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Tanzanian and United States Mothers' Beliefs about Parents' and Teachers' Roles in Children's Knowledge Acquisition.

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Investigated maternal beliefs about the role of parents and teachers in children's knowledge acquisition in five domains: science, mathematics, sociopolitics, history/geography, and language. Differences in views were attributed to cultural traditions of the two countries. Examined teacher ratings of children's classroom behaviors across cultures; Tanzanian children were rated as less independent and intelligent than U.S. children. (ERIC)

Classification: C20

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