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Author(s)	TODA, Sueko; 戸田, 須恵子
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THE STUDY OF MOTHERS' PARENTING PRACTICES WITH CHILD'S WITHDRAWN BEHAVIORS AND TEMPERAMENT

Sueko Toda

Hokkaido University of Education

Abstract

To investigate the relationships between mothers' parenting practices and child withdrawal behaviors and temperament, two hundred and fourteen mothers, whose children (male 101, female 113) are enrolled in nursery schools in Kushiro participated with this project. Two questionnaires, parenting practices and child's temperament were filled out by mothers, and child's withdrawal behaviors were rated by teachers. The findings showed that child's active solitary behaviors were negatively correlated with mother's verbal encouragement parenting styles. Passive solitary behaviors were negatively correlated with autocratic parenting styles and positively correlated with emotional parenting styles. Reticence behaviors were negatively correlated with authoritative parenting styles. There were many associations between child temperament and parenting styles. The factors, emotional, unsociable and immature in temperament were positively correlated with authoritarian and its subfactors such as corporal punishment, no-reasoning, autocratic, and directive parenting styles. Also, a factor, sociable was associated with authoritative and its subfactors such as warmth, verbal encouragement, easy going, reasoning, and democratic discipline parenting styles. Regression analyses showed that unstable, immature and emotional child temperament influenced mothers' authoritarian parenting styles and sociable child temperament influenced authoritative parenting styles. Further research is needed to find the relationships between child social behaviors and parenting practices including measurement.

Key Words : parenting practices, withdrawal behaviors, temperament, authoritarianism, authoritativeness

There are many studies about the relationship between mothers' parenting practices and child's social competence. Some studies have focused on the relationship between parenting practices and a child's aggressive behaviors. They have shown that specific parenting practices influence not only a child's social behaviors but also the child's personality, self concept, and academic achievement (Baumrind, 1991; Chao, 1994; Ladd & Sieur, 1995; Ladd & Golter, 1998; Ladd & Hart, 1992; Parke & Ladd, 1992; Steinberg, Lamborn, Dornbursch, & Darling, 1992). Parenting practices influence children's development through two ways: direct and indirect (Parke & Ladd, 1992). Variables which

directly or indirectly influence a child's social behaviors are family, interaction within the family, parenting practices, parent characteristics, attachment and so forth. Consequently, these direct or indirect factors influence a child's peer relationships. Belsky proposed a process model of the determinants of parenting (Figure 1). He considered that some factors such as parent personality, marital relations, social network, work, and child temperament determine parenting styles which then directly influence child development (1984). He argued that parent functioning is influenced by three major factors; personality, characteristics of the child, and contextual sources of stress and support. However, his model is based on non-experimental and correlational studies, rather than on a cause-effect model.

The assessment of parenting practices generally follows a set of guidelines developed by Baumrind (1966). She proposed the existence of three parenting styles: authoritative, authoritarian, and permissive. Baumrind concentrated on parent responsiveness and demanding (control) as the principal factors of her measurement. The authoritative parent tends to direct the child's activities in a rational, issue-oriented manner. She encourages the child to achieve and explains to the child the reasoning behind her methods and motives. Both autonomous self-fill and disciplined conformity are respectively valued by the authoritative parent (Responsiveness: high, Control: high). The authoritarian parent tends to shape, control, and evaluate the behavior and attitudes of the child in accordance with a set standard of conduct, usually an absolute standard, theologically motivated and formulated by a higher authority (Responsiveness: low, Control: high). The permissive parent tends to behave in a non-punitive, acceptant, and affirmative manner toward the child's impulses, desires, and actions (Responsiveness: high, Control: low).

One strategy used in assessing Baumrind's three typologies was to obtain reports from adolescents concerning their own parent's parenting styles (Buri, 1991; Steinberg, et. al., 1992). The methodologies she used were parents' rating, psychologists' Q-sort, and behavioral observations. Block's Child-rearing Practices Report (a 91 item Q-sort) was widely used for assessing the parents of young children. However, Block's parenting practices instrument has many factors (22 to 33). Both the questions of Baumrind's and Block's parenting practices have disadvantages as mentioned above. Some attempts have been made by researchers interested in socialization (Kochanska, Kuczynski, & Radki-Yarrow, 1989; Trickett & Susman, 1988) to reduce the number of factors in the Block's report and make them more consistent with Baumrind's conceptualization (Chao, 1994).

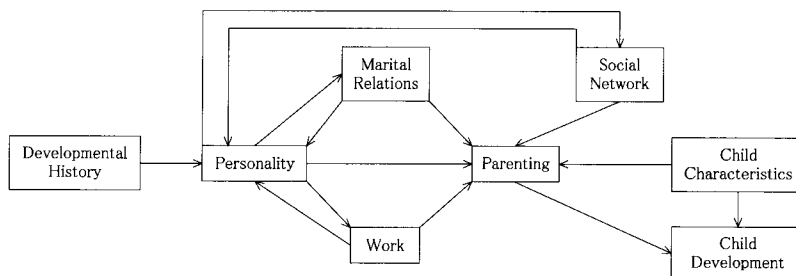


Figure 1 A Process Model of the Determinants of Parenting (Belsky, 1984)

Robinson, Mandieco, Olsen, & Hart (1995) developed a new measure of parenting practices. The instrument, a questionnaire consisting of 133 questions, each with a 5-point scale, was developed using 80 items from Block's report and 53 new items to assess parenting practices of parents with young children. The 53 new items were constructed based on conceptualizations of authoritative, authoritarian, and permissive typologies drawn from the other literature. Their final questionnaire consists of 62 items. The results of the completed questionnaire items suggest that parenting practices consistent with Baumrind's three main typologies can be empirically derived, and the coherent factors identified within each typology may prove to be useful in predicting differential developmental outcomes (Darling & Steinberg, 1993). Therefore, in the present study, this 62 item questionnaire was used to assess the parenting styles of parents with preschool children, with the expectation that these three core parenting styles may be evident in Japanese cases.

Recently, some researchers have paid attention to a child's withdrawal behaviors as well as aggressive behaviors. Some researchers have found that a withdrawn child's adjustment to school life is highly problematic and the child is in some cases interpreted as dangerous by others (Harrist, Zaia, Bates, Dodge, & Pettit, 1997; Hart, Yang, Nelson, Jin, Olsen, Nelson, Wu, Robinson, & Porter, 1998). Asendorpf (1990) described a socially withdrawn child as immature, especially among peer relations as the child will show little interaction within the group. Consequently such children become maladjusted. Younger & Daniels (1992) argued that all withdrawn children are not maladjusted or dangerous. The characteristics of withdrawn children are born through the situation presented following the child's rejection by the peer group. Thus in frequent cases, these children have no choice but to play themselves. Although, it should be noted that some of these children prefer the solitary game. Rubin (1982) described solitary behaviors as consisting of two clusters: solitary passive and solitary active behaviors. Solitary passive behaviors describe such a child who will play alone with a toy, rather than join in with peers. The natural result of the interplay between biologically based and temperamental factors for solitary passive children is of course various forms of nonsocial activity. In early childhood, passive solitude is accepted by teachers and peers; however, these children negatively perceive themselves in terms of social competence. During middle childhood, they further develop their negative self-perception and consequently are rejected by such peers who hold the opinion that a passively withdrawn child's behaviors are deviant. (Rubin & Mills, 1988). Solitary active behaviors are defined as behaviors that children like sensory-motor play or solitary dramatic play, and they are immature in development, including children rejected by peers. Later, Rubin (1991) added one more cluster to his model, reticence. Reticence is defined as a prolonged looking at the partner without accompanying play. Coplan et al. (1994) duplicated Rubin's study, and they found that reticent behaviors, not solitary passive or solitary active behaviors, were correlated with anxiety, and maternal ratings of shyness. They also found the reticent behaviors were associated with hovering on the edge of social groups. These behaviors were consistent with evidence for the existence of an approach-avoidance conflict explained by Asendorpf's study (1991). Rubin and Mills (1988) proved that these withdrawal behaviors were associated with attachment and temperament in early childhood, and later these behaviors

generate internalizing problems.

Several studies on temperament in infancy and early childhood are circulating at present. The New York Longitudinal Study (Thomas, Chess, & Birch, 1968) prompted researchers to pay attention to temperament studies. Temperament is considered the innate characteristics of a child during his/her infancy and childhood (Buss & Plomin, 1984). They proposed 4 dimensions: Emotionality, Activity, Sociability, and Impulsivity. In infancy, the Revised Infant Temperament Questionnaire (Carry & McDevitt, 1978) is widely used; however, these temperament measurements always question the issue of reliability and validity as the majority of the temperament measurements are based on the mother's ratings, and observations and the mother's ratings are at times not correlated with each other. Hubert, Waches, Peters-Martin, & Gandour (1982) reviewed the study of temperament, and they showed that only one factor (sociability) was consistent with the New York Longitudinal Study. As mentioned above, Belsky (1984) noted child temperament is one of the main factors influencing parenting. Rubin, LeMare, & Lollis (1990) proposed two processes based on temperament that explain the reasoning behind withdrawn children being rejected by their peers during middle childhood. The first process is based on the difficulty faced during infancy. The mothers of difficult infants create conflict regarding childrearing, as they try to exercise complete control over their children. This form of behavior closely models the authoritarian parenting style mentioned previously. The second process is a case of low threshold in social stimulus or novelty. Mothers develop hostility, aggressive behaviors and a lack of sensitivity because the child's characteristics are described as low threshold in social stimulus or novelty. Thus, the bond between the mother and infant is relatively insecure. In summary, negative perception of a child during infancy and early childhood results in the child developing detrimental withdrawal behaviors, these behaviors consequently become a basis for rejection by peers during middle childhood. The studies presented before suggest that a core element associated with withdrawal behaviors and parenting practices is temperament.

The present study aims to examine a process model proposed by Belsky (1984), which focuses on the relationship among parenting practices, child withdrawal and temperament. It is expected that specific factors in these three domains correlate with each other. The purpose of the model is to try to find which factor in one domain is associated with factors in the other domains.

Method

Subjects: Two hundred fourteen mothers, whose children (male=101, female=113) are currently enrolled in 10 nursery schools in Kushiro, participated with this project. The average age of the children was 64 months (Range 39-81 months). The mother's age was 34 years old and the father's age was 36 years old. Education-wise, the mothers had attended schooling for approximately 12.6 years and the fathers for approximately 13.3 years. Slightly more than half of children had one sibling (no sibling 53, one sibling 109, two 43, three 9).

Procedure: Questionnaires were handed to the children to be passed on or directly handed to each mother. Two weeks later, they were collected. It should be noted that this particular study is only a small part of a larger project and during the time of its

completion. Mothers were required to complete two questionnaires, Parenting practices and child temperament. Questions concerning a child's withdrawal behaviors were completed by teachers, thus based on classroom mannerisms. The questionnaires used in the present study have been introduced from the United States and were translated into Japanese.

Questionnaires: Two different questionnaires were completed by the participating mothers and a further one by the concerned teachers. Mothers were required to self-rate the attitudes and behaviors of their children, and their child's characteristics.

Mother's Parenting Practices: The parenting practices questionnaire consists of 62 items. The items were scored on a 5-point scale (1) "Never" to (5) "Always."

Child Withdrawal Behaviors: The questionnaire consists of 44-items concerning various withdrawal behaviors. The items were scored on a 3-point scale (0) "Never" to (2) "Very often." **Child Temperament:** The temperament questionnaire consists of 52 items. The items were scored on a 5-point scale (1) "Not typical of the child" to (5) "Very typical of the child."

Results

Principal axis factor analyses followed by varimax rotation for each questionnaire resulted in the determination of factor structures. Following this, correlation analyses between factors were carried out for all of the questionnaires. In regards to parenting practices, first, three factors were extracted from the items hypothesised in Baumrind's typologies, then, factor analyses followed by varimax rotation for each factor were carried out. As shown in Table 1, five subfactors were extracted from factor 1 (Authoritarian), five subfactors from factor 2 (Authoritative), and three subfactors from factor 3 (Permissive).

Under child withdrawal behaviors, five factors were extracted (Solitary passive, Solitary active, Reticence, Shyness/Fair, Emotional/Immature). Seven factors were extracted from child temperament (Energetic/Active, Emotional, Unstable, Sociable, Depressive, Immature, Adult-like).

Table 1 shows factor scores in parenting practices. In general, the authoritative parenting style and the subfactors, especially factors of "easy going/affect expression" and "democratic discipline" had the highest scores in the three parenting styles. The results show that mothers rated highly the authoritative parenting style and consequently consider authoritarian and permissive parenting styles as less important. However, the authoritarian parenting practices were extracted as factor 1. The "easy going" factor was given the highest scores by mothers in general. This means that as mothers are rearing their children, they are promoting an easygoing lifestyle. Table 2 shows factor scores in child withdrawal behaviors. The mean score is the total score calculated by adding each item's score in each factor. It is noteworthy to describe the maximum scores in each factor. When we look at minimum and maximum scores, the suggestion is that child withdrawal characteristics highlight individual differences. For example, in the solitary passive factor, some children scored 23 points (the highest score is 24 points), these children can then be said to show very passive solitary behaviors.

Table 1 Factor Scores in Mothers' Parenting Practices

Factor		Mean (SD)
Factor 1	Authoritarian	2.27 (.46)
Subfactor 1	Corporal Punishment	2.23 (.74)
Subfactor 2	No-Reasoning/Punitive Strategies	1.78 (.49)
Subfactor 3	Autocratic	2.17 (.64)
Subfactor 4	Directiveness	3.02 (.87)
Subfactor 5	Emotional/Disciplining Strategies	3.41 (.64)
Factor 2	Authoritative	3.76 (.46)
Subfactor 1	Warmth & Involvement	3.40 (.65)
Subfactor 2	Verbal Encouragement	3.45 (.74)
Subfactor 3	Easy Going/Affect Expression	4.29 (.62)
Subfactor 4	Reasoning/Induction	3.66 (.70)
Subfactor 5	Democratic Discipline	4.14 (.78)
Factor 3	Permissive	2.13 (.34)
Subfactor 1	Ignoring Misbehavior	1.19 (.37)
Subfactor 2	Child Centered	2.31 (.53)
Subfactor 3	Indulgent	2.76 (.71)

Table 2 Factor Scores in Child's Withdrawn Behaviors

Factor (Total of items)	Mean(SD)	Maximum	Minimum
Solitary Passive (12)	2.21 (3.86)	23.00	0.00
Solitary Active (11)	.99 (2.55)	18.00	0.00
Reticence (10)	1.21 (2.56)	18.00	0.00
Shyness/Fair (7)	1.83 (2.37)	13.00	0.00
Emotional/Immature (4)	1.41 (1.53)	8.00	0.00

The relationship between parenting practices and a child's withdrawal behaviors

Table 3 shows the relationship between parenting practices and a child's withdrawal behaviors. Many parenting styles could not be correlated with some withdrawal behaviors. Emotional parenting styles were positively correlated with solitary passive behaviors ($p < .05$) and autocratic parenting styles were negatively correlated with solitary passive behaviors ($p < .05$). Regression analyses proved that both emotional and autocratic parenting styles contributed to a child's solitary passive behaviors ($p < .05$). Verbal encouragement parenting styles were negatively correlated with solitary active behaviors ($p < .01$). Authoritative and democratic disciplinary parenting styles were negatively correlated with "reticence" ($p < .05$). Regression analyses showed that democratic disciplinary parenting styles significantly influenced "reticence" ($p < .05$). Also democratic disciplinary parenting styles were negatively correlated with the shyness/fair behavior ($p < .05$). Permissive and indulgent parenting styles were negatively correlated with emotional/immature behaviors ($p < .05$). The results did not show a strong association between parenting styles and child withdrawal behaviors, and most factors show negative associations between them.

The relationship between parenting practices and a child's temperament

Table 4 shows the association between a mother's parenting styles and the child's

temperament. Although many factors are correlated with each other, some characteristic associations between factors are visible. When attention is paid to factors which are significant at $p < .01$ & $p < .001$ level, emotional child temperament was positively correlated with the authoritarian parenting style ($p < .001$) and with the subfactors, "corporal punishment" ($p < .01$), "no-reasoning" ($p < .001$), and "directiveness" ($p < .001$), and negatively correlated with "democratic discipline" ($p < .001$). The factor, "unstable" was positively correlated with authoritarian parenting styles ($p < .001$) and 4 subfactors, "corporal punishment" ($p < .001$), "no-reasoning" ($p < .001$), "autocratic" ($p < .01$), and

Table 3 Correlation between Mothers' Practices and Child Withdrawal Behaviors

Parenting Practices	Child Withdrawn Behavior				
	Passive Solitary	Active Solitary	Reticence	Shyness/Fair	Emotional/Immature
Authoritarian					
Corporal Punishment.....					
No Reasoning.....					
Autocratic	-.145*				
Directiveness					
Emotional.....	.163*				
Authoritative.....			-.146*		
Warmth & Involvement					
Verbal Encouragement..		-.217**			
Easy Going/Affect					
Reasoning/Induction					
Democratic Discipline....			-.170*	-.141*	
Permissiveness					-.148*
Ignoring Misbehavior					
Child Centered					
Indulgent.....					-.155*

* $p < .05$ ** $p < .01$ *** $p < .001$

Table 4 Correlation between Mothers' Parenting Practices and Child Temperament

Parenting Practices	Child Temperament						
	Energetic/Active	Emotional	Unstable	Sociable	Depressive	Immature	Adult like
Authoritarian302***	.360***			.306***	.187*
Corporal Punishment207**	.271***			.245***	
No Reasoning.....	-.141*	.333***	.293***	-.194**		.311***	.183**
Autocratic209**	-.143*			.154*
Directiveness.....		.203**	.241**		.176*	.160*	
Emotional							
Authoritative.....		-.163*	-.163*	.291***			
Warmth & Involvement....				.237***			
Verbal Encouragement.....				.235***			
Easy Going/Affect			-.138*	.222***			
Reasoning/Induction		-.146*		.144*			
Democratic Discipline...		-.265***		.235***			-.143*
Permissiveness							
Ignoring Misbehavior ...				-.162*			
Child Centered.....				.152*			
Indulgent							

* $p < .05$ ** $p < .01$ *** $p < .001$

“directiveness” ($p < .001$). The factor, “sociable” was positively correlated with authoritative parenting styles ($p < .001$) and subfactors, “warmth” ($p < .001$), “verbal encouragement” ($p < .001$), and “easy going” ($p < .001$). However, this factor negatively correlated with the subfactor, “no-reasoning” listed under authoritarian parenting styles ($p < .01$). Immature behaviors were positively correlated with authoritarian parenting styles and subfactors, “corporal” ($p < .001$), and “no-reasoning” ($p < .001$). The factor, “adult-like” was positively correlated with the subfactor, “no-reasoning” under authoritarian parenting styles ($p < .01$). The question of which parenting style (authoritarian, authoritative, or permissive) is influenced by a child’s temperament is examined by multiple regression analyses with stepwise methods. As table 5 shows, three factors, “unstable”, “immature”, and “emotional” significantly influence authoritarian parenting styles. Two factors, “sociable” and “emotional” significantly influence authoritative parenting styles. The factor, “unstable” was not significant. The results suggest that mothers with authoritarian parenting styles have a tendency to consider their children unstable, immature, and emotional. Whereas mothers with authoritative parenting styles have a tendency to consider their children sociable and not emotional. The findings suggest that it is the child’s characteristics that determine the mother’s parenting styles.

The relationship between withdrawal behaviors and temperament

There are few associations between withdrawal behaviors and temperament. “Passive solitary” was negatively correlated with “energetic” in temperament ($r = -.145$, $p < .05$). “Reticence” was negatively correlated with “energetic” and “sociable” factors in temperament ($r = -.192$, $p < .01$; $r = -.138$, $p < .05$). “Shyness/Fair” negatively correlated with “energetic”, “sociable”, and “adult-like” factors ($r = -.397$, $p < .001$; $r = .171$, $p < .05$; $r = -.161$, $p < .05$). The results showed that a child’s negative characteristics as rated by the mother was also similar to those characteristics considered negative by the teacher.

Discussion

In the present study, we examined Belsky’s process model that parenting practices

Table 5 Multiple Regression Analyses Predicting Parenting Styles

Step and Variable	Beta	R	R ²	T
Authoritarian (Criterion)				
Temperament Subfactors				
1 Unstable	.352	.352	.12	5.02***
2 Immature	.265	.437	.18	4.28***
3 Emotional	.172	.465	.20	2.38*
4 Adult-like	.044	-	-	.63
Authoritative (Criterion)				
1 Sociable	.280	.280	.07	3.84***
2 Emotional	-.153	.319	.09	-2.12*
3 Unstable	-.104	-	-	-1.40

* $p < .05$ ** $p < .01$ *** $p < .001$

are associated with a child's withdrawal behaviors and temperament. The findings were proved in part but the relationships were not salient, especially the relationship between parenting practices and withdrawal behaviors. The reason may be that the mothers' and teachers' rating criteria differed. Parenting styles and temperament are rated by mothers, whereas child withdrawal behaviors are rated by teachers. Therefore, the correlation between parenting and withdrawal behaviors is not much stronger than the correlation between parenting styles and temperament. That is, an unstable child's characteristics influence the mother's authoritarian parenting practices, and a sociable child's characteristics influence the mother's authoritative parenting practices. Emotional parenting styles also influence solitary passive behaviors. The results were consistent with Rubin et al.'s proposal (1990). That is, unstable children were difficult during infancy, and thus controlled by their mothers. Authoritarian parenting styles may be the outcome of controlling difficult infants. Further research including parent characteristics, observations and peer ratings is needed to identify the unique linkages of subtypes of withdrawal behaviors and temperament to parenting practices.

Concerning the parenting practices questionnaire, a measurement developed in the United States was used. In the American samples, only three factors were extracted from the 62 items listed. In contrast, the Japanese samples, extracted as many as 21 factors in the first step, although the factor analyses failed to conduct a varimax rotation. Therefore, the procedure taken by the American studies was followed. That is, at first, three factors are specified, and then for each factor several subfactors are extracted. Almost all items were clearly classified into three factors (Authoritarian, Authoritative, and Permissive parenting styles), although some factor loadings were low. The fact that many factors were extracted from Japanese parenting practices items suggests that Japanese mothers have more of a multidimensional parenting style than do American mothers.

In the present study, withdrawal behaviors have five dimensions: passive solitary, active solitary, reticence, shyness/fair, and emotional/immature. Compared to other research, their results showed three withdrawal behaviors (passive, active, and reticence); shyness was included in reticence and immature was included in solitary active behaviors. Chen, et al. (1995) found that shy children were accepted by peers in childhood (8-10 years), but two years later (middle childhood), they were rejected by peers. In general, shyness is negatively viewed in Western cultures, but of Asian cultures, it is positively viewed, and accepted by people in young ages as Chen et al. found. This is true in Japanese culture, and the concept of shyness may have the same meaning as in China. In Japan, an adult's feeling about shyness has two dimensions, negative and positive. Much depends on the context or situation; however, the concept of shyness is culture-specific to Japan. Therefore, as the findings showed, shyness may be independent of reticence, albeit shyness is viewed as a withdrawal behavior. Further research is needed to clarify the unique linkages between parenting practices and withdrawal behaviors from a cultural viewpoint.

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Appendix 1. Mother's Parenting Practices

Factor 1. Authoritarian				Alpha=.85
item	M	SD	Load	Subfactor 1 (Corporal Punishment)
06.	2.3	1.2	.777	Spanks when child is disobedient
37.	1.8	.8	.694	Uses physical punishment as a way of disciplining our child.
43.	2.5	1.2	.691	Slaps child when the child misbehaves.
34.	1.9	1.0	.613	Threatens child with punishment more often than actually giving it.
19.	2.0	1.0	.568	Grabs child when being disobedient.
13.	2.9	1.2	.505	Yells or shouts when child misbehaves.
Subfactor 2 (No Reasoning/Punitive Strategies)				
44.	2.1	.8	.615	Disagrees with child.
61.	1.7	.9	.601	Shoves child when the child is disobedient.
57.	1.9	.9	.597	Appears unsure on how to solve the child's misbehavior.
14.	1.9	1.2	-.565	Is easy going and relaxed with child.
10.	1.7	.9	.477	Punishes by taking privileges away from child with little if any explanations.
02.	1.8	.8	.469	Guides child by punishment more than by reason.
28.	1.2	.5	.414	Punishes by putting child off somewhere alone with little if any explanations.
54.	1.4	.7	.413	Uses threats as punishment with little or no justification.
50.	2.0	1.0	.410	Scolds or criticizes when child's behavior doesn't meet our expectations.
26.	2.3	.9	.374	Appears to be more concerned with own feelings than with child's feelings.
Subfactor 3 (Autocratic)				
30.	1.4	.9	.647	Is afraid that disciplining child for misbehavior will cause the child to not like his/her parents.
08.	3.3	1.1	-.588	Withholds scolding and/or criticism even when child acts contrary to our wishes
16.	2.0	.9	.550	Tells child our expectations regarding behavior before the child engages in an activity.
56.	2.0	1.2	.505	When child asks why he/she has to conform, states: because I said so, or I am your parent and I want you to.
Subfactor 4 (Directiveness)				
40.	3.3	1.2	.766	Tells child what to do.
59.	2.9	1.2	.599	Demands that child does/do things.
17.	2.8	1.2	.566	Scolds and criticizes to make child improve.
Subfactor 5 (Emotional/Disciplining Strategies)				
49.	4.3	.9	-.608	Bribes child with rewards to bring about compliance.
04.	3.7	1.3	.573	Finds it difficult to discipline child.
32.	2.3	1.0	.365	Explodes in anger towards child.
Factor 2. Authoritative				Alpha=.79
Item	M	SD	Load.	Subfactor 1 (Warmth & Involvement)
12.	3.4	1.1	.688	Gives comfort and understanding when child is upset.
09.	3.5	1.1	.624	Shows sympathy when child is hurt or frustrated.
52.	3.0	1.2	.550	Sets strict well-established rules for child.
55.	4.0	1.1	.547	Takes into account child's preferences in making plans for the family.
21.	3.3	.9	.432	Is responsive to child's feelings or needs.
33.	3.2	1.1	.367	Aware of problems or concerns about child in school.

Subfactor 2 (Verbal Encouragement)

51.	3.7	1.0	.666	Shows respect for the child's opinions by encouraging child to express them.
48.	3.5	1.2	.610	Encourages child to freely express himself/herself even when disagreeing with parents.
58.	3.4	1.3	.541	Explains the consequences of the child's behavior.
62.	3.2	1.2	.536	Emphasizes the reasons for rules.
53.	3.6	1.2	.456	Explains to child how we feel about the child's good and bad behavior.

Subfactor 3 (Easy Going/Affect Expression)

07.	4.1	1.0	.765	Jokes and plays with child.
35.	4.4	.8	.647	Expresses affection by hugging, kissing, and holding child.
05.	4.5	.9	.574	Gives praise when child is good.
39.	4.1	1.2	.418	Apologizes to child when making a mistake in parenting.
46.	4.4	1.0	.403	Has warm and intimate times together with child.

Subfactor 4 (Reasoning/Induction)

01.	4.2	1.1	.638	Encourages child to talk about the child's troubles.
38.	3.3	1.4	.511	Carries out discipline after child misbehaves.
29.	3.3	1.3	.507	Helps child to understand the impact of behavior by encouraging child to talk about the consequences of his/her own actions.
47.	2.8	1.5	.476	When two children are fighting, disciplines children first and asks questions later.
27.	4.5	.9	.390	Tells child that we appreciate what the child tries to accomplish.

Subfactor 5 (Democratic Discipline)

22.	3.8	1.3	.709	Allows child to give input into family rules.
42.	4.4	.9	.689	Talks it over and reasons with child when the child misbehaves.
25.	4.2	1.1	.441	Gives child reasons why rules should be obeyed.

Factor 3. Permissive

Alpha = .33

Subfactor 1 (Ignoring Misbehavior)

15.	1.1	.4	.827	Allows child to annoy someone else.
45.	1.1	.3	.812	Allows child to interrupt others.
03.	1.5	.9	-.408	Knows the names of child's friends.

Item M SD Load Subfactor 2 (Child Centered)

18.	2.1	.9	.569	Shows patience with child.
36.	1.1	.4	.556	Ignores child's misbehavior.
60.	3.4	1.3	.547	Channels child's misbehavior into a more acceptable activity.
41.	2.1	1.1	.474	Gives in to child when he/she causes a commotion about something.
20.	2.8	1.3	.310	States punishments to child and does not actually do them.

Subfactor 3 (Indulgent)

11.	2.3	1.0	.658	Spoils child.
23.	3.2	1.3	-.505	Argues with child.
31.	2.8	1.1	.484	Takes child's desires into account before asking the child to do something.

Appendix 2. Child's Withdrawn/Solitary Behaviors

Factor 1. Unsociable

Alpha = .93

- 11. Would rather play alone.
- 36. Builds things by self rather than with other children.
- 20. Swings by self, alone, away from peers.
- 26. Reads books alone, away from others.
- 33. Likes to play alone.
- 13. Does artwork by self, away from others.
- 41. Plays with toys by self rather than with other children.
- 15. Does constructive activities (e.g., build with blocks, legos) or does puzzles alone, away from others.
- 06. Tends to do things on his/her own, rather solitary.
- 24. Animates toys (e.g., pretends an inanimate object-doll or stick-is alive) by self, away from peers.
- 19. Does pretend/dramatic play by self, away from peers.
- 29. Waits and hovers around other children without joining in play.

Factor 2. Rejected withdrawal

Alpha = .91

- 34. Other children tell him/her that he/she cannot play with them.
- 37. Not much liked by other children.
- 05. Says nobody likes him or her.
- 08. Is ignored by others.
- 23. Other children exclude him/her.
- 39. Is told to go away by other children.
- 25. Has trouble making friends.
- 35. Talks aloud or sings dramatically around peers when they are doing similar things but does not interact with them while doing so.
- 30. Can't get others to play with him/her.
- 01. Other children seem unwilling to play with this child.
- 42. Doesn't listen to what others say.

Factor 3. Hovering around peers

Alpha = .90

- 12. Appears to be doing nothing.
- 43. Appears lonely.
- 17. Pretends to be something (e.g., fireman, doctor, airplane) in vicinity of peers doing similar things but does not interact with them while doing so.
- 16. Stares at other children without interacting with them.
- 09. Animates toys (e.g., pretend an inanimate object such as a doll or stick is alive) in the vicinity of peers doing similar things but does not interact with them while doing so.
- 18. Is fearful in approaching other children.
- 40. Is unoccupied even when there is plenty to do.
- 44. Is easily embarrassed.
- 02. Wanders aimlessly when outdoors or during free play.
- 31. Does pretend/dramatic play with peers, but does not interact with them while doing so.

Factor 4. Shyness/Afraid

Alpha = .83

- 21. Is quiet around other children.
- 38. Is very shy.
- 22. Doesn't talk much with other children.
- 27. Watches other children play without joining in.
- 07. Is reserved around other children.
- 04. Shies away when approached by other children.

32. Shows anxiety about being with a group of children.

Factor 5. Emotional/Immature Alpha = .63

03. Is off task and preoccupied.

14. Pouts or sulks.

10. Cries over seemingly little things.

28. Feelings get hurt easily.