distress, scarcity of their resources, and temporal changes in parenting investments.

These theoretical and empirically widely supported frameworks explain parenting investments; they were not extensively applied in the previous studies to analyse the developmental niche of the child (Super & Harkness, 1986), in which social learning of children takes place via socialization and parenting processes. The present theoretical paper undertakes this perspective, focusing on potential links between different parenting models and social learning motivations and strategies used by offspring that may be differentially adaptive in environments differing in environmental adversity and its other characteristics. To this end, first, different parenting models and related learning motivations and strategies will be described, followed by a brief description of varying environments in which both models may be more or less adaptive. These analyses aim to shed light on the possible dynamics of parenting and socialization mechanisms in varying eco-socio-cultural contexts.

Main part

Results and discussion

Social learning strategies and motivations

Learning is the core process in human development, assuring survival, and is needed to achieve the adaptational success of individuals. Two different learning strategies may guide this process. Individual learning is based on exploration and aims to lead an individual to discover useful innovations (Yaman et al., 2022). As it is costly due to time and energy-related investments, another learning strategy associated with social learning (imitation and modelling) may be more adaptive under more demanding circumstances. Social learning is used when an individual chooses to copy others and may be based on copying those who are successful (success-based social learning) or the majority of others (conformist learning).

Humans are especially likely to model others who have a dominant position (are power holders) or are authority figures who are respected (Henrich, 2015). Eco-socio-cultural

conditions in which individuals develop may be fostering individual preferences toward the dominance-based versus authority-based modelling as more or less adaptive social learning strategy. Even though individual learning, as well as both types of social learning, can be used by one individual, these strategies will be discussed (artificially) further in this paper as opposed to each other to show their differential adaptive value in different eco-socio-cultural contexts.

It seems that individual differences in social learning preferences regarding modelling based on dominance versus authority are associated with two different learning motivational paths. The dominance-based modelling may be geared more by the subordination learning motivation, whereas the authority-based modelling may be guided more by respect motivation. The child may want to do something that the parent requires due to perceived parental dominant position and danger of power assertion. In this case, fear of the person in power becomes an extrinsic motivation in the social learning process. Alternatively, in the authority-based modelling, the child may want to do something the parent requires due to respect and willing compliance triggered by the parental authority. Such motivation is rather intrinsic than extrinsic in nature. Yet, how does it happen that one among the discussed social learning strategies may become a dominant one in a child's development?

It is proposed in the present paper that both types of modelling, as well as both types of learning motivations, may vary depending on socialization (Greenfield et al, 2003; Kagitcibasi, 1996; Keller, 2014) and, more narrowly, parenting models that are differentially adaptive in certain eco-socio-cultural conditions.

Parenting models fostering different social learning strategies in various environments

Parenting is characterized through its different aspects described as parenting dimensions that may underly parenting styles (e.g., proposed by Baumrind). Among these dimensions, parenting warmth (including such aspects as acceptance or sensitivity) and control are central. Parental control may undertake different forms in which power assertion is imposed by the parent through rule-setting (behavioural control) or psychological manipulation (e.g., parental guilt induction, attention withdrawal, or overt intrusiveness). Aspects of control such as behavioral control, structuring, or knowledge solicitation (Lansford et al., 2021), are beneficial in a child's development, whereas psychologically controlling strategies are detrimental in child's development. Furthermore, another dimension of parenting, autonomy support, should also be addressed in the proposed analyses, as it fosters child's individual learning by exploration (e.g., Froiland & Worrell, 2017; Joussemet et al., 2008; Ryan & Deci, 2000a). Parental autonomy support is oftentimes analyzed as a part of parental warmth (Ainsworth et al., 1978/2015) and in opposition to parental control (Soenens et al., 2009), especially its psychologically manipulative side.

Parenting is a complex phenomenon that is hard to be tapped into by referring only to a few aspects characterizing individual parenting. Nevertheless, I propose in the present paper to narrow down the analyses proposed further to two main parenting aspects of psychological control and warmth for three reasons. First, psychological control and warmth are differentially interrelated and associated with child-related developmental outcomes in different cultures (e.g., Gungor & Bornstein, 2010; Lubiewska et al., 2022; Lubiewska et al., 2025). Second, parenting control and warmth are sensitive to eco-cultural influences (e.g., Stewart & Bond, 2002). Both suggest that these parenting dimensions may have different adaptive value. Third,

social changes in parenting associated with globalization seem to foster warmth rather than control as a “golden standard” of “modern parenting”. This shift highlights the increasing importance of warmth (including autonomy support) in parenting and, diminishing in many countries, social endorsement, and overt expression of psychological control.

Therefore, I propose to theoretically discuss further environmental variations in adaptive parenting strategies in terms of the acceptance-dominant versus control-dominant parenting models. I also propose, and will elaborate on it further, that the warmth-based parenting model fosters more often intrinsic learning motivation via individual learning and authority-based social learning strategies in children, whereas the control-based parenting model fosters more often extrinsic learning motivation via dominance-based social learning strategies.

Both parenting models are simplistic generalizations that are proposed here as an arena of more or less adaptive parenting strategies in contexts differing in environmental adversity and other eco-cultural aspects. In both models, warmth or control may become the dominant pillar of adaptive parenting. The question arises, though, which model of parenting is more adaptive under more or less adverse environmental conditions, and whether other than environmental factors besides environmental influences may foster individual preferences toward a specific parenting model, not always in line with environmental influences. In the era of wide spread of Western parenting strategies and guidelines via social media, it seems possible that the warmth-dominant parenting strategies may become popular in the adverse contexts where it may have lower adaptive value than the control-dominant parenting strategies.

Control-dominant parenting model

In this model, parental control is assumed to be more frequently used than parental warmth, and social learning is based on the child’s subordination. Parental warmth may be, in such a context, not a leading but rather a supportive aspect of parenting. Its main function may be associated with buffering against both environmental adversity (Lu et al., 2023) and high parental dominance-based control.

Child’s modelling arises from power held by the dominant person (e.g., parent), as well as from subordinate’s (child) fear of consequences when subordination is challenged. Such a dominance-subordination situation may occur, for example, when the parental requirement that the child cleans the table after family dinner is met by the child without delay or questioning. If parent-child interactions are characterized mostly by the dominance-subordination motives, the child may tend to avoid a parent in non-dominance-subordination related situations (Henrich, 2015). In such a parenting model, children engage external motivation to learn from parents who may restrict rather than support children’s autonomy. Parents require that their children learn what they find valuable or adaptive based on their own life experience.

Such a learning strategy may be especially adaptive and useful in harsh and predictable environments for at least two reasons. First, the control-based parenting is efficient as a parent gets what they require in a short time with low investments of time and their energy (in line with the LHT). Second, it also ensures relatively fast learning that is adaptive in harsh and predictable environments where knowledge comes mostly from the older generations experienced in the successful survival in harsh living conditions that did not change much in their lifetime. Such an environmental context, where social change is slow and the future is expected to be similar to the past, reflects postfigurative culture described by Margaret Mead (1970).

Warmth-dominant parenting model

Furthermore, not in line with the LHT, I propose that a control-based parenting strategy is less effective if the environment (whether less or harsher) is unpredictable. In doing so, I propose to conceptualize unpredictability as environmental variability, volatility, and uncertainty (Yaman et al., 2022), which makes conditions of development, living, and future planning difficult. I argue that such environmental unpredictability calls for parenting rather than fostering child's autonomy, which could support child's exploration engaged in seeking adaptive, oftentimes creative and novel, adaptational solutions that were not known to the older generations. Such individual learning supported in parenting may be under more harsh conditions, supplemented or substituted by the success-based modelling in which a respected parent is modelled based, if possible, on intrinsic motivation. Under such conditions, control (versus autonomy support) seems to be less adaptive than supportive parental warmth, which fulfils at least two adaptational functions. First, it is the ground in which parental respect may grow. Secondly, it is a glue for parent-child relationships in which relationship quality is more valued than parent-child successful cooperation.

In the authority-based social learning strategy, modelling results from elaborated respect toward the authority figure rather than from imposed parental power. It is based on intrinsic rather than extrinsic learning motivation. Respect is also associated with the need for closeness with the authority figure who is admired and trustworthy (Henrich, 2015). It is important to note, though, that respect has certain qualities that distinguish it from dominance. First, respect grows slowly and is elaborated (earned by the parent) in everyday parent-child interactions rather than instilled and socially sealed by the power normatively assigned by society to the social role of a parent (e.g., the notion that parents should always be respected). Second, a respect and warmth-based relationship need time and other parental investments. Third, it seems likely that such carefully crafted respect may also be fragile and easily withdrawn by the child from the parent-child relation (Rothbaum & Trommsdorff, 2007).

Parenting investments, in the warmth-dominant parenting model, are located in warmth and autonomy support. Psychologically controlling aspects of parenting are rare. In the control-based parenting model parent requires and controls child's behavior, sometimes using only eye contact. The same outcome (child's compliance) will be achieved in the warmth-dominant parenting model by parental time-consuming motivating persuasion and provision of positive reinforcements (e.g., compliments). This parental effort and, in the long run, high parental investment have two additional aims than only to control the child. Most of all, it aims to maintain a good quality parent-child relationship and parent-directed child's respect not cracked by intrusive control and more overt power assertion. As child's intrinsic motivation is more valued in development (Ryan & Deci, 2000), warmth-dominant parenting also aims to foster and maintain this type of motivation in child's learning. Yet, as intrinsic motivation is also more difficult to implement in learning, it must be fuelled by a parent-child relationship that is satisfactory for the child, and perceived as warm and trustworthy.

Summary of parenting models

Summarizing both parenting models, a few conclusions may be formulated. First, the authority-based learning strategy (Figure 1) is relatively slower than the subordination-

based learning. Second, warmth-dominant parenting requires more investment than control-dominant parenting. Yet, as proposed here, lenient (versus harsh) environmental conditions make such parental investments possible rather than maladaptive. Thus, in line with the LHT, more energy and resources in development may be allocated to time-demanding and slow accumulation of knowledge and skills that may result in future reproductive competitiveness of an adult child (Lu et al., 2023). Yet, not in line with the LHT, it is proposed in the present paper that warmth-dominant parenting may not only be possible but, most of all, especially adaptive in unpredictable environments. This kind of unpredictability reflects social changes occurring worldwide today (described later) and models of social changes described a long time ago by Margaret Mead (1970), David Riesman (1960), and more recently addressed also in developmental psychology (e.g., Wrosh & Freund, 2001). Under such living conditions, skills, behavioral strategies, and knowledge gathered by the older generation are far less likely to meet the adaptational challenges and demands faced by children. In such a developmental context, parenting of children should foster exploration and child's autonomy in searching for novel solutions to adaptational problems.

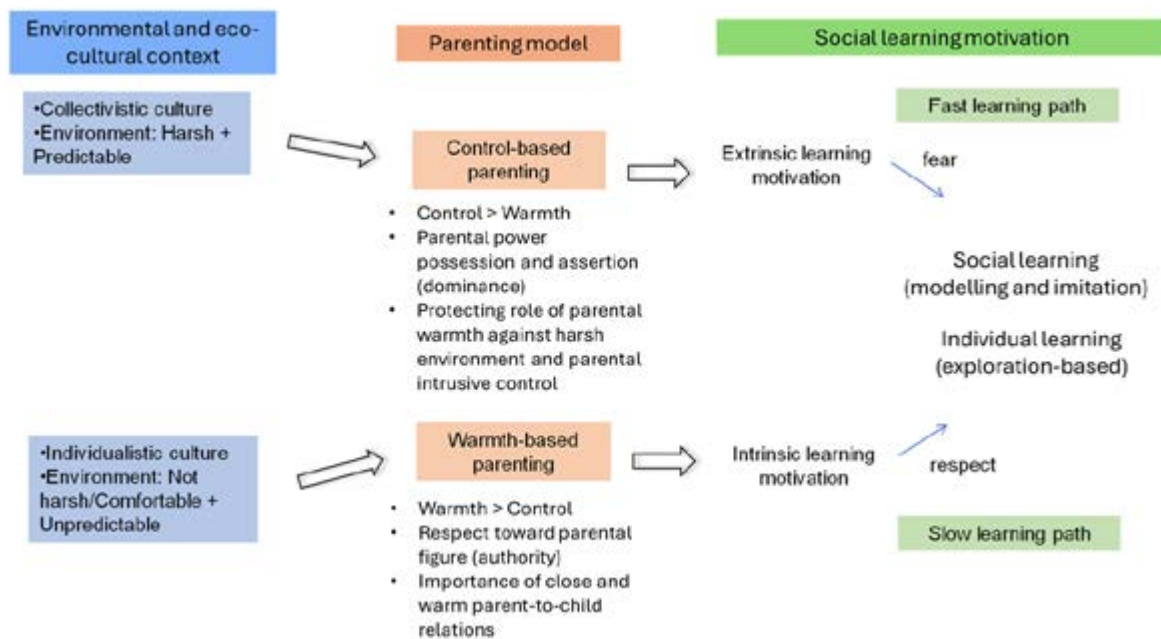


Figure 1. Parenting models and social learning strategies are proposed to be differentially adaptive across different environmental and eco-cultural settings.

The above-presented analyses aimed to argue for cross-environmental variations in the warmth-dominant versus control-dominant parenting model associated with parental fostering of varying learning strategies in their children. Even though it was argued that unpredictability of the living environment is important in parental preference for one of these two parenting models, particular characteristics of the environment, including its ecological and cultural aspects, were still not addressed. I will try to shed more light on this aspect in the following section.

Variation in parenting models across eco-cultural contexts

Parenting and child's learning occur in a developmental niche proximal to parents and their children. Thus, environmental adversity should be assessed at the individual level. Nonetheless, the broader macro-context of the family may also set the stage for parental preferences for a certain parenting model. Yet, as the macro-context of development is complex, its multiple characteristics may affect parenting preferences. Studies on collectivism show that it is rare that only selected aspects of environment, recent history, and culture work in isolation in setting the stage for cross-cultural differences in human traits and behaviors (e.g., Krys et al., 2022). As their extended listing and discussion needs more studies and is not in the scope of the present paper, only a few characteristics of cultures and macro-environment will be briefly addressed further as likely to potentially affect preferences regarding parenting strategies in a given context.

Even though several country-level indicators may be used as a proxy of environmental adversity, categorization of these factors as indicators of harshness or unpredictability is more challenging. A few environmental characteristics of the country seem to be indicative of the environmental harshness in a given country. Human Development Index, which score is provided for each country, is one among these. It is associated with longevity, health care, schooling, and a decent standard of living in a given country. Harshness may also be associated with a lack of safety in a country, whether it refers to the rule of law (Haggard et al., 2008) or neighborhood safety (Geron et al., 2023). Even though a weak rule of law system in the country may be perceived as indicative of environmental unpredictability, in the presence of a weak rule of law, predictability is likely to be assured by informal (out of law) social norms of cooperation (strong collective rules) that may be predictable. Furthermore, characteristics of the national economies may also approximate the harshness of living conditions, such as income inequality in a country or social mobility. Both were recently revealed as associated with controlling parenting strategies (Doepke & Zilibotti, 2019; Lubiewska et al., 2025).

Furthermore, some characteristics of national cultures may indicate environmental predictability. Tightness/looseness (Gelfand, 2012; Uz, 2015), relational mobility (Thomson et al., 2018), and monumentalism (Minkov et al., 2018) may be used to indicate tightness and stability (monumentalism) of social norms; these may be a proxy of cultural predictability. All of these characteristics indicate the extent to which social norms are fixed, and their transgression is punished in a country. Low relational mobility indicates how much freedom and opportunities a given society affords individuals to choose and change partners in interpersonal relationships based on personal preferences (Thompson et al., 2018). Monumentalism reflects the stability of attitudes of society members and their fixed mindset. Therefore, it may foster environmental predictability, thus explain additionally control-based parenting model.

Furthermore, another and crucial characteristic of cultures of individualism-collectivism may play an important part in fostering control-dominant or warmth-dominant parenting models differently across cultures. The control-dominant parenting model and preference for dominance-based social learning seem to correspond to a collectivistic characterization of a culture. According to Minkov and colleagues (2024), collectivism has three facets: (1) conformism associated with the society's tendency to pressure its members to uniformity and submission; (2) ascendancy according to which society makes its members prioritize acquisition of power

and high social status; and (3) exclusionism fostering in individuals' group privileges and exclusion. These facets of collectivism are in line with a control-dominant parenting strategy and, at the societal level, are also likely to be associated with low upward social mobility and income inequality (Minkov et al., 2024), indicative of environmental low changeability and high predictability.

Conclusion

Theoretical analyses presented in the present paper led to at least five implications suggesting that the warmth-dominant (versus control-dominant) parenting model may be more normative in countries with low (versus high) indicators of environmental harshness, un/predictability and collectivism, and will be indicated by:

Thesis 1: higher (versus lower) prevalence of warmth over psychological control in parenting.

Thesis 2: stronger (versus weaker) negative association between warmth and psychological control.

Thesis 3: undermining (versus protective) effect of warmth on the association between psychological control and child's developmental outcomes.

Thesis 4: more (versus less) negative effects of psychological control on child's developmental outcomes, and weak (versus strong) positive effects of warmth on the child's outcomes.

Thesis 5: positive (versus negative) association between child-to-parent directed respect and autonomy supporting and warm parenting (versus dominance-based and power asserting parenting).

The first two theses are based on the assumption that psychological parental control undermines and challenges close and warm parent-child relation in the warmth-dominant parenting model, whereas it is more in line with warmth expression in the control-dominant parenting model. Thus, warmth used by the controlling parent in the warmth-dominant parenting model may be interpreted by a child as manipulative and as a part of parental controlling strategy (Soenens, 2007). Such interpretation would be less likely in the control-dominant parenting model where it may be perceived by the child as normative (for own parent and the society), thus interpreted as parental warmth expression.

Results of two of our studies seem to preliminary support such conclusion. In the first study (Lubiewska et al., in progress) carried out in 18 countries, the maternal psychological control level reported by adolescent child was subtracted from her warmth level (indicated by maternal acceptance). The individual difference score indicated the extent of prevalence of warmth over control in the parenting of each mother. Results revealed that the parenting warmth-over-control prevalence was higher in countries with less (versus more) adverse environment, that were more: safe, peaceful, following the rule of law, and high in social mobility. Furthermore, results of this study also revealed cross-country differences in sign and strength of associations between adolescent child's perception of maternal psychological control and warmth. Namely, the association between maternal warmth and psychological control was negative in such countries as Germany, Switzerland, or USA, and positive in such countries as India, Indonesia, Russia, or South Africa. Even though it is not possible to disentangle what characteristics of the environment or national culture underly these findings, revealed differences may be a starting point for planning a future studies testing more rigorously these and the following theses.

The third thesis addresses the role of parental warmth in parenting. It is assumed, and was explained in the present paper, that warmth fulfils two roles in the control-dominant parenting model that are additional to parental child-related love expression. Warmth was discussed as important in buffering against harmful influences of harsh environment but also against oftentimes harsh (in the control-dominant parenting model) parental control. In contrast, in the warmth-dominant parenting model, warmth protects against the harsh environment and is a massive channel of love expression and trigger of child's individual exploration-based learning, authority-based social learning, both stimulating intrinsic learning motivation in children. Results of another of our studies (Lubiewska et al., 2025) revealed that maternal warmth used by the mother in childhood and recalled by adult children participating in the study buffered a negative effect of maternal psychological control on adult child's attachment security. Importantly however, it did so only in Poland and Belarus, where parenting strategies were still not influenced by the Western warmth-dominant parenting trends at the beginning the new millennium when recalled parenting took place. In contrast, the study results revealed that maternal warmth boosted the negative effects of her psychological control on adult children in Norway, characterized by more individualistic culture and lack of the Iron Curtain after World War II, which prevented parents in Belarus and Poland from absorbing the dominant parenting trends.

The fourth thesis postulates different effects of psychological control and warmth on child-related developmental outcomes across various contexts. According to the culture-fit hypothesis (Friedmann et al., 2010), the more normative the parenting strategy in a given culture or context, the weaker its effect are on children. It is postulated here that in the control-dominant parenting model, parental usage of psychologically controlling strategies is more normative than overt warmth expression by parents. In the warmth-dominant parenting model, warmth expression is normative, however parental usage of psychological control is less accepted and endorsed. Our findings from a few recent studies also support this conclusion revealing moderation effect of country on the associations between different indicators of maternal psychological control and child's attachment security and insecurity in Poland, Turkey, and the Netherlands (Lubiewska et al., 2022), as well as in Poland between its culturally different East and West regions (Lubiewska, 2019). These findings are in line with the culture-fit hypothesis.

The fifth thesis postulates that in the warmth-dominant parenting model, parental respect is gained (elaborated by a parent and considered by the child as deserved by the parent) and steams from parenting experiences that supported child's autonomy. This thesis was also recently preliminary supported in a master thesis of my student (Kurzewska, 2025). Since the collapse of communism in Poland changes in parenting are observable. Normative parenting models seems to be shifting from control-dominant toward warmth-dominant parenting model. Thus, theses regarding the warmth-dominant model can be to some extent expected in young generations of Poles. Results of the study seems to support this observation and the fifth thesis revealing that, even though parental respects toward own mother was indicated most frequently by adult children as the part of their love to the mother, it was followed by indicating that respect is something that the mother has to deserve for. Statements indicating that respect is a child's obligation or social norm that has to be followed, were less frequently agreed with by the study participants. Furthermore, results of this study also revealed that: parental maternal dominance (potential power) over the child was negatively associated with autonomy support

used by the mother, and mother-directed respect was positively related to autonomy support used by the mother in parenting.

Summarizing, I want to highlight that theoretical speculations presented in this paper are still in the process of development. Furthermore, as the study designs of the previous studies were not planned to test the proposed theses, the empirical support presented here is only preliminary and not sufficient to support the presented theses. Furthermore, even though I discussed environmental unpredictability as an important factor in shift from control-dominant to warmth-dominant parenting model in different cultures and contexts, operationalization of environmental unpredictability is difficult at the country level which taps into the broad, rather than individual, context of living. More studies are needed to support the presented these and, following the results, modify the proposed model. Yet, the present paper introduces the starting point from which more detailed hypotheses can be drawn, and analyses carried out.

Finalizing this paper, I would like to propose another, novel idea which is the object of empirical exploration of my collaborators and myself last years. It is possible that novel warmth-dominant parenting strategies may affect changes in parental psychological control expression which form may become more similar to parental warmth. It seems possible that such form of parenting may be observed today in the phenomenon of intensive parenting practices (studied also under different names, such as helicopter or overprotective parenting). Our study revealed that both warmth-based and control-based aspects of parenting are blended in this parenting phenomenon (Lubiewska et al., 2025). Furthermore, we also found that intensive parenting is more endorsed by mothers who are from countries high (versus low) in income inequality and low in social mobility. As both aspects of environment indicate to environmental harshness, more studies are needed to reveal under which environmental conditions one of the discussed parenting models may be more endorsed by parents and to what extent intensive parenting reflects warmth-dominant parenting models and can be opposed to control-dominant parenting model.

References

- Ainsworth, M. D. S., Blehar, M. C., Waters, E., Wall, S. N. (1978/2015). *Patterns of attachment: A psychological study of the strange situation*. New York, NY – London: Routledge.
- and autonomy-support related? A cluster-analytic approach. *Journal of Marriage and Family*, 71, 187–202. doi: 10.1111/j.1741-3737.2008.00589.x.
- Benedict, R. (2005). *The chrysanthemum and the sword: Patterns of Japanese culture*. Houghton Mifflin Harcourt.
- Doepke, M., & Zilibotti, F. (2019). *Love, money, and parenting: How economics explains the way we raise our kids*. Princeton University Press.
- Ellis, B. J., & Del Giudice, M. (2019). Developmental adaptation to stress: An evolutionary perspective. *Annual Review of Psychology*, 70, 111–139. <https://doi.org/10.1146/annurev-psych-122216-011732>
- Ellis, B. J., Figueredo, A. J., Brumbach, B. H., & Schlomer, G. L. (2009). Fundamental dimensions of environmental risk: The impact of harsh versus unpredictable environments on the evolution and development of life history strategies. *Human nature*, 20(2), 204-268.
- Friedman, M. I. K. E., Rholes, W. S., Simpson, J., Bond, M., Diaz-Loving, R. O. L. O. N. D. O., & Chan, C. (2010). Attachment avoidance and the cultural fit hypothesis: A cross-cultural investigation. *Personal Relationships*, 17(1), 107-126.
- Froiland, J. M., & Worrell, F. C. (2017). Parental autonomy support, community feeling and student

expectations as contributors to later achievement among adolescents. *Educational Psychology*, 37(3), 261-271.

Gelfand, M. J. (2012). Culture's constraints: International differences in the strength of social norms. *Current Directions in Psychological Science*, 21(6), 420-424.

Geron, M., Factor, R., Cowell, W., Lane, K., Kloog, I., Wright, R. O., & Wright, R. J. (2023). Validation of a neighborhood sentiment and safety index derived from existing data repositories. *Journal of exposure science & environmental epidemiology*, 33(2), 207-217.

Greenfield, P. M., Keller, H., Fuligni, A., Maynard, A. (2003). Cultural pathways through universal development. *Annual Review of Psychology*, 54, 461-490. doi:10.1146/annurev.psych.54.101601.145221.

Gungor, D., Bornstein, M. H. (2010). Culture-general and specific associations of attachment avoidance and anxiety with perceived parental warmth and psychological control among Turk and Belgian adolescents. *Journal of Adolescence*, 33, 593-602.

Haggard, S., MacIntyre, A., & Tiede, L. (2008). The rule of law and economic development. *Annu. Rev. Polit. Sci.*, 11(1), 205-234.

Joussemet, M., Landry, R., & Koestner, R. (2008). A self-determination theory perspective on parenting. *Canadian Psychology/Psychologie canadienne*, 49(3), 194.

Kagitcibasi, C. (1996). *Family and human development across cultures. A view from other side*. Mahwah, NJ: Lawrence Erlbaum Associates.

Keller, H. (2014). Introduction: Understanding relationships – what we would need to know to conceptualize attachment as the cultural solution of a universal developmental task. In: H. Otto, H. Keller (Eds.), *Different facets of attachment. Cultural variations on a universal human need* (pp 1-26). Cambridge: Cambridge University Press.

Krys, K., Vignoles, V. L., De Almeida, I., & Uchida, Y. (2022). Outside the “cultural binary”: Understanding why Latin American collectivist societies foster independent selves. *Perspectives on Psychological Science*, 17(4), 1166-1187.

Kurczewska, N. (2025). *Związek wspomnień studentów na temat intensywnego rodzicielstwa z poziomem ich szacunku do mamy i oceną władzy z jej strony [The relationship between students' memories of intensive parenting and their level of respect for their mother and their assessment of her authority]*. Master thesis defended at the Department of Psychology, University of Warsaw.

Lansford, J. E., Rothenberg, W. A., & Bornstein, M. H. (2021). *Parenting across cultures from childhood to adolescence*. Taylor & Francis.

Lubiewska, K. (2019). *Przywiązanie w kontekście wrażliwości rodzicielskiej, socjalizacji oraz wpływów kulturowych [Attachment in the context of parental sensitivity, socialization, and cultural influences]*. Warsaw: PWN.

Lubiewska, K., Sümer, N., Głogowska, K., Aran, Ö., & de Raad, W. (2022). Associations Among Maternal Positivity, Negativity and Child Attachment in the Netherlands, Poland, and Turkey. *Frontiers in Psychology*, 13, 820699, <https://doi.org/10.3389/fpsyg.2022.820699>

Lubiewska, K., Żegleń, M., Głogowska, K., Sümer, N., Kashuba, Y. (2025). Buffering and Ambiguity Effects of Maternal Warmth on Associations between Psychological Control and Child Attachment in a Cross-National Perspective. *Humanities & Social Sciences Communications*, 12, 1309, <https://doi.org/10.1057/s41599-025-05477-5>

Lubiewska, K., Żegleń, M., Lun, V. M. C., Park, J., Runge, R., Muller, J., ... & van der Kaap-Deeder, J. (2025). Intensive parenting of mothers in 11 countries differing in individualism, income inequality, and social mobility. *Personality and Individual Differences*, 246, 113237.

Minkov, M., Bond, M. H., Dutt, P., Schachner, M., Morales, O., Sanchez, C., ... & Mudd, B. (2018). A reconsideration of Hofstede's fifth dimension: New flexibility versus monumentalism data from 54 countries. *Cross-Cultural Research*, 52(3), 309-333.

Rothbaum, F., & Trommsdorff, G. (2007). Do roots and wings complement or oppose one another?: The socialization of relatedness and autonomy in cultural context.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, 25(1), 54-67.

Ryan, R. M., & Deci, E. L. (2000a). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68 –78.

Soenens, B., Vansteenkiste, M., Sierens, E. (2009). How are parental psychological control

Stewart, S. M., & Bond, M. H. (2002). A critical look at parenting research from the mainstream: Problems uncovered while adapting Western research to non-Western cultures. *British Journal of Developmental Psychology*, 20(3), 379–392. <https://doi.org/10.1348/026151002320620389>

Super, C. M., & Harkness, S. (1986). The developmental niche: A conceptualization at the interface of child and culture. *International journal of behavioral development*, 9(4), 545-569.

Thomson, R., Yuki, M., Talhelm, T., Schug, J., Kito, M., Ayanian, A. H., ... & Visserman, M. L. (2018). Relational mobility predicts social behaviors in 39 countries and is tied to historical farming and threat. *Proceedings of the National Academy of Sciences*, 115(29), 7521-7526.

Uz, I. (2015). The index of cultural tightness and looseness among 68 countries. *Journal of Cross-Cultural Psychology*, 46(3), 319-335.

Wrosch, C., & Freund, A. M. (2001). Self-regulation of normative and non-normative developmental challenges1. *Human Development*, 44(5), 264-283.

Yaman, A., Bredeche, N., Çaylak, O., Leibo, J. Z., & Lee, S. W. (2022). Meta-control of social learning strategies. *PLoS computational biology*, 18(2), e1009882.

K. Lubiewska

Варшава университеті, Варшава, Польша

Әртүрлі экомәдени контексттердегі тәрбиелеу модельдері және әлеуметтік үйренудің басым түрлері

Аңдатпа. Бұл мақалада экологиялық-мәдени контексттердің әртүрлі жағдайларында ата-ана тәрбиесінің модельдері мен балалардың әлеуметтік үйрену стратегияларының өзара байланысы өмір тарихы теориясы және психо-әлеуметтік жеделдету теориясы негізінде талданады. Автор қоршаған ортаның қаталдығы мен болжап болмайтындығы ата-аналардың балаға салатын инвестицияларына, тәрбиелеу тәсілдеріне және баланың оқу мотивациясына қалай әсер ететінін қарастырады. Мақалада тәрбиенің екі жалпыланған моделі ұсынылады: бақылау басым моделі және жылулық басым моделі. Бақылау басым моделінде бала көбіне сыртқы мотивация арқылы, бағыну және үстем тұлғаларды үлгі ету арқылы үйренеді; бұл модель тұрақты әрі қатал орта жағдайында бейімделгіш болып табылады. Ал жылулық басым модель ата-аналық қолдау мен автономияны дамытуға негізделіп, баланың ішкі мотивациясын, құрметке негізделген әлеуметтік үйренуін күшейтеді; ол әсіресе өзгермелі және болжап болмайтын орта жағдайында тиімдірек саналады.

Сонымен қатар, мақалада мәдени және макроәлеуметтік факторлардың (индивидуализм-коллективизм, әлеуметтік мобильділік, табыс теңсіздігі, әлеуметтік нормалардың қатаңдығы) тәрбиелік модельдердің таралуына ықпалы талданады. Автор теориялық қорытындылар мен әртүрлі елдердегі ата-аналық жылулық пен психологиялық бақылаудың бала дамуына ықпалына қатысты алдын ала эмпирикалық деректерді ұсынады. Зерттеу тәрбиені экологиялық және әлеуметтік-мәдени жағдайларға бейімделетін динамикалық жүйе ретінде қарастырады және болашақ зерттеулердің бағыттарын айқындайды.

Түйін сөздер: тәрбие модельдері, ата-аналық жылулық, психологиялық бақылау, элеуметтік үйрену, өмір тарихы теориясы, экологиялық-мәдени контекст, индивидуализм және коллективизм.

K. Lubiewska

Варшавский университет, Варшава, Польша

Модели воспитания и предпочтительные типы социального научения в различных экокультурных контекстах

Аннотация. В статье рассматриваются связи между моделями воспитания и предпочтительными стратегиями социального обучения детей в различных эколого-культурных контекстах с опорой на теорию истории жизни и теорию психосоциального ускорения развития. Автор анализирует, как характеристики среды — прежде всего ее суровость и непредсказуемость — влияют на родительские инвестиции, стили воспитания и мотивационные механизмы обучения у детей. Предлагается различать две обобщённые модели воспитания: модель с доминированием контроля и модель с доминированием теплоты. Первая связана с внешней мотивацией ребенка, обучением через подчинение и ориентацией на доминирующие фигуры; она более адаптивна в суровых и предсказуемых условиях. Вторая основана на поддержке автономии, внутренней мотивации и социальном обучении через авторитет и уважение; она оказывается более адаптивной в условиях изменчивой и непредсказуемой среды.

Также в статье обсуждаются культурные и макросоциальные факторы (индивидуализм-коллективизм, социальная мобильность, неравенство, жесткость норм), влияющие на распространенность моделей воспитания. Представлены теоретические выводы и предварительные эмпирические данные, подтверждающие различия в роли родительской теплоты и психологического контроля в разных странах. Работа подчеркивает динамический характер воспитания как адаптивной системы, чувствительной к экологическим и социокультурным условиям, и намечает перспективы дальнейших исследований.

Ключевые слова: модели воспитания, родительская теплота, психологический контроль, социальное обучение, теория истории жизни, эколого-культурный контекст, коллективизм и индивидуализм.

Авторлар туралы мәлімет:

K. Lubiewska – PhD, психология кафедрасының профессоры, Варшава университеті, Krakowskie Przedmieście көш., 26/28, 00-927, Варшава, Польша, E-mail: katarzyna.lubiewska@psych.uw.edu.pl

Сведения об авторах:

K. Lubiewska – PhD, профессор кафедры психологии Варшавского университета, Krakowskie Przedmieście 26/28, Варшава, 00-927, Польша, E-mail: katarzyna.lubiewska@psych.uw.edu.pl

Information about the authors:

Katarzyna Lubiewska – PhD, Professor, Department of Psychology, University of Warsaw, Krakowskie Przedmieście 26/28, Warsaw, 00-927, Poland, E-mail: katarzyna.lubiewska@psych.uw.edu.pl