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ABSTRACT
                A study was conducted to develop reliable measures of
parents' perceptions or concerns about their children's progress in
the domain of peer relations, and to assess the relationship between
perceptions of progress and concerns. The study sample consisted of
62 white, preschool children (34 girls and 28 boys) and their mothers
and teachers. Participants were recruited from 14 child care centers
in Indiana and Illinois. A home visit was scheduled with each family
to obtain measures of mothers' perceptions of progress, perceived
parental control over the child's behavior, perceived difficulty of
affecting change in the child's behavior, and concerns. Mothers were
asked to complete a questionnaire about their policies for informal
peer play activities in the home, and to report on their child's peer
contacts outside of school. Teachers were asked to rate children's
classroom social behaviors and peer relations on the Preschool and
Kindergarten Teacher Rating Scale. It was found that girls were
viewed as being more advanced in peer relations than boys. For both
genders, mothers of preschoolers saw their children as more sociable
than prosocial. Although the level of concern reported by mothers in
the sample was not high, when higher levels of worry were reported,
these were more often associated with children's sociability than
with their prosocial behavior. Mothers were particularly concerned
about behaviors that they saw as difficult to influence and control.
Mothers who held a high opinion of their child's sociability worried
less, and tended to be more involved in their child's informal play
activities, than mothers with lower opinions of the child's
sociability. A 20-item bibliography is included. (AC)

Mothers' Perceptions and Concerns About Their Preschool

Children's Progress in Peer Relations

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Mothers' Perceptions and Concerns About Their Preschool

Children's Progress in Peer Relations

Traditionally, researchers in the field of social

development have emphasized the importance of the mother-child

relationship and the peer-child relationship. Recently, however,

social systems, such the family, have been believed to be

related to a larger network of systems including the peer system

(Belsky, 1984; Parke & Tinsley, 1984; Tinsley & Parke, 1983,

1984). Researchers tend to view the process of influence between

families and other social systems as bi-directional. Families,

for example, may influence children's peer relations while the

reverse may also be true.

Investigators have conceptualized linkages between the

family and peer systems as "indirect" or "direct" pathways

(Parke, MacDonald, Beitel, & Bhavnagri, 1988). Indirect

pathways include aspects of parenting and the parent-child

relationship that occur for purposes other than explicitly

fostering competence with peers. Examples of family processes

that can be viewed as indirect influences include attachment,

abuse, child-rearing styles, discipline, marital relations, and

parental pathology (see Cooper & Cooper, in press; Cicchetti,

Lynch, Shonk, & Manly, in press; Zahn-Waxler, Denham, & Ianotti,

in press).

Direct pathways are defined as activities or processes that

parents engage in as a way of controlling or enhancing their

children's skills and relationships with peers. The concept of

parental management describes the means by which these functions

1

are accomplished. For young children, management includes
parents' attempts to plan, regulate, and modify children's social
environments and relationships with peers. Such activities
include parents' efforts to involve children in peer-oriented
settings, arrange play contacts, plan and supervise children's
peer activities, and advise or consult with children outside of
their peer interactions (Ladd, 1991; Ladd & Coleman, in press;
Ladd, Le Sieur, & Profilet, in press).

Recent findings (e.g. Bhavnagri & Parke, 1985; Bhavnagri,
1987; Finnie & Russell, 1986; Ladd & Golter, 1988) illustrate
that parents vary greatly in the degree to which they are
involved in children's peer relations and in the forms of
management they employ. Yet very little is known about factors
that may be responsible for these differences. One possibility
is that variations in parents' involvement may be a reflection of
differing cognitions and motivations concerning children's social
needs and development. Several cognitive and motivational
factors have been proposed as possible influences of parent
involvement in their children's peer relations. Recently,
investigators have studied parents' socialization history
(Putallaz, 1989; Putallaz, Costanzo, & Smith, 1991) and suggested
that parents' memories of their own childhood peer experiences
may influence their current socialization perspectives and
practices. These researchers have shown that mothers with
positive peer memories perceive their children as more socially
competent and mothers with anxious/lonely memories tend to have
children who become well-accepted by peers.

2

In addition to parents' memories, other types of parental cognitions may function as motivational influences of management practices. Rubin and colleagues (Mills & Rubin, 1990; Rubin, Mills, & Rose-Krasnor, 1989) have examined the potential importance of parents' beliefs about child development, and have shown that mothers' beliefs are related to their methods of teaching children social skills and their strategies for handling problematic behavior. Parents may also engage in different management practices as a function of the social issues they value. Some parents, for example, may place more importance on assertive behaviors, whereas others may value the development of expressive behaviors. Rubin et al., (1989) found that mothers who emphasized the importance of social skills tended to have children who displayed higher levels of social competence.

It seems likely that parents' perceptions of children's needs and competencies in peer relations and their related concerns may be an important motive for their management activities. Parents who view their child as shy or withdrawn may tend to promote their social interactions (Ladd & Golter, 1988). It is also possible that parents who are worried about their children's peer relationships may become more involved in the management of their peer contacts. Based on these premises, we reasoned that mothers' perceptions of children's progress in peer relations and their concerns may be related to their involvement in children's peer activities and their policies about their children's play opportunities.

Given that previous investigators have not measured dimensions such as parents' progress perceptions or concerns in

3

the domain of children's peer relations, the initial aim of the present study was to develop reliable measures of these two constructs. Toward this end, mothers participated in a home interview and were asked to complete two questionnaires which were designed to assess their progress perceptions and concerns about children's peer relations. Progress perceptions were defined as mothers' views of their child's developmental position (e.g., ahead versus behind), relative to peers, on a variety of social competence criteria. The same criteria were used to assess concerns which were defined as the degree to which mothers felt worried about their child's current competence in peer relations.

The second aim of this study was to determine if mothers' progress perceptions and concerns were related. In general, we anticipated that perceptions of delayed progress would be positively associated with concern. It is likely that mothers who view their children as behind in peer relations would worry more than mothers who view their children as ahead of peers. Moreover, concern may be greatest for areas of competence parents see as unchangeable or difficult to influence. For example, mothers may feel greater concern if they perceive that they have little control over certain aspects of their child's social behavior or peer relations, or see such aspects of development as difficult to change. Perceived control was defined in this study as the degree to which parents view children's social characteristics and behaviors as fixed (e.g., immutable) or changeable. Perceived task difficulty was defined as the

4

parents' appraisals of the socialization effort required to modify children's social behaviors and characteristics.

Finally, a third aim of this study was to determine whether progress perceptions and concern predict specific management behaviors, and to examine the relative importance of each perception. Two forms of parental management were investigated as potential correlates of parents' progress perceptions and concerns. These included mothers' policies about children's informal peer relations and their involvement in their children's play activities with peers. Perceived child delays and concerns may cause parents to change their policies and increase their involvement. Policies were defined as parents' plans for their children's peer contacts in the home. Involvement was defined as parents' directive or interactive supervision in their children's play activities with peers.

Policies were assessed by asking mothers to provide information about the frequency with which they encouraged their child to play with a friend and the extent to which children (versus mothers) determined the focus of their own play activities with peers. A series of telephone interviews were conducted to assess the degree to which mothers were involved in their children's play activities with peers. During these interviews, mothers were asked to describe their children's peer contacts for each of six days, including the location and duration of play, types of playmates, and ways in which the contact was supervised. Directive supervision was defined in this study as the degree to which mothers were verbally involved and instructed children during their play activities or behavior.

5

This type of supervision may function to support the child's interactive skills, resolve conflicts, and gain compliance from the child during peer interaction (Ladd, Le Sieur, & Profilet, in press). Interactive supervision was defined as the degree to which mothers became an active member or participant in the children's play. During participation in the play activity, mothers may impact the direction or flow of play, shape the course of peer interactions, and prompt specific behaviors (Ladd, Le Sieur, & Profilet, in press).

It was hypothesized that mothers who perceive their children to be behind in peer relations and feel concerned may more often encourage their children to play with a friend. Mothers who view their child as "ahead" in peer relations may permit greater autonomy and allow the child to determine the focus of their play activities with peers. It was also predicted that perceived child delays and higher levels of concern, as reported by mothers would be associated with greater verbal involvement and participation in children's play. These mothers may try to help their child become more successful in peer relations by being involved in their play activities with peers.

METHOD

Sample

Sixty-two white preschool children (34 girls and 28 boys) and their mothers and teachers participated in this study. Participants were recruited from 14 child care centers in central Indiana and central Illinois. These schools served predominantly white, middle income families. Informed consent letters were

6

6

sent to parents and only those who agreed to participate were
asked to participate in the study. Of the families in this
sample, 90% had two parents living in the home. Children were
between 43 and 72 months of age. The investigators in this study
were female graduate and undergraduate students.

Measures of Parent Perceptions

A home visit was scheduled with each family to obtain
measures of perceived progress, perceived control, perceived task
difficulty, and concerns. Policies about play opportunities were
also assessed during this visit. The measures were administered
in order listed above.

Perceived progress. Mothers' views of their children's
progress in social skills and peer relations were assessed with a
20-item questionnaire (See Table 1). Mothers were asked to rate
their child's progress on each item using a 7-point scale ranging
from "behind" to "ahead".

Perceived control. Perceived control was measured by asking
mothers to rate the degree to which they saw their child's social
characteristics and behaviors as changeable on a questionnaire
containing the 20 items listed in Table 1. Mothers were asked to
rate the degree to which they thought they could change the
social behavior or characteristic described in each item.
Ratings were made on a 7-point "degree of change" scale, ranging
from "not much" to "a lot".

Perceived task difficulty. As a measure of perceived task
difficulty, mothers were asked to estimate how hard versus easy
it would be for them as parents to affect change in each of the
targeted child social behaviors or characteristics. Estimates of

7

perceived difficulty were obtained for each of the 20 items
shown in Table 1, by asking mothers to rate each item on a
7-point scale which ranged from "very difficult" to "very
easy".

Parental concerns. Concern was measured by asking mothers
to rate their concern on the same 20 items employed on the
progress scale. Mothers were asked to rate the degree to which
the content of each item was a source of concern or worry, using
a 7-point scale ranging from "not concerned" to "very concerned".

Measures of Parental Management

Policies about play opportunities. Mothers were also asked
to complete a questionnaire about their policies for informal
peer play activities in their home. Two policy measures were
obtained by asking mothers to rate: (a) the degree to which
mother versus child typically determine what the children will do
together (7-point scale ranging from "parent decides" to "child
decides"), and (b) the frequency with which the mother encourages
the child to get together with a playmate (7-point scale ranging
from "seldom -- less than once a month" to "often -- every day").

Parent telephone logs. A telephone interview developed by
Ladd and Golter (1988) was used to assess children's nonschool
peer contacts during 4 weekdays and 2 weekend days. During the
home visit, mothers were taught how to observe and report
information about their child's peer contacts. The interviews
followed a standardized protocol patterned after Ladd and Golter
(1988). Within two-parent families, mothers were asked to report
the behavior of both parents. Five telephone calls to each

8

10

mother began approximately one week after the home visit. Each call was conducted by a trained female graduate or undergraduate student during the evening after the child's bedtime on days in which the mother considered typical of the child's social activities. Each call was approximately 15 minutes in length.

During each interview, mothers were asked to divide the day into three time periods of morning, afternoon, and evening and report their child's peer contacts during each period. As in Ladd and Golter (1988), a peer contact was defined as "an activity or series of activities continuously performed by the child with one or more children in a nonschool setting" (p.111). The beginning and end of each contact was defined by a change in play partners or ending of play. For each reported contact, mothers were asked to list the names of any caretakers who had been present for the contact and describe their activities. Contacts were considered to be supervised if the parent was verbally involved or participated in the children's play.

In this study, parental involvement was measured by having interviewers rate parents' verbal involvement during children's play with a familiar peer (5-point scale ranging from "seldom instructed" to "often instructed"). Interviewers also rated parents' participation in play (5-point scale ranging from "seldom participated" to "often participated"). Interviewer ratings were averaged over all the peer contacts that were supervised by the parent. This rating system has been found to be reliable (Cohen's Kappa > .90) (Ladd & Hart, 1981).

9

Measures of Child Social Competence

Teacher perceptions of social competence. With the parents'
permission, teachers rated children's classroom social behaviors
and peer relations on an 81-item scale (i.e., the Preschool and
Kindergarten Teacher Rating Scale - PKTRS). The PKTRS contained
original and revised items from several other child behavior
rating scales (e.g., the Preschool Behavior Questionnaire, Behar,
1977; California Preschool Social Competence Scale, Levine,
Elzey, & Lewis, 1969). Factor analysis (factor pattern,
inspection of item content) was used to to create 4 reliable
(alphas > .87) subscales, labeled prosocial containing 9 items
(e.g., shares willingly with peers), outgoing containing 7 items
(e.g., sociable child), antisocial containing 8 items (fights
with other children), and asocial behavior containing 6 items
(e.g., likes to be alone).

Demographic Measures

To assess sample demographics, each parent was asked to
complete a family information questionnaire. Data was obtained
on mothers and fathers educational levels (years of schooling),
mothers occupation, and family income.

RESULTS

Perceived Progress Measure

As can be seen in Table 2, item means on the measure of
mothers' perceived progress fell near the center point of the
scale (averaged 4.51) indicating no serious ceiling or floor
effects. Item standard deviations averaged 1.19 suggesting that
satisfactory item variability was attained.

10

12

Exploratory factor analysis was used to examine the way mothers structured the items used to tap their perceptions of children's progress in peer relations. The analysis produced 4 factors (see Table 3). Inspection of item loadings and content suggested that two dimensions of perceived progress could be extracted from this data. Based on item content, the first factor was labeled "Prosocial Behavior". The three remaining factors were highly correlated (r range from .63 to .80). Of these three factors, the one with the largest and most interpretable set of items (Factor 2) was designated "Perceived Peer Sociability" and retained for further analysis. Alphas for these two subscales were .81 and .92, respectively. The degree of relation among the retained subscales was examined by summing the ratings children received on the prosocial and sociability factors and correlating the resulting scores (r=.80, p<.01). Similar correlations were obtained between these subscales for both boys and girls.

Test-retest reliability was estimated by administering the scale to 24% of the parents in the sample on two occasions separated by a two-month interval. The stability coefficient for these scores was .87 for the prosocial dimension and .94 for the sociability dimension.

As an estimate of the concurrent validity of mothers' perceptions of their children's progress, mothers' progress perceptions and teacher behavior ratings were correlated. In general, it was expected that mothers' ratings of their children's progress in the domains of prosocial behavior and sociability would correlate positively with teachers' ratings of

11

children's actual behaviors on similar dimensions (i.e.,
prosocial and outgoing behavior). Also, mothers' progress
ratings for prosocial and sociable behavior were expected to
correlate negatively with teachers' ratings of antisocial and
asocial behavior, respectively.

As predicted, mothers' progress perceptions of prosocial
behavior and teacher ratings of prosocial and outgoing behavior
were positively correlated (See Table 4). Mothers' progress
perceptions of sociability were positively related with teacher
ratings of outgoing behavior and negatively related with teacher
ratings of asocial behavior. Significant negative correlations
were found between mothers' perceived progress in prosocial
behavior and teacher ratings of antisocial behavior and asocial
behavior.

Parental Concerns Measure

Most of the mothers sampled in this study did not report
high levels of concern. As illustrated in Table 5, item means on
the measure of mothers' concerns clustered near the lower end of
the scale ($\bar{x}$=2.42). However, standard deviations averaged 1.38,
and 95% of the scores ranged from 1 to 4.65 suggesting
adequate item variability. Scores ranged from 1 to 7
suggesting that respondents used the entire range of scale
points.

Principal components analysis with varimax rotation was
used to examine dimensionality and to identify potential
subscales of the concerns measure. Inspection of the resulting
factor pattern suggested that the items formed a single factor

12
14

(that the scale was unidimensional) (See Table 5). Cronbach's
alpha for this factor was found to be .97.

Test-retest reliability was estimated by administering the
scale to 23% of the parents in the sample on two occasions
separated by a two-month interval. The stability coefficient for
these scores was .76.

Gender Differences in Perceived Progress and Concerns

Another aim of this investigation was to determine
whether mothers' progress perceptions and concerns varied by
social domain and child's gender. Gender differences in mothers'
progress perceptions were explored with a 2 (child's gender) by 2
(social domain: prosocial behavior and sociability) repeated
measures ANOVA, with domain as a repeated measure. This analysis
produced main effects for both domain, $F(1,60) = 4.12$, $p<.05$, and
gender of child, $F(1,60) = 4.41$, $p<.05$ (See Table 6). The
remaining effects were not significant. Inspection of the mean
differences for these factors revealed that mothers' progress
ratings for sociability were significantly higher than those
given for prosocial behavior, and across both dimensions, girls
($\bar{x}=4.71$) were rated significantly higher than boys ($\bar{x}=4.25$).

Second, a one-way ANOVA (child's gender) performed on
concerns failed to produce significant effects. Thus, the level
of mothers' reported concerns did not appear to vary with
children's gender.

Predicting Concerns from Mothers' Progress Perceptions

Bivariate correlations and multiple regression analyses were
conducted to determine whether mothers' concerns could be
predicted from the two progress perception measures. Scores for

13

the sociability and concerns measures were negatively related, $r=-.33$, $p<.01$, however, the correlation between perceived prosocial behavior and concerns ($r=-.05$) was not significant.

Next, to determine the relative importance of the two progress measures as predictors of concerns, a series of hierarchical regression analyses was conducted (See Table 7). To control for gender differences in subsequent predictors, child's gender was entered into the equation first. The domains of prosocial behavior and sociability were alternately entered on the second and third steps. Results indicated that after controlling for child's gender and perceived prosocial behavior, perceived sociability accounted for a significant proportion of the variance in mothers' concerns (Rsq change=.12, $p<.05$). Mothers' perceptions of children's progress in prosocial behavior domain did not predict concerns.

Parents' Perceptions of Control and Task Difficulty for the Investigated Progress Dimensions

Mothers' perceptions of their control over their child's progress was examined by conducting a 2 (child's gender) by 2 (social domain) ANOVA with domain as a repeated measure (See Table 8).

The analysis revealed a main effect for domain, $F(1,61)=71.64$, $p<.001$, and the remaining effects were not significant. It was found that mean controllability ratings for prosocial behavior were significantly higher than mean controllability ratings for sociability.

14   16

Differences in mothers' perceptions of task difficulty for each progress domain were examined by conducting a 2 (child's gender) by 2 (social domain) ANOVA with domain as a repeated measure. This analysis revealed a main effect for domain, $F(1,81) = 11.33$, $p < .01$ only. It was found that mean task difficulty ratings for sociability were significantly lower (more difficult to change) than mean ratings for prosocial behavior.

In summary, these findings suggest that parents feel less control over some aspects of children's progress (e.g., sociability) than others. In this case, sociability was also viewed as more difficult to socialize than prosocial behavior. The fact that child sociability is viewed by mothers as less under their control and more difficult to socialize may also help to explain why perceived delays in sociability but not prosocial behavior predict mothers' concerns. Parents may feel higher levels of concern when perceived child delays occur in areas that are viewed as "uncontrollable" or difficult to influence -- in this case the domain of child sociability.

Predicting Parental Management from Mothers' Perceived Progress and Concerns

Directive supervision. Bivariate correlations and multiple regression analyses were conducted to evaluate the degree to which mothers' verbal involvement could be predicted from their perceptions of progress and concerns. Significant bivariate correlations (listed in Table 9) indicated that mothers' perceptions of children's sociable behavior was positively correlated with mothers' level of verbal involvement in play. The relative importance of the progress and concerns measures was

15

examined in a hierarchical regression analysis. Gender was entered into the equation first, after which the two progress measures (prosocial behavior and sociability) were alternately entered on the second and third steps of the equation. Mothers' concern scores were entered on the fourth step. The overall Rsq for the analysis performed on the verbal involvement scores was significant (Rsq = .18, p<.05) and a significant increment was found only for the perceived sociability measure (Rsq change = .15) (See Table 10). Moreover, additional analyses revealed that, regardless of the order in which the progress perceptions and concerns were entered into the equation, only the perceived sociability measure emerged as a significant predictor (See Table 11). This finding suggests that parents who perceived their children to be more sociable tended to have higher levels of verbal involvement during children's play.

Interactive supervision. Bivariate correlations and multiple regression analyses were conducted to evaluate the degree to which mothers' participation in play could te predicted from their perceptions of progress and their concerns. Significant bivariate correlations (listed in Table 9) indicated that mothers' perceptions of children's sociable behavior was positively correlated with mothers' participation in play. For the hierarchical regression analysis performed on parents' participation in play, the overall Rsq was .21 and perceived sociable behavior (Rsq change = .18) was the only significant predictor (See Table 12). Regardless of order of entry of perceived progress and concern, only the perceived sociability

18   16

measure emerged as a significant predictor (See Table 13).
This finding suggests that parents who perceive their children to
be more sociable tended to have higher levels of participation in
children's play.

Policies. Bivariate correlations and multiple regression
analyses were also calculated to determine whether mothers'
policies for children's play opportunities could be predicted
from their perceptions of children's progress and concerns.
Significant bivariate correlations (listed in Table 14) indicated
that mothers' perceptions of children's sociable behavior was
positively correlated with how often they encouraged their
children to get together with a playmate ($r=.27$, $p<.05$) and the
child's control over choice of playmate activities ($r=.34$, $p<.01$).

A multiple regression analysis revealed that the overall
Rsq for the analysis performed on the activity decision scores
was significant ($Rsq=.15$, $p<.05$) as was the significant increment
attributable to perceived sociable behavior (Rsq change = .11)
(See Table 15). After controlling for children's gender and
mothers' concerns, perceived sociable behavior still accounted
for a significant amount of variance in activity decision (Rsq
change = .10) (See Table 16). Children who were viewed by their
mothers as more sociable were more likely to make decisions about
play activities independently of their mothers.

DISCUSSION

A general purpose of the present study was to examine the
relation between mothers' perceptions of their children's peer
relations, their concerns, and their management styles.
First, new measures of parents' progress perceptions, parental

17

concerns, and teacher ratings of classroom behavior were developed. Our results provide evidence that gender differences exist in mothers' perceptions of children's progress in peer relations. Girls were viewed as being more advanced at peer relations than boys. Moreover, across gender, mothers of preschoolers saw their children as more sociable than prosocial.

The results partially confirm the hypothesis that mothers' perceptions of children's progress in peer relations predict their concerns. Although the level of concern reported by mothers in this sample was not high, when higher levels of worry were reported, it was more often associated with children's sociability than their prosocial behavior.

One reason why perceived sociability may be more related to concerns than prosocial behavior is because delays in this area are perceived by mothers as less under their control and more difficult to socialize. More specifically, our findings show that mothers reported greater concern in relation to behaviors that they saw as difficult to influence and control (e.g., perceived child sociability). Relatedly, mothers may feel greater concern about sociability because they may attribute delays to factors that are internal to the child. Rubin and colleagues (1989), for example, found that mothers tended to suggest child-centered attributions (e.g., personality or biogenetic factors) more frequently as the basis for children's friendship skills and leadership abilities than for prosocial tendencies such as sharing. Mothers, it was found, believed that friendship and leadership skills were more inherent than sharing,

18
20

and were less dependent on socialization influences. Rubin et al. suggest that beliefs based on these types of child-centered attributes may discourage parents' efforts to compensate for perceived delays in sociable behavior.

Our findings do not suggest that mothers' worries are an important antecedent of management. The apparent lack of relation between concern and management is puzzling, and deserves further scrutiny. Perhaps concern does motivate parental interventions, such as the management behaviors studied here, but only when it rises above a certain threshold or level of severity. In this sample, few of the participating mothers expressed high levels of concern. Alternatively, it may be the case that mothers' progress perceptions (e.g., perceived delays) are more closely linked to their preventive or compensatory socialization practices than are concerns. Concerns, although arousing, may also have a debilitating effect on parents' motivation and confidence and, thus, interfere with efforts to overcome perceived problems or delays.

In addition, our data reveal that mothers who hold a higher opinion of their child's sociability not only worry less, but also tend to be more involved in their child's informal play activities. Given the correlational nature of our design, both parent- and child-effects interpretations are plausible. For example, it may be the case that mothers who see their children as sociable play a more direct role in nurturing and monitoring the expression of these behaviors during informal play activities with peers. Conversely, it may be the case that socially precocious children elicit greater parental involvement

19

21

in their social activities with peers. Mothers may, for example, find it more rewarding to monitor and participate in the play of sociable children.

The same kinds of interpretations may account for the relations observed between perceived sociability and parents' informal play policies. Mothers who view their children as more sociable may permit their children greater autonomy in their pursuit of peers and choice of play activities. In contrast, perceived delays in child sociability may encourage mothers to "take charge" or exert greater control over children's play opportunities and activities. That is, parents of less sociable children may compensate for this delay by arranging and structuring more of their informal play activities.

In conclusion, more research is needed to understand fully parents' motivations for managing their children's peer relations. First, longitudinal studies are needed to determine whether children's behaviors influence parents' management or whether the opposite direction of effect is true. The current findings also need to be expanded by exploring more than mothers' self-reports of their involvement, (i.e., include fathers) and by gathering both parent and child data over longer time intervals. In addition, it will be important to determine whether the relatively low levels of concern reported by parents in this sample are representative of those attributable to fathers, and to families within differing ethnic and socioeconomic strata.

20

22

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25

Table 1

Items on the Perceived Progress, Perceived Control, Perceived

Task Difficulty, and Parental Concerns Measures

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1. Making friends

2. Outgoing in group situations

3. Developing close friendships

4. Cooperative with peers

5. Popular with peers

6. Starting play activities with peers

7. Friendliness toward other children

8. Converses easily with peers

9. Comfortable in groups of peers

10. Resolves conflicts with peers

11. Keeping friends

12. Kind toward peers

13. Shows leadership in groups of peers

14. Finds own friends

15. Starting conversations with peers

16. Initiating group activities with peers

17. Entering peers' ongoing play activities

18. Becoming liked by most peers

19. Interested in spending time with friends

20. Joining new peer groups

26

Table 2

Item Means and Standard Deviations for the Parental Perceived

Progress Measure (1-7 scale)

Item Abbreviation	Item mean	Item SD
Cooperates	4.4	1.07
Resolves conflict	4.0	.81
Keeping friends	4.6	1.10
Kind toward peers	4.5	1.09
Outgoing in groups	4.6	1.45
Converses easily w/peers	5.0	1.38
Comfortable in groups	4.6	1.38
Joins new peer groups	4.3	1.04
Making friends	4.6	1.40
Friendly toward peers	5.0	1.22
Initiates group activities	4.4	1.21
Leader in peer group	4.4	1.40
Popular with peers	4.5	1.15
Enters ongoing play	4.1	1.08
Becoming liked by peers	4.5	1.13
Develops friendships	4.6	1.28
Starts play activities	4.7	1.36
Finds own friends	4.5	1.28
Starts conversations	4.7	1.41
Interested in spending time with friends	4.9	1.23

Table 3

Factor Pattern of Mothers' Perceived Progress of Their Children's

Peer Relations

Item	I	II	III	IV
Cooperates	.86			
Resolves conflicts	.63			
Keeping friends	.59			
Kind toward peers	.82			
Making friends		.66		
Outgoing in groups		.82		
Converses easily w/peers		.66		
Comfortable in groups		.60		
Joins new peer groups		.66		
Friendly toward peers		.61		
Initiates group activities		.64		(.56)
Leader in peer group		.80		
Popular with peers			.56	
Enters ongoing play			.85	
Liked by peers	(.55)		.58	
Develops friendships				.81
Starts play activities				.72
Finds own friends				.79
Starts conversations w/peers	(.54)			.71
Interested in spending time w/friends				.73

Table 4

Correlations Between Mothers' Progress Perceptions and

Teacher Ratings of Children's Behavior

| | Teacher Ratings of Children's Behavior | | | |
	Prosocial Behavior	Outgoing Behavior	Antisocial Behavior	Asocial Behavior
Mothers' Progress Perceptions				
Prosocial Behavior	.31*	.38**	-.28*	-.27*
Sociable	n.s.	.51***	n.s.	-.40**

Note. * p<05 ** p<.01 *** p<.001

Table 5

Item Factor Loadings, Means and Standard Deviations for the Parental Concerns Measure (1-7 scale)

Item Abbreviation	Factor Loading	Item mean	Item SD
Cooperates	.70	3.0	1.81
Resolves conflict	.84	3.0	1.79
Keeping friends	.89	2.4	1.59
Kind toward peers	.64	2.9	1.77
Outgoing in groups	.84	2.6	1.74
Friendly toward peers	.85	2.3	1.66
Converses easily w/peer	.88	2.1	1.60
Comfortable in groups	.85	2.5	1.78
Initiates activities	.90	2.2	1.50
Joins new peer groups	.90	2.3	1.52
Popular with peers	.85	2.2	1.51
Leader in peer group	.80	2.4	1.59
Enters ongoing play	.81	2.7	1.73
Becoming liked by peers	.82	2.5	1.78
Making friends	.92	2.4	1.77
Develops friendships	.80	2.4	1.58
Starts play activities	.84	2.2	1.53
Finds own friends	.91	2.4	1.62
Starts conversations	.90	2.2	1.49
Interested in friends	.78	2.3	1.80

Table 6

Means and SDs of Progress Domains and Gender Differences

Domain	Mean	SD
Prosocial	4.37	.82
Sociable	4.63	1.18
Gender		
Boys	4.25	1.03
Girls	4.71	1.00

Table 7

Hierarchical Regression Analysis: Predicting Concerns from

Dimensions of Perceptions of Progress

Step	Variable Entered	Beta at Step of Entry	Rsq Change	Overall Regression			
				R	Rsq	df	Fchange
1	Sex	-.13	.02	.13	.02	1,60	1.02
2	Prosocial	-.03	.00	.13	.02	2,59	.04
3	Sociable	-.44	.12**	.38	.14*	3,58	8.35
1	Sex	-.13	.02	.13	.02	1,60	1.02
2	Sociable	-.31	.09*	.33	.11	2,59	6.07
3	Prosocial	.22	.03	.38	.14*	3,58	2.21

Note. * p<.05, ** p<.01

Table 8

Means and Standard Deviations of the Domains of Perceived Control

and Task Difficulty (1-7 scale)

Measure and Domain	Mean	SD
Perceived control		
Sociable	2.87	.97
Prosocial behavior	3.77	1.04
Task difficulty		
Sociable	3.25	1.09
Prosocial behavior	3.58	.99

3ა

Table 9

Correlations Among Mothers' Involvement in Play, Perceptions of Progress, and Concerns

	Participation	Verbal Involvement
Verbal	.53***	
Concern	-.14	-.01
Perceived Prosocial Behavior	.21	.11
Perceived Sociable Behavior	.37**	.35**

Note. * p<.05, ** p<.01, *** p<.001

34

Table 10

Hierarchical Regression Analysis: Predicting Parents' Verbal
Involvement from Dimensions of Perceptions of Progress and
Concern

Step	Variable Entered	Beta at Step of Entry	Change	Overall Regression			
				R	Rsq	df	Fchange
1	Sex	-.07	.00	.07	.00	1,52	.26
2	Sociable	.40	.15**	.39	.15	2,51	8.95
3	Prosocial	-.18	.02	.41	.17	3,50	.93
4	Concern	.13	.02	.43	.18*	4,49	.94
1	Sex	-.07	.00	.07	.00	1,52	.26
2	Prosocial	.12	.01	.14	.02	2,51	.76
3	Sociable	.49	.15**	.41	.17	3,50	8.99
3	Concern	.13	.02	.43	.18*	4,49	.94

Note. * p<.05, ** p<.01

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Table 11

Hierarchical Regression Analysis: Predicting Parents' Verbal Involvement from Concern and Dimensions of Perceptions of Progress

Step	Variable Entered	Beta at Step of Entry	Rsq Change	Overall Regression			
				R	Rsq	df	Fchange
1	Sex	-.07	.00	.07	.00	1,52	.26
2	Concern	-.02	.00	.07	.01	2,51	.03
3	Prosocial	.12	.01	.14	.02	3,50	.74
4	Sociable	.55	.16**	.43	.18*	4,49	9.89
1	Sex	-.07	.00	.07	.00	1,52	.26
2	Concern	-.02	.00	.07	.01	2,51	.03
3	Sociable	.43	.16**	.40	.16	3,50	9.42
3	Prosocial	-.16	.02	.43	.18*	4,49	1.28

Note. n $p<.075$, * $p<.05$, ** $p<.01$

Table 12

Hierarchical Regression Analysis: Predicting Parents'

Participation in Play from Dimensions of Perceptions of Progress

and Concern

Step	Variable Entered	Beta at Step of Entry	Rsq Change	Overall Regression			
				R	Rsq	df	Fchange
1	Sex	-.16	.03	.16	.03	1,52	1.37
2	Sociable	.45	.18**	.46	.21	2,51	11.88
3	Prosocial	-.00	.00	.46	.21	3,50	.00
4	Concern	-.04	.00	.46	.21*	4,49	.09
1	Sex	-.16	.03	.16	.03	1,52	1.37
2	Prosocial	.25	.06m	.29	.09	2,51	3.36
3	Sociable	.45	.12**	.46	.21	3,50	7.84
4	Concern	-.04	.00	.46	.21*	4,49	.09

Note. m p<.075, * p<.05, ** p<.01

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Table 13

<u>Hierarchical Regression Analysis: Predicting Parents'</u>

<u>Participation in Play from Concerns and Dimensions of Perceptions</u>

<u>of Progress</u>

Step	Variable Entered	Beta at Step of Entry	Rsq Change	Overall Regression			
				R	Rsq	df	Fchange
1	Sex	-.16	.03	.16	.03	1,52	1.37
2	Concern	-.17	.03	.23	.05	2,51	1.50
3	Prosocial	.25	.06	.33	.11	3,50	3.27
4	Sociable	.43	.10*	.46	.21	4,49	8.19
1	Sex	-.16	.03	.16	.03	1,52	1.37
2	Concern	-.17	.03	.23	.05	2,51	1.50
3	Sociable	.43	.16**	.46	.21	3,50	10.00
4	Prosocial	.01	.00	.46	.21*	4,49	.00

<u>Note</u>. m p<.075, * p<.05, ** p<.01

Table 14

Correlations Among Mothers' Policies for Children's Play
Opportunities, Perceptions of Progress, and Concern

	Frequency of Encouragement	Activity Decision
Activity Decision	.20	
Concern	-.03	-.11
Perceived Prosocial Behavior	.21	.09
Perceived Sociable Behavior	.27*	.34**

Note. * p<.05, ** p<.01

39

Table 15

<u>Hierarchical Regression Analysis: Predicting Decision about Play</u>
<u>Activity from Dimensions of Perceptions of Progress and Concern</u>

Step	Variable Entered	Beta at Step of Entry	Rsq Change	Overall Regression			
				R	Rsq	df	Fchange
1	Sex	.20	.04	.20	.04	1,60	2.63
2	Sociable	.31	.08*	.36	.13	2,59	6.07
3	Prosocial	-.18	.02	.39	.15	3,58	1.35
4	Concern	.04	.00	.39	.15*	4,57	.09
1	Sex	.20	.04	.20	.04	1,60	2.63
2	Prosocial	.06	.00	.21	.05	2,59	.21
3	Sociable	.41	.11**	.39	.15	3,58	7.22
4	Concern	.04	.00	.38	.15*	4,57	.09

<u>Note</u>. * p <.05, ** p <.01

40

38

Table 16

Hierarchical Regression Analysis: Predicting Decision about Play

Activity from Concerns and Dimensions of Perceptions of Progress

| Step | Variable Entered | Beta at Step of Entry | Rsq Change | Overall Regression | | | |
				R	Rsq	df	Fchange
1	Sex	.20	.04	.20	.04	1,60	2.63
2	Concern	-.08	.01	.22	.05	2,59	.42
3	Prosocial	.06	.00	.23	.05	3,58	.19
4	Sociable	.43	.10*	.39	.15*	4,57	6.76
1	Sex	.20	.04	.20	.04	1,60	2.63
2	Concern	-.08	.01	.22	.05	2,59	.42
3	Sociable	.31	.08*	.36	.13	3,58	5.52
4	Prosocial	-.18	.02	.39	.15*	4,57	1.41

Note. * $p < .05$, ** $p < .01$

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