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ABSTRACT

This nationwide study examined the following factors in terms of predictive relationships between home environment and child adjustment within mother-employed households: (1) marital status; (2) number of hours worked per week; (3) full- versus part-time employment; (4) mother's occupational classification; (5) family income; (6) child rearing practices; and (7) maternal satisfaction with job, child care arrangements, support received from spouse in child rearing, quality of the parent-child relationship, and parenting performance. A number of different measures were used to assess adjustment of children in grades 1-3. The home environment factors that were found to be most effective in predicting child adjustment through time included marital status, family income, mother's occupational classification, job satisfaction, and satisfaction with spouse support in child rearing. (PCB)

Home Environment Factors as Predictors of Child Adjustment in Mother-employed Households: Results of a Nationwide Study

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The traditional American family with the sole-breadwinner father and the "at home" mother is rapidly vanishing. By the year 1990, estimates indicate only 14% of the households in America will live in this family pattern. Whereas in 1960, 5.7 million married women with children under the age of 18 were employed, by 1985 this number increased 225% to 12.8 million. Between 1960 and 1985, the largest increases (from 2.5 million to 6.4 million) occurred for women with children under the age of six, an increase of 256% (U.S. Bureau of Census, 1985). In fact, 45% of the mothers with children less than a year of age are now returning to work. By 1990, it is predicted that the majority of America's 23,000,000 preschool children will have both parents employed (AAUW, 1984).

The number of families headed by single, never-married mothers has increased by 400% since 1970 and those maintained by either a separated or divorced parent has increased 111% during the same period (AAUW, 1984). Twenty percent of all families with children are maintained by mothers (Hayghe, 1984). Sixty-six percent of mothers with sole custody are in the labor force (Norton & Glick, 1986). Of this group, 77% have school-aged children, 53% have preschool children, and 45% have children under three years of age.

Although the study of working mothers warrants attention, available research evidence is limited as a foundation for public policy and intervention. In the 1960's, Nye and Hoffman wrote The Employed Mother in America (1963), and Siegal and Haas (1963) concluded that "working mothers' attitudes and reported practices with respect to child socialization are little different from those of other mothers" (p. 538).

In separate reviews of research, Hoffman (1974) and Etaugh (1974) concluded that detrimental effects of maternal employment on child adjustment had not been well documented. In regard to attitudes and values, for example, children of employed mothers in general were found to favor a more egalitarian sex-role ideology. Research concerning cognitive ability and academic performance yielded mixed findings, with relationships between cognitive/academic competence and maternal employment varying as a function of social status, age and sex of the child, and mother's occupation. Wallston (1973) has suggested that subsequent research efforts should be directed toward examination of factors within working-mother households that may account for child adjustment, including sex of the child, social class, attitudes and behavior of the working mother, and the nature of the substitute child care. Similarly, Sachs-Wise (1985), in a brief report concerning the state of the art, suggested five sets of factors that deserve consideration as potential mediators of the relationship between maternal employment and child adjustment. These include family composition and single parenting, number of hours worked per week, parental satisfaction with child care alternatives, place of employment (e.g., within the home), and the mother's reason for employment (e.g., financial, self-fulfillment). Empirical investigation of potential mediating variables such as these has been infrequent and results to date do not provide definitive answers concerning how child adjustment within mother-employed homes might be facilitated or insured.

Some studies have examined the relationship of socieconomic status and amount of time the mother spends working to child adjustment within mother-employed homes. Wallston (1973), for

example, found differences in social skills, IQ and academic competence (language and math scores) within a mother-employed sample as a function of SES level. In this study, preschool-aged boys from middle-class mother-employed households received higher social skills and IQ scores than their lower SES counterparts; at the elementary-aged level, however, the middle class group performed more poorly in language and math. More liberal attitudes toward gender issues have been found among children whose mothers worked full-time and/or had high occupational status (Acock, Barker, & Bingston, 1982; Robb & Raven, 1982).

The relationship between the mother's employment and her emotional well-being has also been examined. Hoffman (1974) concluded that if the mother derived satisfaction from work and had adequate support for fulfilling the dual mother-professional role, then negative emotional consequences could be avoided, and the mother's emotional well-being might even be enhanced by employment.

Research concerning the relationship of maternal attitude toward employment and child adjustment have yielded mixed results. Gottfried, Gottfried, and Bathhurst (1985), in both current and predictive analyses, failed to find significant relationships between maternal employment and child or home environment measures. The mother's personal satisfaction with and attitude toward work were significantly correlated with outcomes such as less reported stress and the ability to coordinate job and family responsibilities. Colangelo, Rosenthal, and Dettman (1984), however, found that maternal job satisfaction was not related to children's perceptions of the parent-child relationship or to their behaviors.

A recent nationwide study reported that school-aged children of employed mothers scored significantly higher on a number of social-emotional and academic criteria (Guidubaldi, Nastasi, Cleminshaw, & Perry, 1986). Maternal-employed homes also differed on such factors as number of family members at evening meals, amount of parent-child participation in recreational activities, and use of babysitters in the evenings, indicating that family interaction patterns may be affected by mother's employment. Similar results were found when a divorced-family subsample was examined separately; that is, employment of these single-parent mothers was related to better child adjustment and to variations in home routines and family interaction patterns like those found for the total group. When mothers education level was used as a control variable, differences between children in employed- and unemployed-mother households persisted when the total sample was considered. For the divorced-family sample, however, mother's education level accounted for a significant amount of variance and reduced the number of differences between the mother-employed and unemployed families.

The authors of this nationwide study also examined concurrent relationships between home environment factors and child adjustment variables within mother-employed homes and reported that variables such as marital status, family income, number of hours worked per week, and occupational classification were related to child adjustment (Guidubaldi et. al, 1986). The purpose of the present study was to examine predictive relationships (across two to three years) between home environment and child adjustment within mother-employed households, thus extending the earlier work. Home-environment factors of interest

included marital status, number of hours worked per week, full-time vs part-time employment, mother's occupational classification, family income, child-rearing practices, and maternal satisfaction (with job, substitute child care, support from spouse in child rearing, quality of the parent-child relationship, and parenting performance).

Methodology

The data base for the current study of maternal employment was derived from a nationwide study of the effects of divorce on children. This section includes a description of sample selection and data gathering procedures for the overall project and for the current study. More detailed information concerning methodology of the larger study can be found in Guidubaldi (in press) and Guidubaldi, Perry, and Cleminshaw (1984).

Sample Selection

Members of the National Association of School Psychologists (NASP) were randomly selected from the association's membership roster by states in an effort to develop a geographically stratified sample of evaluators. Of those selected, 144 psychologists from 38 states agreed to participate in the Time-1 study, which was conducted during the 1981-82 school year. Evaluators were asked to randomly select an elementary school within their school district, and then randomly select a total of six children from grade lists: two first-graders, two third-graders, and two fifth-graders. One child from each grade level represented a two-parent family situation (both biological parents present since the birth of the child) and the other a currently divorced, single-parent family. Some psychologists were unable to

provide data on all subjects by the deadline for the study and some shared responsibility for data-gathering within a school system. Consequently, a total of 699 children were involved in the study at Time-1.

Two years later, follow-up data was requested from psychologists who participated at Time-1. Due to factors such as job mobility and time constraints, only 32 psychologists provided follow-up data on 137 subjects. Consequently, a second follow-up was requested during the 1984-85 school year, and data were provided for an additional 92 subjects. The two follow-up samples (collectively referred to as the Time-2 samples) yielded data on a total of 229 children from the original Time-1 population with 60 psychologists participating.

The sample utilized for the current maternal employment study included 113 children from the Time-2 sample whose mothers were employed at Time-1. The original maternal employment sample (i.e., the Time-1 sample of children whose mothers were currently employed) consisted of 364 children from first, third, and fifth grades. (Table 1 provides a description of the Time-1 maternal employment sample.) The current sample is a subsample of the 364 children from mother-employed homes for whom Time-2 data was available.

Procedure

A multifactored, multisource approach to assessment of child adjustment and environmental factors was utilized at both Time-1 and Time-2. Child adjustment variables included measures of cognitive ability (IQ), academic achievement, social competence, and physical health; environmental factors included measures of family and school environments. Psychologists' ratings, teacher

ratings, parent and child interviews, and standardized tests were all utilized. The Wechsler Intelligence Scale for Children-Revised (WISC-R) (Wechsler, 1974) and Wide Range Achievement Test (WRAT) (Jastak, Jastak, & Bijou, 1978) were administered by the participating psychologists, and information was recorded from the child's school records. Social competence measures included the Hahnemann Elementary School Behavior Rating Scale (HESB) (Spivack & Swift, 1975), the research edition of the Vineland Teacher's Questionnaire (Sparrow, Balla, & Chicchetti, 1981), the Sells and Roff Rating Scale of Child's Peer Relations (Sells & Roff, 1967), a locus of control measure taken from the Harvard Project on Family Stress (Belle, 1982), an optimism-pessimism scale (Stipek, Lamb, & Zigler, 1981), and items from child and parent interviews. Family and school environment information was obtained from extensive interviews with parents and children, a parent satisfaction scale (Cleminshaw & Guidubaldi, 1981), and from psychologists' ratings of school characteristics.

Equivalent procedures were implemented at Time-2, with some modification of instrumentation. The Vineland and Optimisim-pessimism scales, and the WISC-R were not administered. The Child Behavior Checklist (parent and teacher versions; Achenbach & Edelbrock, 1983) was added, and parent and child questionnaire items were revised.

Independent and Dependent Variables for the Present Study

Variables relevant to the current study included a set of Time-1 home environment predictors derived from the parent questionnaire, and a set of Time-2 child adjustment criteria derived from teacher, parent, and psychologist ratings, self-

report, and standardized tests. A description of these follow.

Home environment (independent) variables. The measures of home environment utilized in current analyses included the following Time-1 indices: marital status, number of hours worked per week, full-time vs part-time employment, mother's occupational classification, family income, child-rearing practices, maternal job satisfaction, satisfaction with substitute child care, and mother's satisfaction with support from spouse in child rearing, quality of the parent-child relationship, and parenting performance.

Child adjustment (dependent) variables. Composite measures of the following constructs were derived through factor analysis procedures: Self-efficacy, Social Interaction Skills, Academic Achievement, Physical Health, Interpersonal Relations, Teacher-rated Adaptive Functioning (from the Achenbach teacher scale), Parent-reported School Competence (Achenbach parent scale), Total Behavior Problems (Achenbach parent and teacher), and Number of Externalizing and Internalizing Problems (Achenbach parent). Factor loadings for these constructs are presented in the Tables 2 and 3. Procedures for derivation of the factors can be found in Nastasi (1986).

Results

To examine the relationships between the Time-1 home environment predictors and Time-2 child adjustment criteria, Pearson correlations were computed. Results are presented for each predictor separately.

Marital Status

The marital status of the parents (divorced, intact) at Time-1 was significantly correlated with eight of the eleven Time-

2 composite measures. Children from intact families within mother-employed households performed better than their divorced-family counterparts on measures of Social Interaction (r = .21, p < .05), Interpersonal Relations (r = .23, p < .05), Physical Health (r = .31, p < .01), Teacher-reported Adaptive Functioning (r = .25, p < .01), Teacher- and Parent-reported Total Behavior Problems (r = -.29, p < .001; and r = -.27, p < .01, respectively), and Parent-reported Externalizing and Internalizing Problems (r = -.25, p < .01; and r = -.21, p < .05). Concurrently at Time-1 significant relationships were found between marital status and five of six criteria--Self-efficacy, Social Interaction, Academic Achievement, Physical Health, and Peer Popularity.

Family Income

Family income at Time-1 was significantly correlated with eight of the eleven Time-2 child adjustment criteria: Self-efficacy (r = .21, p < .05), Interpersonal Relations (r = .22, p < .05), Physical Health (r = .34, p < .001), Academic Achievement (r = .26, p < .01), Teacher-reported Adaptive Functioning (r = .24, p < .01), Parent-reported School Competence (r = .27, p < .01), Teacher-reported Total Behavior Problems (r = -.23, p < .05), and Parent-reported Externalizing Problems (r = -.20, p < .05). Higher family income predicted better child adjustment on all eight measures. Concurrently at Time-1, correlations between family income and child adjustment were significant for all six criteria--Self-efficacy, Social Problem Solving, Social Interaction, Academic Achievement, Physical Health, and Peer Popularity.

Mother's Occupational Classification.

The mother's occupational classification (professional, manager/administrator, craftsman/foreman, operative, laborer) at Time-1 was significantly correlated with eight of the eleven Time-2 composite measures: Social Interaction (r = .20, p < .05), Interpersonal Relations (r = .25, p < .05), Physical Health (r = .33, p < .001), Academic Achievement (r = .28, p < .01), Teacher-reported Adaptive Functioning (r = .26, p < .01), Teacher-reported Total Behavior Problems (r = -.19, p < .05), and Parent-reported Externalizing and Internalizing Problems (r = -.20, p < .05; and r = -.19, p < .05). These results indicated that children of mothers with higher occupational status received higher scores on child adjustment criteria; thus suggesting that mother's occupational classification is related to better child adjustment across time. Concurrently at Time-1, this variable was significantly correlated with all six child adjustment criteria.

Number of Hours Worked Weekly

The number of hours worked per week at Time-1 was significantly correlated with four of the eleven Time-2 child adjustment criteria: Health (r = -.30, p < .01), Teacher-reported Adaptive Functioning (r = -.19, p < .05), Parent-reported Total Behavior Problems (r = .19, p < .05), and Parent-reported Externalizing Problems (r = .24, p < .05). Results indicated that better child adjustment was predicted when the mother worked fewer hours. At Time-1, this variable was significantly correlated with three of the six criteria--social problem solving, social interaction, and academic achievement.

Full-time vs Part-time Employment

Employment on a full-time, compared to part-time, basis at Time-1 failed to predict any Time-2 child adjustment criteria. Similarly, no Time-1 concurrent correlations were significant.

Mother's Job Satisfaction.

Mother's reported job satisfaction at Time-1 was significantly correlated with six of the eleven Time-2 child adjustment criteria: Self-efficacy (r = .27, p < .01), Teacher-reported Adaptive Functioning (r = .21, p < .05), Teacher-and Parent-reported Total Behavior Problems (r = -.20 p < .05; and r = -.24, p < .05, respectively), and Parent-reported Externalizing and Internalizing Problems (r = -.20, p < .05; and r = -.27, p < .01, respectively). These findings indicated that maternal job satisfaction was predictive of better child adjustment across time. Concurrent Time-1 correlations revealed a significant relationship between mother's job satisfaction and physical health.

Satisfaction with Substitute Child Care

Mother's satisfaction with the quality of substitute child care at Time-1 failed to predict any Time-2 child adjustment criteria. At Time-1, significant concurrent correlations were found for three of the six child adjustment criteria--social interaction, physical health, and peer popularity.

Parent Satisfaction with Spouse Support

The mother's satisfaction with support from her spouse in regard to child-rearing responsibilities was significantly correlated across time with nine of the eleven child adjustment variables. When the mother reported satisfaction with spouse support the child performed better on the following factors:

Interpersonal Relations (r = .27, p < .05), Physical Health (r = .27, p < .05), Academic Achievement (r = .25, p < .05), Teacher-reported Adaptive Functioning (r = .36, p < .001), Parent-reported School Competence (r = .28, p < .01), Teacher- and Parent-reported Total Behavior Problems (r = -.26, p < .01; and r = -.36, p < .001, respectively), and Parent-reported Externalizing and Internalizing Problems (r = -.35, p < .001; and r = -.25, p < .05, respectively). For this predictor, significant Time-1 concurrent relationships were found for five of the six criteria--Self-efficacy, Social Interaction, Academic Achievement, Peer Popularity, and Physical Health.

Parent Satisfaction with Parent-child Relationship

The mother's satisfaction with the quality of her relationship with her child at Time-1 was significantly correlated across time with four of the eleven Time-2 child adjustment variables. When the mother reported satisfaction with the parent-child relationship, the child performed better on the following factors: Interpersonal Relations (r = .25, p < .05), Physical Health (r = .20, p < .05), Parent-reported Total Behavior Problems (r = -.23, p < .05), and Parent-reported Externalizing Problems (r = -.33, p < .001). Concurrently at Time-1, correlations between this variable and child adjustment criteria were significant for two criteria--Physical Health and Peer Popularity.

Parent Satisfaction with Parenting Performance

The mother's satisfaction with her performance in the parenting role at Time-1 was significantly correlated across time with four of the eleven Time-2 child adjustment variables. When

the mother reported satisfaction with her performance as a parent, the child performed better on the following factors: Interpersonal Relations (r = .22, p < .05), Parent-reported Total Behavior Problems (r = -.22, p < .05), and Parent-reported Externalizing and Internalizing Problems (r = -.22, p < .05; and r = -.19, p < .05, respectively). At Time-1, this variable was significantly correlated with physical health.

Child-rearing Styles

Use of an authoritative child-rearing style at Time-1 predicted only one Time-2 child adjustment criterion. The use of this parenting style was related to better physical health across time (r = .21, p < .05). No Time-1 concurrent relationships were significant.

Authoritarian child-rearing practices were predictive of poorer child adjustment on two measures--Parent-reported School Competence (r = -.28, p < .01) and Teacher-reported Total Behavior Problems (r = -.19, p < .05). At Time-1, this parenting style was significantly correlated with lower scores on two of the six criteria--social problem solving and academic achievement.

Parental use of a permissive style failed to predict any child criteria at Time-2. Similarly, Time-1 concurrent analyses failed to reveal any significant relationships.

Discussion

In sum, those home environment factors that were found to be most effective in predicting child adjustment across time included marital status, family income, the mother's occupational classification, job satisfaction, and satisfaction with spouse support in child rearing. Each of these variables were sigificantly correlated with at least 50% of the child adjustment

criteria across two to three years. Correlations ranged from approximately .20 to .40.

Number of hours worked per week and the mother's satisfaction with the parent-child relationship and her own performance as a parent were also good predictors, with each correlating significantly with at at least 30% of the child adjustment criteria across time. Again, correlation coefficients ranged from approximately .20 to .40.

Of the predictor variables considered in the cross-time analyses, those that proved to be least successful in predicting adjustment were satisfaction with substitute child care, full- vs part-time employment (although number of hours worked was a good predictor) and the parent's child rearing style. Authoritarian child-rearing style predicted 18% of the criteria at Time-2, while permissive parenting, satisfaction with child care, and full- vs part-time employment failed to predict any criteria.

These results are persuasive, since they replicate several findings from the concurrent Time-1 analyses. Since the analyses are longitudinal and based on multifactored as well as multisource data, they also represent a more rigorous and comprehensive examination of the predictive power of home environment conditions than offered in prior research. Moreover, the large nationwide sample, randomly selected from school classrooms increases the generalizability of these findings.

Clearly, as increasing percentages of mothers have entered the work force, social scientists, educators, and parents themselves have pondered the impact of divided maternal time and energy on children's development. For many families, maternal

employment has become a necessity rather than an option for mother's self-actualization. At a minimum, these families need data-based guidance to assist them in structuring a home environment that facilitates healthy child adjustment.

The earlier report on this sample (Guidubaldi et. al, 1986) noted that the pitfalls of maternal employment may previously have been greatly exaggerated because of a relative lack of research evidence and a set of erroneous traditional stereotypes about both motherhood and children's needs. The concurrent Time-1 analyses demonstrated that school-aged children of unemployed mothers did no better than children of employed mothers on a multifactored set of 28 social-emotional criteria and nine academic performance criteria. For this sample, it was further evident that employed mothers' children actually performed better than unemployed mothers' children on some criteria (e.g., daily living skills). Of course, these data were not relevant to preschool-aged children who may have greater need for mother's time and nurturance, but for first, third, and firth graders, results strongly support the common sense notion that mother is not needed at home while her children are in school.

The concurrent Time-1 analyses further illustrated that, compared to maternal employment, some other family environment variables seemed to be far more potent predictors of child adjustment. For example, divorced family status concurrently predicted poorer performance on 14 of 28 social-emotional criteria for the mother-employed sample and 18 of 28 social-emotional indices for the mother-unmeployed sample. Higher family income perdicted 14 of 28 social emotional criteria for children of employed mothers and 18 of 28 for the unemployed-mother sample.

From these Time-1 findings the obvious conclusion was that statements about the effects of maternal employment should not be made without regard to child's age, marital status, income, and a host of other potential mediators of child adjustment.

The longitudinal extension of these findings across a few years even more powerfully documents the need to consider other mediators, particularly those that reflect a mother's support system, job conditions, and level of satisfaction. If she is married, has a higher income and job classification, and has child rearing support from her spouse, her children are likely to adjust quite well to her employment. If she works fewer hours per week, is satisfied with her relationship with her children and with her own performance as a parent, her children are also likely to be doing well two to three years later.

Thus, we might counsel working mothers of school-aged children to invest time and effort into job training and upgrading of skills in order to enhance job status and income. Husbands or ex-husbands need to be encouraged to provide child-rearing assistance as an essential support that enables mothers to fulfill dual roles. This simple modification of traditional sex-role patterns promises to alleviate much of the stress of contemporary American families. In both divorced and non-divorced households, increasing child-rearing activity of fathers may help mothers to avoid role overload and its attendant stress, may help children to feel more secure, and may promote in fathers themselves the noble virtues of nurturance and sensitivity.

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Table 1

Demographic Data for Time-1 Employed-Mother Sample (n = 364)

Variable		N	%
		Child	
Sex			
Male		183	50.3
Female		181	49.7
Grade			
One		120	33.0
Three		119	32.7
Five		125	34.3
Race			
Caucasian		318	87.4
Black		31	8.5
Hispanic		6	1.6
Other		4	1.1
		School	
Location			
Urban		85	23.4
Suburban		151	41.5
Rural		121	33.2
Type			
Public		353	97.0
Private		1	.3
Parochial		7	1.9
Child's IQ	M	108.18	
	SD	13.76	

Table 2

Principal Component Factor Solutions for Time-2 Dependent Variables

Variable	Factor loadings	Factor weights
	Self-efficacy[a]	
Originality	.41895	.12249
Independent learning	.65380	.19116
Intellectual dependency	-.81223	-.23748
Failure anxiety	-.84190	-.24615
Blaming	-.86416	-.25226
Negative feelings	-.75246	-.22000
Locus of control	.18962	.05544
Freedom from worry	.31590	.09236
	Social Interaction[b]	
Involvement	.23045	.07495
Productive with peers	.64094	.20844
Social over-involvement	-.85088	-.27672
Holding back-withdrawn	-.69007	-.22442
Critical-competitive	-.82902	-.26961
Irrelevant talk	-.85057	-.27662

[a] Percent of variance accounted for = 42.8

Eigenvalue = 3.42021

n = 184

[b] Percent of variance accounted for = 51.2

Eigenvalue = 3.07486

n = 189

Table 2 (cont'd)

Variable	Factor loadings	Factor weights
	Academic Achievement[a]	
WRAT Reading	.81506	.19203
WRAT Spelling	.82318	.19394
WRAT Math	.73068	.17215
Academic Achievement (HESB)	.74579	.17571
Achenbach parent		
Reading	.82582	.19457
Spelling	.77357	.18226
Math	.72936	.17184
	Physical Health[b]	
Parent rating	.79155	.63167
Psychologist rating	.79155	.63167

[a] Percent of variance accounted for = 60.6

Eigenvalue = 4.24438

n = 183

[b] Percent of variance accounted for = 62.7

Eigenvalue = 1.25312

n = 168

Table 2 (cont'd)

Variable	Factor loadings	Factor weights
Teacher-reported Adaptive Functioning[c]		
Work effort	.91676	.30032
Behavior	.86319	.28277
Learning	.89538	.29332
Happiness	.81570	.26721
Parent-reported School Competence[d]		
Average academic performance	.78527	.42536
Special class placement	-.56665	-.30694
Retention	-.65747	-.35613
School problems	-.69002	-.37376

[c] Percent of variance accounted for = 76.3

Eigenvalue = 3.05261

n = 192

[d] Percent of variance accounted for = 46.2

Eigenvalue = 1.84613

n = 186

Table 3

Factor Solution for Time-2 Interpersonal/Peer Relations

Variable	Factor Loading	
	Factor 1	Factor 2
Number of friends in neighborhood (PI)	.71359	-.05140
Number friends play with (PI)	.80544	-.05325
Plays with friends frequently (PI)	.73734	.12874
Plays with friends or alone (CI)	-.11975	.04054
Plays with friends frequently (CI)	.19975	-.14759
Lonely/wants more friends (CI)	.09657	.18786
Peer popularity (Sells & Roff)	-.06449	.43668
Quality of peer relations (PI)	.20161	.68855
Numb of close friends (PA)	.48294	.30685
Times/week with friends (PA)	.69138	.14127
Gets along well with sibs (PA)	-.01836	.56566
Gets along well with peers (PA)	-.02578	.75778
Behaves well with parents (PA)	-.25346	.71268

Note: Factor 2 = Interpersonal Relations Variable/Factor

PI = parent interview item. CI = child interview item.
PA = Achenbach--parent report form.

Factor 1: Percent of variance = 20.3, Eigenvalue = 2.64188.
Factor 2: Percent of variance = 17.0, Eigenvalue = 2.20637.
Total percent of variance = 37.3, n = 144