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Predicting Peer Acceptance using Target, Rater and Group Variables:

An examination of care, justice and aggression in children from Barranquilla and

Montreal

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A Thesis

in

The Department

of

Psychology

Presented in Partial Fulfillment of the Requirements
for the Degree of Master of Arts (Psychology) at
Concordia University
Montreal, Quebec, Canada

September 2006

Canada

ABSTRACT

Predicting Peer Acceptance using Target, Rater and Group Variables:

An examination of care, justice and aggression in children from Barranquilla and

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Jonathan Bruce Santo

The current project examined the predictive strength of children's peer rated care, justice and aggression on expressed liking. A total of 685 children (mean age = 10.34 years, SD = 1.32) participated. Data collection took place in Montreal, Canada and Barranquilla, Colombia. Participants were rated by classmates for levels of justice, care, aggression and their liking of others. Analyses of the associations between variables were performed through the use of multilevel modeling. Correlates of peer acceptance were variables at the level of the target, at the level of the rater and at the level of the group (to assess contextual influences). While target aggression was negatively associated with acceptance, target care and justice were positively associated. Subjects rated same-sex peers more positively than other-sex peers. Also, several characteristics of the group were associated with peer liking in various ways. The significant group variables included SES, place and interactions with individualism. As a whole, the final model accounted for 19.1% of the target-related variance and 37.5% of the rater-related variance and 47.8% of the group variance. Additional research is required using different dimensions of culture to better elucidate contextual factors associated with acceptance.

Acknowledgements

People wish to be liked, not be endured with patient resignation.

Bertrand Russell, Conquest of Happiness (1930)

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Introduction

An individual's relationship with peers is a key component of development

(Sullivan, 1953). Children who are accepted by their peer group are more likely than

others to be involved in interactions that result in positive developmental experiences,

which in turn are associated with better mental health (Rubin, Bukowski, & Parker,

2006). Moreover, because peer liking is a prerequisite and potentially an outcome of

experiences with peers, it is important to examine how such experiences contribute to

development. Another key contribution to development is that of culture (or contexts)

particularly in its ability to shape peer interactions. Previous research in the area of peer

relations has yet to fully quantify the effect of context on peer acceptance, especially with

reference to antisocial and prosocial behaviours.

The purpose of the present study was to examine the variables associated with

how children are liked by peers. One approach to this topic is to catalogue characteristics

of the person being rated and those of the person doing the rating. Also, previous research

has demonstrated that the effect of context can and must be measured in several ways.

Therefore, acceptance was examined among boys and girls from different socioeconomic

status (SES) groups in two cultural contexts. Specifically, the contexts of interest were

Montreal, Quebec, Canada, and Barranquilla, a coastal city in northern Colombia. The

current study was designed to assess differences in the processes that underlie liking

across different cultural and social arenas.

Brief history of sociometric research

Before detailing how the current report examines acceptance, it is important to consider previous contributions within the field. One of the early researchers interested in group composition and the quantitative study of social relationships (sociometry) was Jacob Moreno (Cillessen & Bukowski, 2000). In fact, some key developments in sociometric measurement were derived from Moreno's perspectives. Among them was the conceptualization of characteristics of interpersonal relationships through two forms of interpersonal experience: attraction and repulsion (Moreno, 1934). Moreover, he discussed the qualitative and quantitative differences between how individuals are seen by others in their peer group and how they view members of their peer group, each of these being directly pertinent to the current study. For the purpose of the present report, "peers" refer to non-family individuals who are similar to one another in age and status. Moreno was able to create different (testable) categories of individuals based on the notions above. Finally, Moreno conceptualized the peer network as a dynamic system. That is, if peer groups are constantly changing, then the attractions, repulsions, perceptions of peers, perceptions of the peer group and the categories individuals fit into are also in flux.

On peer acceptance and its correlates

To focus on Moreno's notion of attraction, it is worth taking some time to explain what "peer liking" refers to and to examine the difference between *"perceived"* popularity and *"actual/sociometric"* popularity (Rubin, Bukowski & Parker, 2006). The term *"perceived"* popularity is used when a child is asked to nominate whom they believe to be popular from within their peer group (LaFontana & Cillessen, 1998; Parkhurst &

Hopmeyer, 1998). In the case of *"actual/sociometric"* popularity or simply peer acceptance, children are asked "who do you most like".

While measures of popularity are designed to assess a group's perception of liking and disliking, being accepted is a function of a dyad (i.e., one individual has affection for another individual). The use of the term acceptance began with Moreno (1934) who demonstrated the importance of examining liking and disliking within a peer group at the individual level. For the purposes of the current study, "acceptance" is being used as the extent to which others receive a person with favour or approval. Previous research going as far back as before the Second World War investigated acceptance in association with concepts like prosocial behaviour (Murphy, 1937) and aggression (Maudry & Nekula, 1939).

Before exploring the positive and negative correlates of peer acceptance, it is important to address the issue of causation. The studies described below relate how certain behaviours are associated with peer status. However, a great deal of peer relations research maintains a rather flexible understanding of the causal directions between behaviours and peer status (Rubin, Bukowski & Parker, 2006). It is therefore important to bear in mind that longitudinal data are necessary before any decision can even begin to be made concerning how these notions are causally related.

That having been said, the concept of aggression is a commonly cited positive correlate of peer rejection and negative correlate of peer acceptance. Studies on this topic have been performed using peer ratings (Carlson, Lahey, & Neeper, 1984; Cillessen, Van IJzendoorn, Van Lieshout, & Hartup, 1992; French, 1988; Rubin, Chen, & Hymel, 1993). Meanwhile, prosocial behaviour has been positively associated with peer acceptance

(Bukowski & Newcomb, 1984; Coie et. al., 1992; Dodge, Coie, & Brakke, 1982). It has

been suggested that association between these variables and acceptance is based on the

degree to which they make interactions within a group difficult (aggressive behaviour) or

easier (prosocial behaviour; Rubin, Bukowski, & Parker, 2006).

Past research on the topic of acceptance demonstrates that accepted children have

been perceived as cooperative, friendly, sociable, and sensitive (Parkhurst & Hopmeyer,

1998). Of particular interest is that accepted children are more likely to be helpful

(Pakaslahti, Karjalainen, & Keltikangas-Järvinen, 2002). Finally, when in conflict, such

children are more likely to use negotiation and compromise to achieve their goals while

maintaining positive relationships with others (Hart, DeWolf, Wozniak, & Burts, 1992).

It bears mentioning that although up to now the term "prosocial behavior" has

been described as one notion, it has been conceptualized as comprised of both an ethic of

care and an ethic of justice (Walker, 2006). Care is defined as the fulfillment of

responsibility and as concern for others (Gilligan & Attanucci, 1988), whereas justice

refers to the logic of equality, reciprocity and fairness (Turiel, 1994). Others have

supported the need to highlight care and justice in studies of prosocial behavior (Gump,

Baker, & Roll, 2000) Therefore, it can be argued that aggression, care and justice are all

important components when examining the factors associated with acceptance.

Conceptualization of target, rater and group perspectives

Up until now, the focus of attention in accounting for how liked a child will be

has been at the level of the person being rated. In other words, the focus has been on the

target. There is a definite logic to focusing on the target. Individuals are composed of a

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series of relatively stable social orientations and/or a set of skills for social problem solving. These characteristics are believed to strongly influence the way one might be perceived by the peer group. Nevertheless, beyond the individual lie the relationships and the interactions between people which are based on the characteristics of each partner (Bukowski, Rubin, & Parker, 2006). Therefore, an examination of target-related characteristics' associations with acceptance should be tempered with a similar consideration of the rater's levels on such characteristics.

Among the most prevalent effects of raters is that same-sex peers receive higher liking ratings than other-sex counterparts (Bukowski, Sippola, & Hoza, 1999; Kovacs, Parker, & Hoffman, 1996). With these notions in mind, it bears mentioning that interactions between childrens' sex and predictors of acceptance are possible. For example, previous research indicates that aggression is associated with unpopularity for girls but not boys (Bukowski, Gauze, Hoza, & Newcomb, 1993). Moreover, La Greca (1981) described how teacher ratings of aggression were correlates of peer acceptance in boys but not girls. Therefore, since peer groups and adults see aggression as less acceptable for girls than for boys (Mills & Rubin, 1990), this reinforces the need to consider the gender of the target and the rater when assessing correlates of acceptance.

Inevitably though, individual relationships are contained within groups of people. Whereas the definitions/composition of such groups might differ depending on the circumstances (cliques, teams, or classes, in the current case), groups can be defined by the relationships and the range of interactions between participants. In addition to that, groups also have norms and shared experiences. Thereby they can mould the type of relationships within and even outline permissible interactions (Rubin, Bukowski, &

Parker, 2006). It is with these considerations in mind that an examination of peer

acceptance should not only include correlates within the target and rater but also address

the characteristics of the group.

Group Characteristics: Culture as Contexts

The consideration of the characteristics of the group brings to the forefront the

topic of culture in peer relations. Using Bronfenbrenner's ecological model (1979), social

relationships are included within the microsystem. To put it simply, the microsystem

refers to the aspects that intimately and immediately shape human development such as

parents, teachers or peers. Interrelations between microsystems make up the mesosystem.

Meanwhile the microsystem is embedded within the exosystem. The exosystem consists

of settings or events that do not directly involve the individual but still have an influence

such as school and socio-economic status. Going further, according to Bronfenbrenner,

the exosystem is itself embedded within the macrosystem. The macrosystem is composed

of general prototypes existing within a culture which "set the pattern or activities

occurring at the concrete level" (Bronfenbrenner, 1977, page 515). In other words, the

macrosystem contains the explicit and implicit "blueprints" that shape a culture. It is in

the macrosystem that characteristics of a culture such as ethnic identity or notions of

individualism and collectivism exist. For the purpose of the current report, culture is

defined as "a set of attitudes, values, beliefs, and behaviours shared by a group of people,

communicated from one generation to the next" (Matsumoto, Takeuchi, Andayani,

Kouznetsova, & Krupp, 1998). Therefore, cultural norms serve to identify the

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acceptability of certain behaviours and interactions all the way down from the macrosystem through to the microsystem.

Previous cross-cultural research has focused to some degree on the dimensions of individualism and collectivism (Hofstede, 1980; Oyserman, Coon, & Kemmelmeier, 2002). Individualism refers to the notion that individuals are independent of one another. At times, this has been interpreted to mean the importance of individual needs over group needs and a desire to be relatively autonomous of others' influence. On the other hand, collectivism refers to the notion that groups bind and mutually obligate individuals. Collectivism is characterised as the opposite of individualism in that collective goals are prized more highly than individual goals and an individual's sense of self is bound to that of the group. These dimensions serve to help understand the patterns of social behaviours within cultures and may define which social skills are valued by members of that culture (Ogbu, 1981). Previous research has been fuelled on the notion that aspects that interfere with group cohesion (i.e. aggression) have stronger negative associations among collectivistic samples (Killen, Crystal & Watanabe, 2002).

Moreover, evidence exists to demonstrate that aggression and prosocial behavior are associated differently with peer acceptance across different contexts. In a sample of North American and Indonesian children, aggression was more strongly associated with disliked peers in the Indonesian sample (French, Jensen & Pidada, 2002). Meanwhile, in a examination of children from Japan, China and the United States, significantly more Chinese than American and more American than Japanese children were intolerant of an aggressive peer (Crystal, Watanabe, & Chin, 1997). On the other hand, when using classrooms as a context, Chang Lei and colleagues report that children's rejection of

aggressive peers was stronger in classes where teachers had a stronger aversion to aggression (Chang, 2003). Prosocial behaviors meanwhile were more strongly associated with peer acceptance in classrooms with teachers high in self-reported warmth.

Socio-economic status (SES) was previously mentioned as a facet of the ecological perspective of human development (Bronfenbrenner, 1979). When attempting to assess the influence of culture on individual development, it is important to also consider the ways in which within-culture differences may influence basic developmental processes. Differing groups of SES exist within larger cultural groups and have their own sets of shared values, beliefs, and expectations. Such membership within a specific SES group might therefore differentially affect the influences of larger cultural contexts on members' behaviours and relationships. Therefore, one possible approach to such research is to consider cultures as being embedded within other cultures. Previous work on the role of SES on children's developmental outcomes has yet to describe fully the possible interactions of these cultures within cultures (McLoyd, 1998). However, the difficulties may perhaps lie in the notion that SES is in itself a complex and varied phenomenon to measure (Entwisle & Astone, 1994). Nevertheless, SES differences have been examined with regards to acceptance, in that associations varied as a function of SES (Risi, Gerhardstein & Kistner, 2003)

To summarize, the understanding of acceptance is enhanced when the target, the rater and the group are considered. Consistent correlates of acceptance have included prosocial behaviour such as care and justice and aggressive behaviour. Moreover, such effects do not act within a vacuum, and aspects of the culture must also be incorporated.

Therefore, by including characteristics of culture such as SES and individualism, possible interactions with variables at other levels can alter the predictions in interesting ways.

Approaches to Culture

With all of the concepts above to address, researchers hoping to elucidate the relations between such variables must approach the research question and the dataset with a defined yet flexible mindset. Three varying strategies have been conceptualized regarding research between cultures: the "essentialist", "details" and "local knowledge" models (Bukowski & Adams, 2006). The "essentialist" approach assumes that the importance of particular concepts to peer relations varies with each culture and as such, a researcher cannot apply ideas from one culture directly to another. Instead, the social scientist must approach individual cultures with a fresh perspective.

On the other hand, the "details" model starts with the notion that developmental goals and aspects of peer relations are identical between cultures. Granted that the way such phenomena are expressed may differ, the relation between variables would remain the same. Finally, there is also the "local knowledge" perspective in which developmental objectives may vary across cultures. If this is the case, the developmental significance of experiences would also vary. As an example, cultures may vary on the importance they place on kinship. Subsequently, peer relations will have a less important role on development depending on the degree to which kinship is lionized. Therefore, the "local knowledge" model would dictate that findings across cultures must be considered in light of the differences in developmental needs.

With these models in mind, the approach to the study of culture within the current report may be described as a "nuanced local knowledge" perspective. The "nuanced local

knowledge" was chosen because one of the questions that the current report attempts to address is whether the significance of certain variables differs from culture-to-culture or whether there are cultural universals in the area of peer acceptance. Therefore, the goal of the current report is not to generalize a culture-specific theory of normal development to another country, but to examine cross-cultural similarities and differences in children's peer acceptance. Using such an approach, two cultures were considered for comparison.

Canada was chosen as a culture to include in the study because previous reports indicate that it differs very little in such measures from the United States (considered among the most individualistic countries). The second culture chosen for comparison was Colombia because although reports exist to suggest that Colombia is more collectivist than the United States, evidence also exists that it may be more individualistic and less collectivistic instead (Oyserman et al., 2002). Therefore, the difference between these two countries remains to be fully explored.

The Use of Multilevel Modelling

The current report serves as an ideal ground for studying the predictors of peer acceptance through a statistical technique known as multilevel modelling (Bryk & Raudenbush, 1992). It was argued above that an examination of peer acceptance should not only include characteristics of the target, but also those of the rater and the peer group as well. Because these mediums of assessment are embedded within each other, multilevel modelling provides a fruitful framework in which to work. Moreover, previous reports contend that hierarchical data that are not independent are not as well suited for other means of analyses (such as linear regression) and are therefore better suited for examination using multilevel modelling (Boyle & Willms, 2001).

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Hypotheses

The purpose of the present study was to examine the associations of aggression, care and justice with acceptance among peers for boys and girls from upper and lower SES groups in two cultural contexts; specifically Montreal, Quebec, Canada, and Barranquilla, Colombia. Given the previous research in this area, the following hypotheses were tested:

Hypothesis 1: Individualism will be higher among Canadian children as opposed to Colombian children.

Hypothesis 2: Aggression will be negatively associated with peer acceptance.

Hypothesis 3: Care and justice will be positively associated with peer acceptance.

Hypothesis 4: Aggression will be more strongly negatively associated with peer acceptance for girls than for boys.

Hypothesis 5: Same-sex peers will be rated more positively than other-sex peers.

Hypothesis 6: The negative association between aggression and peer acceptance will be stronger among less individualistic classes.

Hypothesis 7: The positive association of care and justice to peer acceptance will be stronger among less individualistic classes.

Hypothesis 8: Acceptance will be higher among high SES classes as opposed to low SES classes.

Method

Participants

A total of 1375 children participated in the original project. However, for the current examination, only subjects in grades 5 and 6 from mixed-sex classrooms with complete data were used. Specifically, 865 children fit the specified criteria (mean age = 10.34 years, SD = 1.32) from 37 classes (423 male, 442 female). Data collection took place in Montreal, Canada (n = 286 in 16 classes) and Barranquilla, Colombia (n = 579 in 21 classes) from two socioeconomic (SES) backgrounds (427 low SES in 17 classes, 438 high SES in 20 classes).

Procedure

In Montreal, once permission was granted by the local school board and school principals, each classroom was visited to explain to the students the purpose and requirements of the study. At this time, a letter describing the study and a parental consent form was given to the students to take home for their parents to complete. Students were told that their participation was not obligatory. Only participants whose parents returned a signed letter of approval were included. A total of 78% of the potential sample participated (Mayman, 2005). In Colombia, concerns of parental literacy dictated that recruitment proceed differently. Recruitment therefore was conducted after receiving permission from individual school principals. In Colombia, approximately 100% of the potential sample participated.

Participating students were administered the questionnaires (designed to be completed in a one-hour session) in their homeroom class time using a group administration procedure. Before completing the questionnaires, each student was given a

form to read that explained their rights as participants and then gave their own assent for completing the study (Appendix A; the Spanish version is also included). Participants were given paper and pencil measures designed to assess the following: (a) sociometric ratings, (b) characteristics of the other participating children in the class, and (c) personal level of individualism, as well as a series of measures unrelated to the purposes of this report. The English surveys are provided in Appendix B (only the pages pertinent to the current report have been included).

Colombian children participating in the study completed a Spanish version of the questionnaires (Appendix C; only the pages pertinent to the current report have been included). The original English version was given to school psychologists in Colombia, who assessed their meaning and relevance for Colombian children. The questionnaires were translated into Spanish by translators working in the fields of education and psychology, and then back-translated into English by a separate group of individuals to ensure that the meaning of items was retained in the translation (Mayman, 2005).

Measures

> *Liking ratings.*

Each participant was given a list with the name of each of the other participants in the class (both same- and other-sex participants) and was asked to rate how much they liked each of the people on the list. Participants did not rate themselves. The rating scale was as follows: 1 (do not like this person), 2 (usually do not like this person), 3 (sort of like this person), 4 (usually like this person), and 5 (like this person very much).

Peer Assessment.

Using an edited version of the Revised Class Play (Masten, Morison, & Pelligrini, 1985), similar to the liking ratings, children were given a list of every participating member of the class but with the addition of a number of roles/items. Participants were asked to nominate one or two same-sex and one or two other-sex classmates who best represented each role. Scores for each of these scales were determined from the mean number of nominations received from same-sex classmates for each item of the scale. Only same-sex nominations were used because they have been found to provide a more valid assessment of these descriptions (Coie, Dodge, & Coppotelli, 1982).

Three roles were included in the current report: aggression, care and justice. Aggression was comprised of 3 items ("is mean", "hurts others" and "causes trouble") with a Cronbach's alpha of .84. Justice was comprised of 2 items ("plays fairly", and "makes sure that everyone is treated equally") with a Cronbach's alpha of .70. Care was also comprised of 2 items ("cares about others", and "helps others when they need it") with a Cronbach's alpha of .78. It bears mentioning that peer nominations rather than self-report ratings were used in the current report (even though data was collected for both) because of the potential for participants to be reluctant to admit to (or unaware of) committing or receiving negative behaviours, such as aggression (Bjorkqvist, Lagerspetz, & Kaukiainen, 1992; Lagerspetz et al., 1988).

Individualism.

A revised version of the Singelis et al. (1995) INDCOL scale was used to measure individualism. The scale was edited to make it easier for the studied sample to understand and shortened so as to limit the time it would take to fill out the survey. The adapted

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version of the scale consisted of 21 items, separated into 5 subscales: parent, friend, classmate, kin, and neighbour. Each item contains a statement (e.g. "I don't talk to my friends about my problems. I solve them myself") and a 5-point Likert scale ranging from really not true for me (1) to really true for me (5). Aggregates of the subscales were created and the mean of all of the subscales was used as an index of individualism. For the purpose of the current report, specific participants' scores of individualism were merged within classrooms and compared at the level of the class. This decision was based on Hofstede's (1980) view of individualism as a characteristic of the context and not a variable that is salient in a person's consciousness.

Socioeconomic status.

Classroom level socioeconomic status in Colombia was derived using "estrato" ratings. These ratings refer to social strata information (ranging from 1 to 6, defined by neighbourhood) which was obtained from school principals. The low SES classes had a low estrato score ($M = 2.52$, $SD = .70$) which confirmed that the schools sampled were indeed within the lower socioeconomic strata. For the high SES group, school officials indicated that the attending children where usually from the highest estrato category (6). Each class was assigned an SES score based on whether they were within a low SES or high SES school.

In Montreal, a parent questionnaire was administered in which the parents provided information concerning household income. Unfortunately, the response rate from parents was too low (60% response rate; Mayman, 2005) to use in the current analyses. Instead, postal code information obtained from the available parent questionnaires were used along with Statistics Canada information concerning the

average household income for that postal code to determine whether primarily high or low SES students attended the school. In the end, each class was assigned an SES score based on whether they were within a low SES or high SES school (Mayman, 2005).

Statistical Analyses

To analyse the data in such a way as to identify the variance accounted for by each variable at several levels, a multilevel modeling program was used (HLM; Bryk & Raudenbush, 1992). To do so, the data needed to be manipulated into three separate forms.

Level 1: At the level of the target (i.e. the person being rated), the variables in this file included the sex of the target and how much every child was liked by each participating member of their class. Also, for each observation, the targets' total number of same-sex nominations for aggression, care and justice were introduced. The ratings received by peers were standardized within class, to make a common metric for all measures and to adjust for class size. Any interactions between these variables were also calculated.

Level 2: At the level of the rater (i.e. the person rating each target), the variables in this file included the sex of the rater and the raters' total number of same-sex nominations for aggression, care and justice. These ratings were also standardized within class. Any interactions between these variables were also calculated.

Level 3: At the level of the group (i.e. the classroom which the target and rater belong to), the variables in this file included country (Montreal or Barranquilla), the SES (high or low) and the classes' mean level of individualism. Any interactions between these variables were also calculated.

Once the information was compiled, participants with missing data on any of the variables of interest were removed in a list-wise fashion. As previously mentioned, some schools in the dataset contained only same-sex classes; these were removed from the current analyses. The models were built up gradually, starting from a null model that contained only the distinction between individual-level and classroom-level variance, so as to be a reference point for the subsequent models.

<div align="center">Results</div>

The first hypothesis to be tested stated that individualism would be higher among Canadian children as opposed to Colombian children. Though conceptualized as a classroom-level variable, analyses were performed using individual values to enhance statistical power. This was marginally significant using a t-test ($t = 1.94$, $df = 778$, $p = 0.053$). Individualism among Canadian students ($M = 3.83$, $SD = 0.57$) was slightly higher than among Colombian students ($M = 3.74$, $SD = 0.70$). A 2 x 2 between subjects ANOVA was performed to examine the relation between SES and country on individualism. A significant SES by country interaction was observed, $F(1,861) = 39.65$, $p < 0.01$, in that in Montreal, children from high SES classes reported higher levels of individualism (Figure 1). Meanwhile in Colombia, children from high SES classes reported slightly higher levels of individualism than high SES classes in Montreal. Moreover, the difference between the high SES and low SES was greater among the participants in Barranquilla. This suggests that there is a sizable portion of within country variability with respect to individualism.

Associations with the outcome (an individual's acceptance/liking by peers) were predicted based on characteristics of the target (level 1), characteristics of the rater (level

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Figure 1.

Individualism as a function of the country and SES.
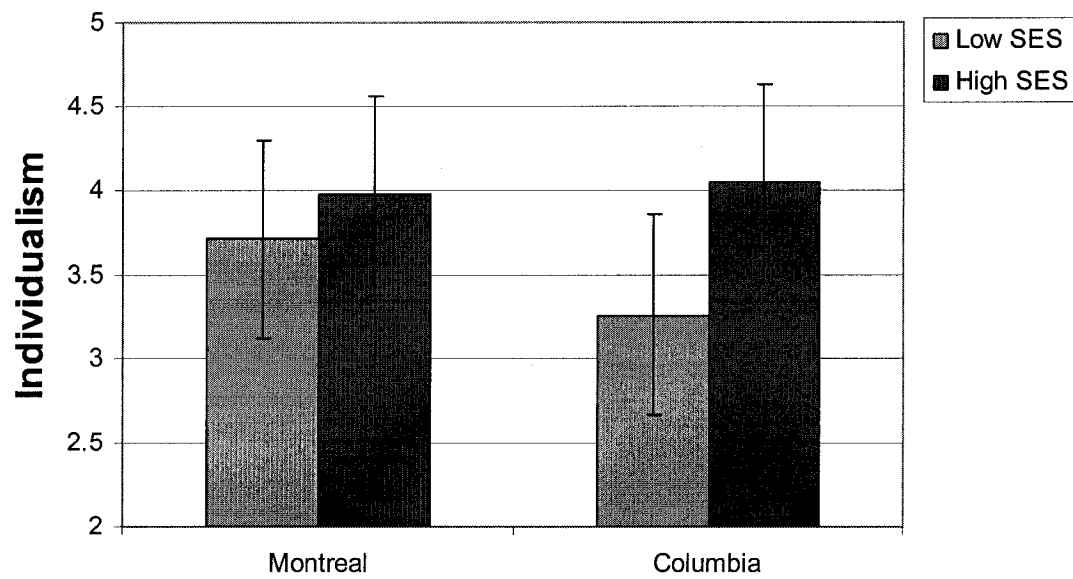
2) and characteristics of the classroom (level 3). An interclass correlation (ICC) was calculated to assess the degree of variance to be accounted for at level 1 and level 2 and 3. The ICC revealed that 12% of the variance in the outcome was at the level of the target while 88% was based on characteristics of the rater and the classroom. Correlation coefficients for the variables at each level are provided in Tables 1, 2 and 3.

It bears mentioning that multilevel modelling and multiple regression share several characteristics in common. Multiple regression is used to determine the probability of an outcome occurring when the explanatory variables are present. In other words, it determines whether a model that includes the variables explains more about the outcome variable than a model that does not include the variables. Multilevel modelling adds to this concept by being able to include the interactions of variables nested at other levels of analysis. Both methods allow a finalized model to be used as a formula to predict the outcome. It is with this notion in mind that the results are detailed. First, the significant predictors at the level of the intercept are elucidated. These variables stem from all levels of the analyses, from those of the target, the rater and of the group. Following this, statistically significant interactions between variables at one level on those of another are detailed. The final result of this description serves to provide the reader with the necessary information to predict the outcome based on the variables included in the model and a provided linear equation.

Predictors of Acceptance at the Intercept

Several variables at each level significantly predicted peer acceptance. Significant effects at the level of the target (level 1) were observed for: target's sex, aggression, justice, care, target sex by aggression and aggression by care. As a group, the level 1

Table 1. Target level correlation coefficients.

	Received Acceptance	Sex	Aggression	Justice	Care
Received Acceptance	–				
Sex	0.04**				
Aggression	-0.12**	-0.03**			
Justice	0.12**	0.06**	-0.17**		
Care	0.13**	0.10**	-0.16**	0.56**	–

N = 20,000 observations.

**. Correlation was significant at the 0.01 level (2-tailed).

Table 2. Rater level correlation coefficients.

	Ascribed Acceptance	Sex	Aggression	Justice	Care
Ascribed Acceptance	–				
Sex	0.12**	–			
Aggression	0.00	-0.03	–		
Justice	0.05	0.06*	-0.19**	–	
Care	0.10**	0.11**	-0.17**	0.58**	–

N = 865 subjects

*. Correlation was significant at the 0.05 level (2-tailed).

**. Correlation was significant at the 0.01 level (2-tailed).

Table 3. Group level correlation coefficients.

	Acceptance	SES	Country	Individualism
Acceptance	–			
SES	0.58**	–		
Country	0.62**	0.17	–	
Individualism	0.40**	0.78**	-0.13	–

N = 865 subjects

**. Correlation was significant at the 0.01 level (2-tailed).

predictors accounted for 19.1% of the level 1 variance in a child's acceptance of peers. The effect size was calculated using the proportional decrease in the size of the sigma squared index (σ^2). Therefore, the equation to predict acceptance stands as (Figure 2):

Peer Acceptance = P0(CONSTANT) + P1*(TARGET SEX) + P2*(AGGRESSION) + P3*(JUSTICE) + P4*(CARE) + P5*(SEX by AGGRESSION) + P6*(AGGRESSION by CARE) + ERROR

Of the target level variables which significantly predicted peer acceptance, target's sex (P1) had a significantly positive effect in that girls were rated more positively than boys (β = -1.050, p < 0.01, percentage of variance explained (PVE) = 12.0%). Target's aggression (P2) negatively predicted acceptance (β = -0.1171, p < 0.01, PVE = 2.0%). Target's justice (P3) positively predicted acceptance (β = -0.1002, p < 0.01, PVE = 2.0%). Target's care (P4) also positively predicted acceptance (β = -0.1403, p < 0.01, PVE = 2.5%). Concerning the target sex by aggression interaction (P5), in girls, aggression predicted a decrease in acceptance slightly more sharply than it did for boys (β = -0.1266, p < 0.01, PVE = 1.3%; Figure 3). Last, concerning the target care by aggression interaction (P6), the small effect size of this predictor leads it to be significant but relatively meaningless (β = -0.0681, p < 0.01, PVE = 0.2%). Nevertheless, this interaction means that targets who were high on both aggression and care were rated slightly more positively. Details concerning the coefficient of each variable, the standard error, t statistic, degrees of freedom and percentage of variance explained are provided in Table 4.

Variables at the level of the rater (level 2) also significantly predicted peer acceptance. Significant effects at level 2 were observed for: rater's sex and care. As a group, the level 2 predictors accounted for 17.7% of the level 2 variance in a child's

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Figure 2.

Significant predictors of peer acceptance at the level of the target.

	Target	Rater	Group

Peer Acceptance

———————————— Sex
———————————— Aggression
———————————— Justice
———————————— Care
——————— Sex by Aggression
——————— Aggression by Care
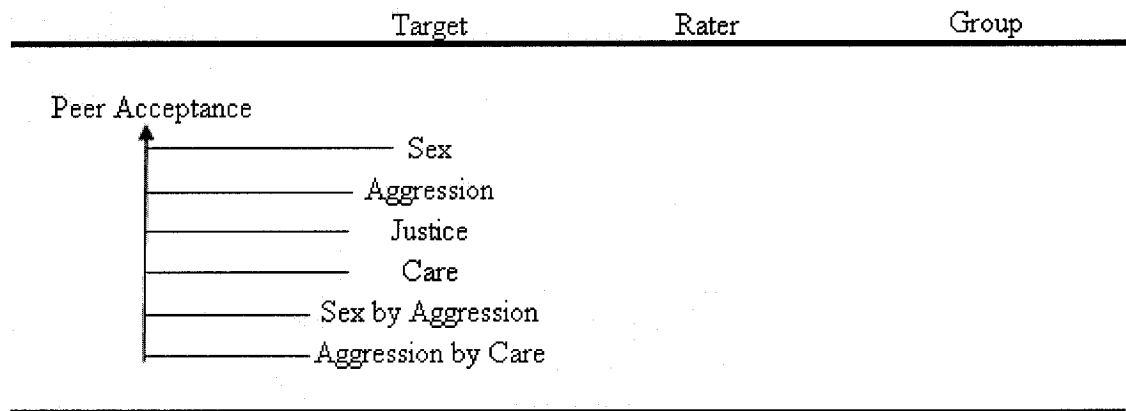
Figure 3.

Peer acceptance as a function of the target's sex and the target's peer perceived aggression.
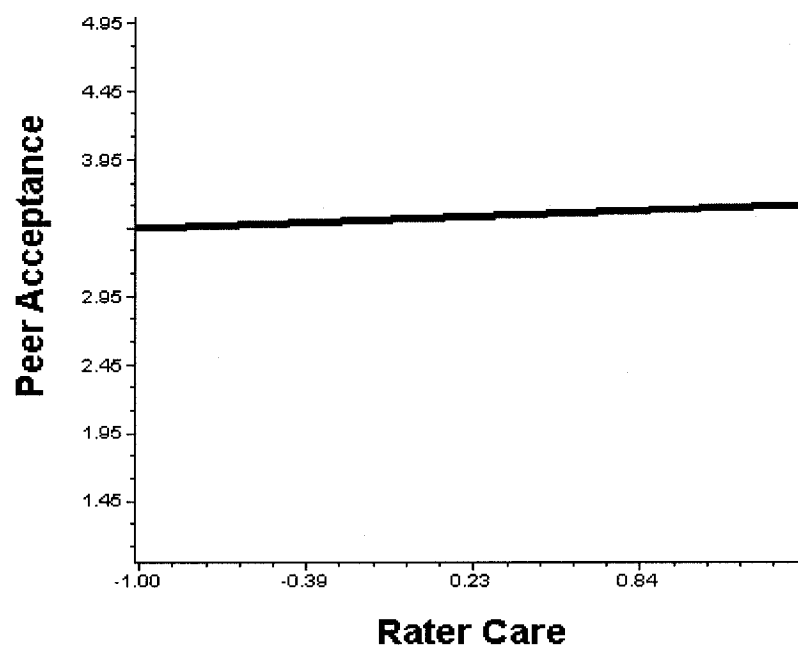
Table 4. Equation coefficients of the target on peer acceptance and strength of the effects.

Variable	Parameter	Coefficient	Standard Error	t	df	Variance Explained
Intercept	P0	3.29	0.10	34.6	34	N/A
Sex	P1	-1.05	0.11	-9.5	35	12.00%
Aggression	P2	-0.12	0.04	-3.31	35	2.00%
Justice	P3	0.10	0.01	6.70	36	2.00%
Care	P4	0.14	0.02	7.42	36	2.50%
Sex by Aggression	P5	-0.13	0.04	-3.30	36	1.30%
Aggression by Care	P6	0.07	0.02	2.88	36	0.20%

All presented t-scores were significant at $p < 0.01$.

acceptance of peers. The effect size was calculated using the proportional decrease in the size of the tau (τ) index. Therefore, the equation to predict acceptance stands as (Figure 4):

Peer Acceptance = P0(CONSTANT) + **B01*(RATER SEX)** + **B02*(RATER CARE)** + P1*(TARGET SEX) + P2*(AGGRESSION) + P3*(JUSTICE) + P4*(CARE) + P5*(SEX by AGGRESSION) + P6*(AGGRESSION by CARE) + ERROR

To explain the effect of rater sex (B01), girls rated others more positively than boys (β = -0.5263, $p < 0.01$, PVE = 16.9%). Concerning the rater care effect (B02), raters high in care perceived others more positively (β = 0.0690, $p < 0.01$, PVE = 1.0%; Figure 5). Details concerning the coefficient of each variable, the standard error, t statistic, degrees of freedom and percentage of variance explained are provided in Table 5.

Variables at the level of the group (level 3) also significantly predicted peer acceptance (Figure 6). Significant effects at level 3 were observed for: class SES and a country by individualism interaction. As a group, the level 3 predictors accounted for 65.1% of the variance in a child's baseline acceptance of peers. The effect size was calculated using the proportional decrease in the size of the tau (τ) index. Details concerning the coefficient of each variable, the standard error, t statistic, degrees of freedom and percentage of variance explained are provided in Table 6. The equation to predict acceptance was:

Peer Acceptance = P0(CONSTANT) + **G001(SES)** + **G002(COUNTRY BY INDIVIDUALISM)** + B01*(RATER SEX) + B02*(RATER CARE) + P1*(TARGET SEX) + P2*(AGGRESSION) + P3*(JUSTICE) + P4*(CARE) + P5*(SEX by AGGRESSION) + P6*(AGGRESSION by CARE) + ERROR

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Figure 4.

Significant predictors of peer acceptance at the level of the target and of the rater.

	Target	Rater	Group

Peer Acceptance
Sex
Aggression
Justice
Care
Sex by Aggression
Aggression by Care
Sex
Care
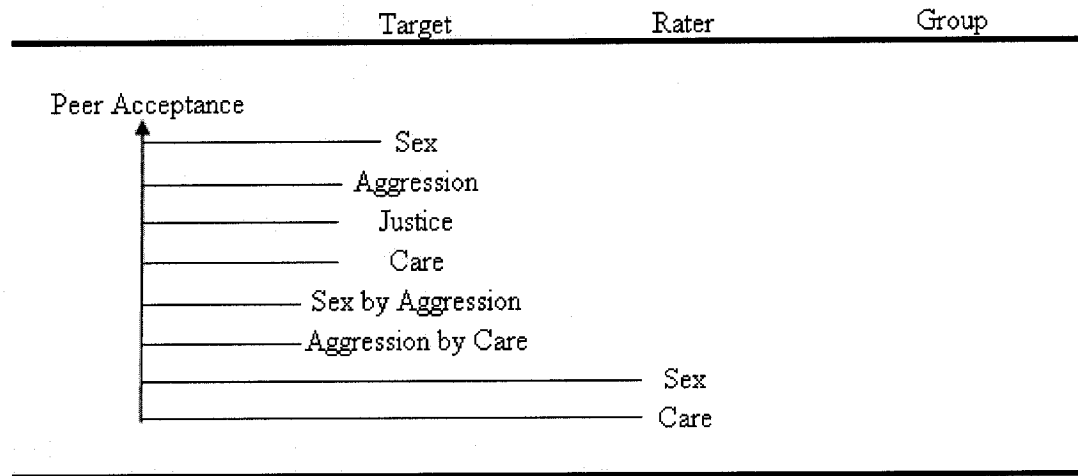
Figure 5.

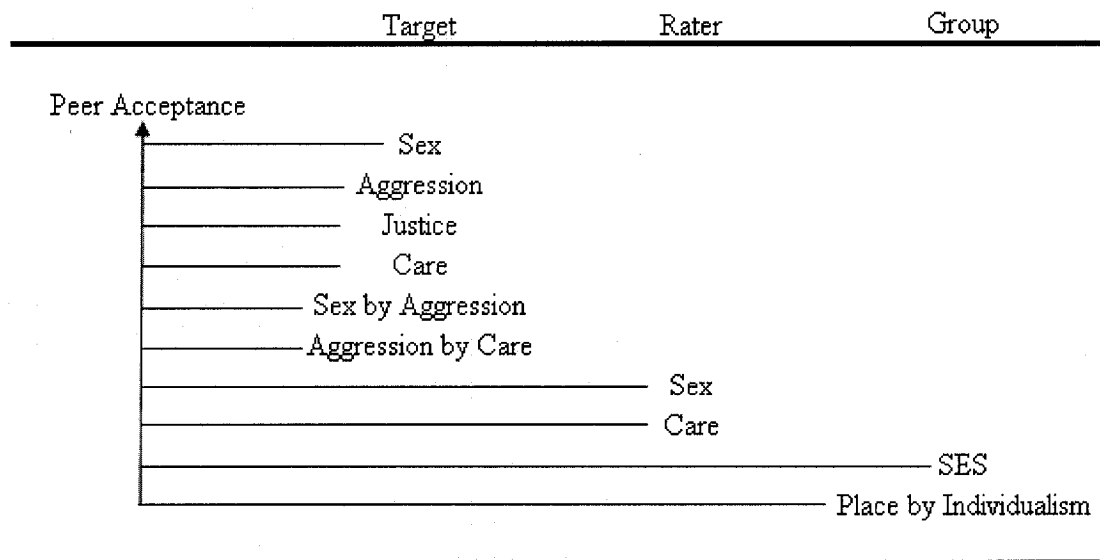Peer acceptance as a function of the rater's level of peer perceived care.

Table 5. Equation coefficients of the rater on peer acceptance and strength of the effects.

Variable	Parameter	Coefficient	Standard Error	t	df	Variance Explained
Intercept	P0	3.29	0.10	34.6	34	N/A
Rater Sex	**B01**	**-0.53**	**0.05**	**-11.38**	**862**	**16.90%**
Rater Care	**B02**	**0.07**	**0.02**	**3.6**	**862**	**1.00%**
Target Sex	P1	-1.05	0.11	-9.5	35	12.00%
Rater Sex	**B11**	**1.82**	**0.15**	**12.10**	**35**	**44.40%**
Aggression	P2	-0.12	0.04	-3.31	35	2.00%
Justice	P3	0.10	0.01	6.70	36	2.00%
Care	P4	0.14	0.02	7.42	36	2.50%
Sex by Aggression	P5	-0.13	0.04	-3.30	36	1.30%
Aggression by Care	P6	0.07	0.02	2.88	36	0.20%

All presented t-scores were significant at the 0.001 level.

Please note: Rows in bold font correspond to the level 2 variables. All other values are identical to those presented in Table 4.

Figure 6.

Significant predictors of peer acceptance at the level of the target, the rater and the group.

	Target	Rater	Group

Peer Acceptance

- Sex
- Aggression
- Justice
- Care
- Sex by Aggression
- Aggression by Care
- Sex
- Care
- SES
- Place by Individualism

Table 6. Equation coefficients of the group on peer acceptance and strength of the effects.

Variable	Parameter	Coefficient	Standard Error	t	df	Variance Explained
Intercept	P0	3.29	0.10	34.6	34	N/A
SES	**G001**	**0.39**	**0.06**	**6.86**	**34**	**48.30%**
Country by Individualism	**G002**	**0.10**	**0.03**	**3.86**	**34**	**27.80%**
Rater Sex	B01	-0.53	0.05	-11.38	862	16.90%
Rater Care	B02	0.07	0.02	3.6	862	1.00%
Target Sex	P1	-1.05	0.11	-9.5	35	12.00%
Country	**G101**	**0.59**	**0.12**	**4.57**	**35**	**35.60%**
Rater Sex	B10	1.82	0.15	12.10	35	44.40%
Country	**G111**	**-0.80**	**0.17**	**-4.69**	**35**	**50.29%**
Aggression	P2	-0.12	0.04	-3.31	35	2.00%
SES by Individualism	**G201**	**0.03**	**0.01**	**3.22**	**35**	**1.91%**
Justice	P3	0.10	0.01	6.70	36	2.00%
Care	P4	0.14	0.02	7.42	36	2.50%
Sex by Aggression	P5	-0.13	0.04	-3.30	36	1.30%
Aggression by Care	P6	0.07	0.02	2.88	36	0.20%

All presented t-scores were significant at the 0.001 level.

Please note: Rows in bold font correspond to the level 2 variables. All other values are identical to those presented in Table 5.

To explain the effect of SES (G001), high SES classes rated targets more highly than low SES classes (β = 0.3871, p < 0.01, PVE = 48.3%; Figure 7). Concerning the country by individualism interaction (G002), low individualism Colombian classes rated targets more positively (β = 0.0690, p < 0.01, PVE = 27.8%; Figure 8). However, the interaction comes into play in that Colombian classes show less variation between classes high and low in individualism (Figure 9). Figure 9 is similar to figure 8 except that the scale has been altered to better illustrate the interaction.

Up to this point, hypotheses 2 and 3 have been confirmed in that aggression was negatively associated with peer acceptance while care and justice were positively associated with peer acceptance. Moreover, hypothesis 4 was confirmed in that aggression among girls as opposed to boys was more strongly negatively associated with peer acceptance. Finally, hypothesis 8 was also supported given that acceptance was higher among high SES classes as opposed to low SES classes.

Interactions at the Level of the Target's Sex

An additional hypothesis (hypothesis 5) was tested by examining the interactions of level 2 variables and level 3 variables on the level 1 effect of target sex. As previously described, the effect of the target's sex (P1) dictates that girls were rated more positively than boys (β = -1.050, p < 0.01, PVE = 12.0%). However, there was a significant interaction of country on the target sex variable (G101). To explain, classes in Colombia rated girls more positively than boys. Classes in Montreal however showed little difference between girls and boys (β = 0.5867, p < 0.01, PVE = 35.6%; Figure 10). Therefore, the equation to predict the effect of target sex would be presented as follows:

Figure 7.

Peer acceptance as a function of the class SES.
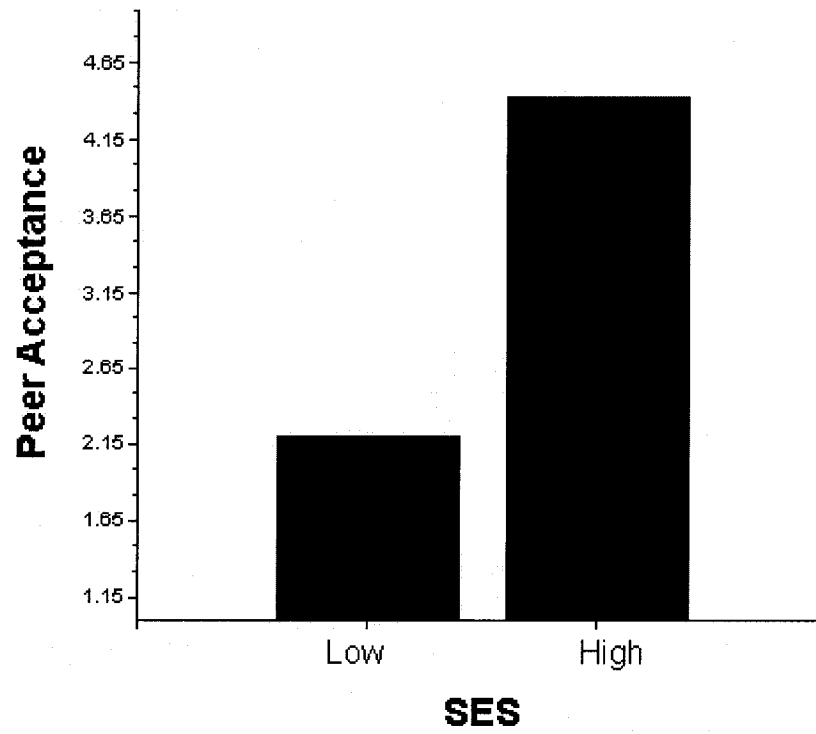
Figure 8.

Peer acceptance as a function of the group place by individualism interaction.
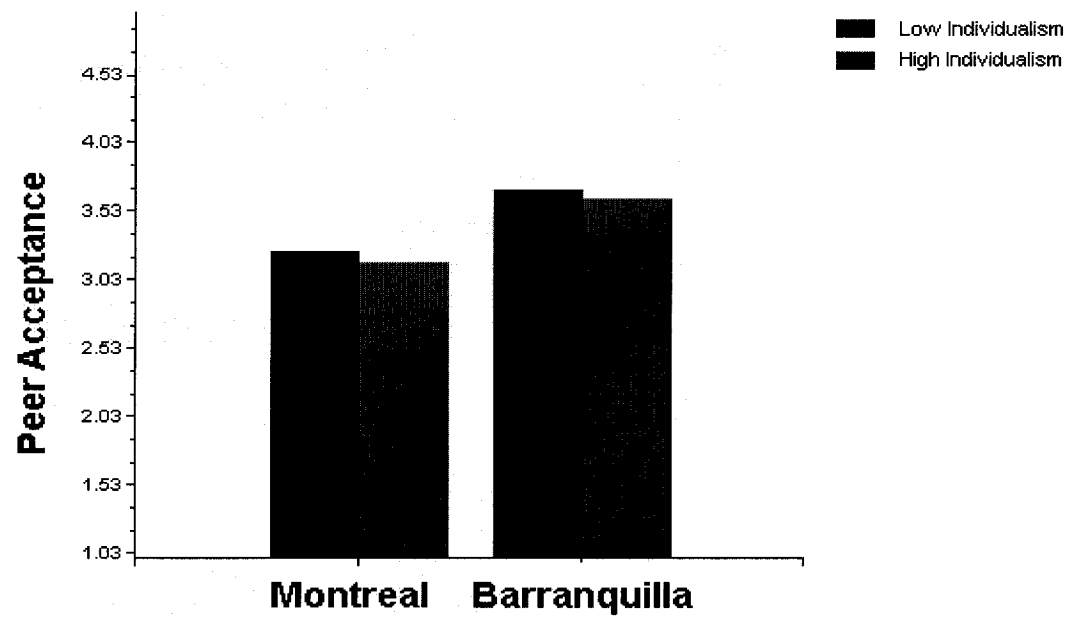
Figure 9.

Peer acceptance as a function of the group place by individualism interaction (scale adjusted).
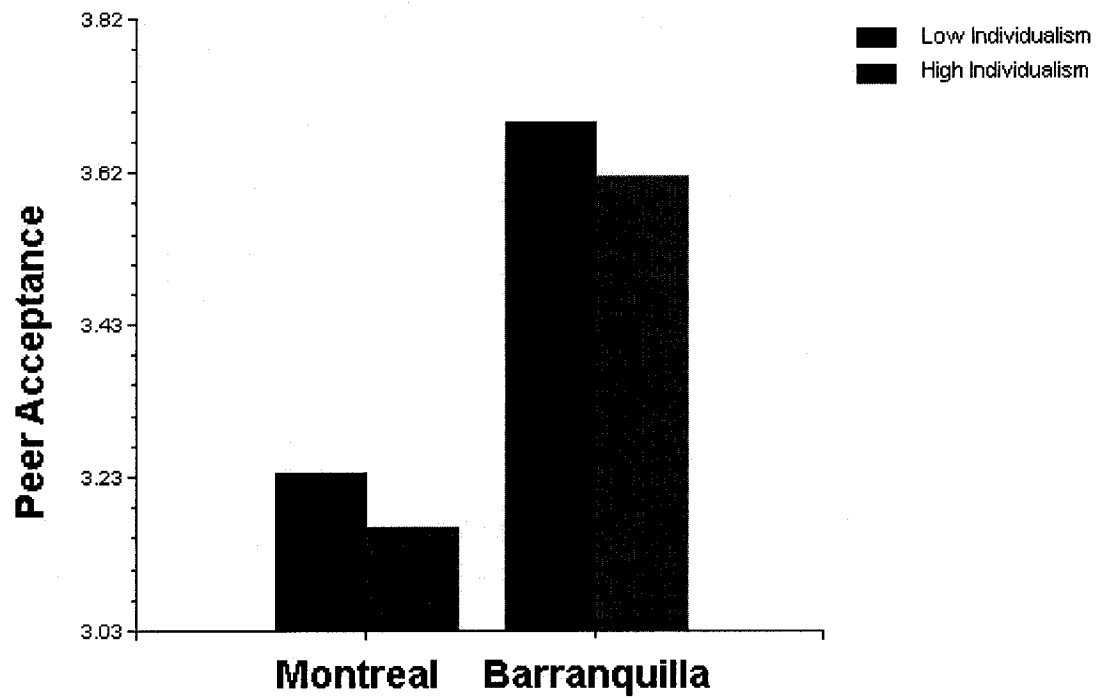
Figure 10.

Peer acceptance as a function of the target's sex and the group's country.

$$P1 \text{ (EFFECT OF TARGET SEX)} = (-1.050) + G101\textbf{(Country)} + \text{ERROR}$$

In addition to the interaction of country there also existed a significant interaction of the rater's sex (B11) on the effect of target sex ($\beta = 1.8244$, $p < 0.01$, PVE = 44.4%; Figure 11). To explain, children rating peers of the same sex are much more positive than when rating peers of the opposite sex. Second, this contrast is more prevalent in girls or to put it another way, boys are slightly less sensitive to the sex difference of peers. Therefore, the equation to predict the effect of target sex would now be presented as follows:

$$P1 \text{ (EFFECT OF TARGET SEX)} = (-1.050) + G101\text{(Country)} + \textbf{B11(Rater Sex)} + \text{ERROR}$$

There remained one final interaction relevant to the effect of target sex. Specifically, there was an interaction of country (G111) on the interaction of rater's sex with target sex ($\beta = -0.8093$, $p < 0.01$, PVE = 50.29%; Figure 12). To explain, when the target is a boy, same sex peers (i.e. boys) rate them more positively than other sex peers (i.e. girls), this occurs in the same fashion in Montreal as in Barranquilla. However, when the target is a girl, same sex peers (i.e. girls) rate them more positively in Montreal as opposed to Barranquilla. Moreover, when the target is a girl, other sex peers (i.e. boys) rate them more negatively in Montreal as opposed to Barranquilla. What this essentially means is that classes in Barranquilla are less sensitive to the sex difference when rating girls. Therefore, the equations now to predict the effect of target sex would be presented as follows:

$$P1 \text{ (EFFECT OF TARGET SEX)} = (-1.050) + G101\text{(COUNTRY)} + B11\text{(RATER SEX)} + \text{ERROR}$$

Figure 11.

Peer acceptance as a function of the target's sex and the rater's sex.

Figure 12.

Peer acceptance as a function of the rater's sex and the group's country.
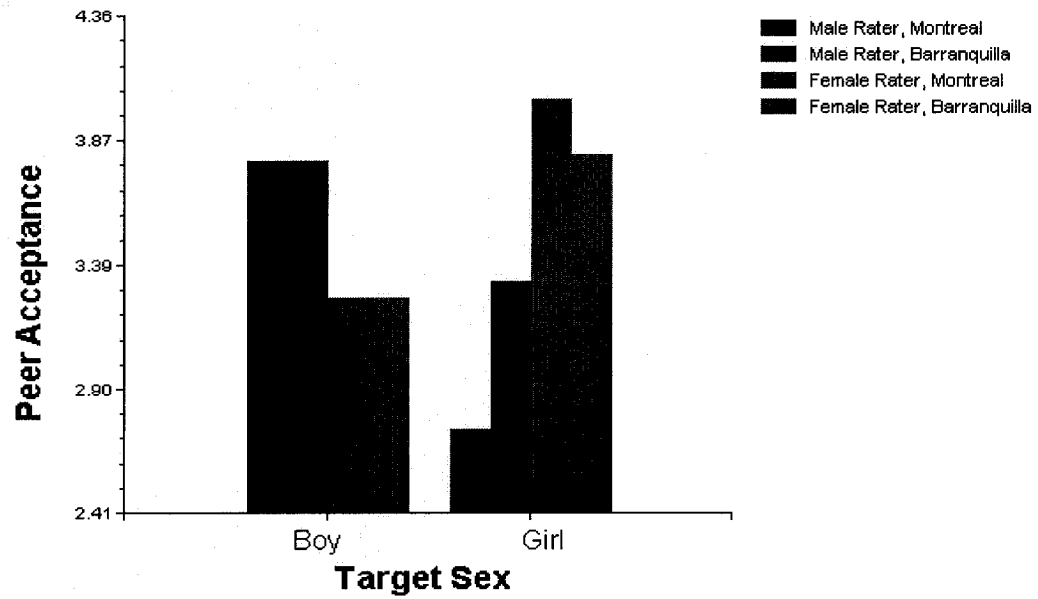
$$B11 = (1.8244) + \mathbf{G111(COUNTRY)} + ERROR$$

Hypothesis 5 stated that same-sex peers would be rated more positively than other-sex peers. While this hypothesis has been supported by the current analyses, the effect of country has also significantly influenced the interaction of rater's sex with target sex. Specifically, classes in Colombia rated girls more positively than boys and were less sensitive to the sex difference when rating girls.

Interaction at the Level of the Target's Aggression

There remains one final interaction to examine derived from the current model. There was an SES by individualism (G201) interaction with target aggression (β = -0.0297, $p < 0.01$, PVE = 1.91%; Figure 13). To explain, while target aggression was normally associated with lower peer acceptance, this was not the case among classes both high in SES and low in individualism. In other words, high SES and low individualism classes were less sensitive to the effect of the target's aggression although the interaction was more pronounced for SES than individualism (Figure 14). Figure 14 is similar to Figure 13 except that the scale has been altered to better illustrate the interaction.

Therefore, hypothesis 6, which stated that the negative association between aggression and peer acceptance would be stronger among less individualistic classes was not supported but there was an effect for SES. Meanwhile, hypothesis 7 stating that the positive associations between care and justice with peer acceptance would be stronger among less individualistic classes were also not supported.

As a whole, the final model (Figure 15) was able to account for 19.1% of the target level variance, 37.5% of the rater level variance and 47.8% of the group level variance. While several of the original hypotheses were supported, others were not.

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Figure 13.

Peer acceptance as a function of the target's aggression and the SES by individualism interaction.
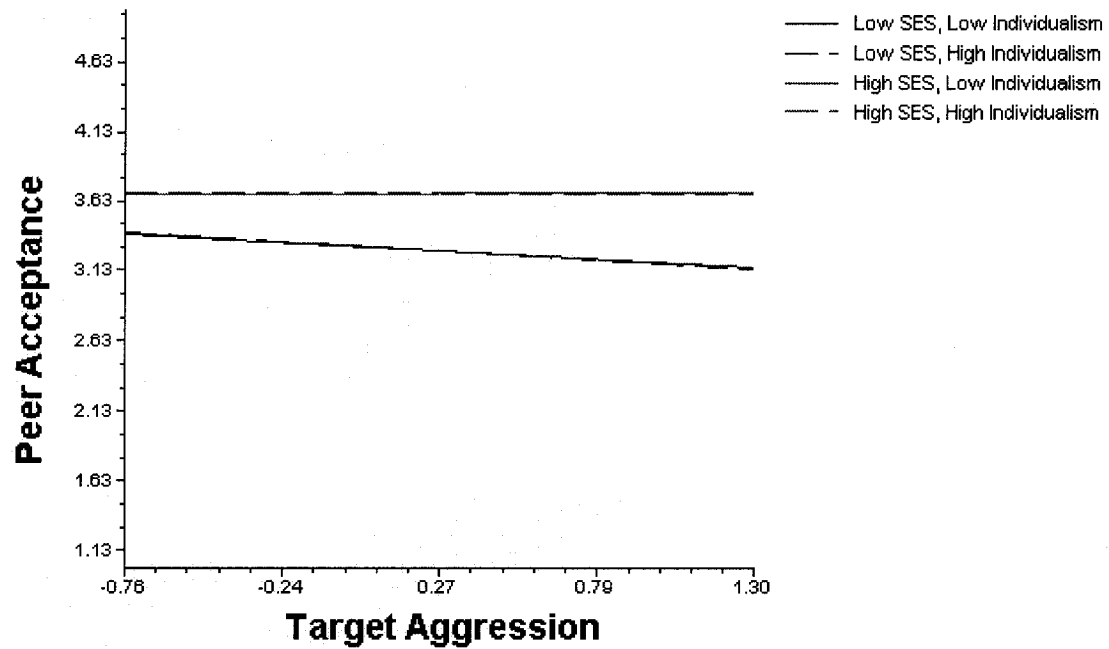
Figure 14.

Peer acceptance as a function of the target's aggression and the SES by individualism interaction (scale adjusted)
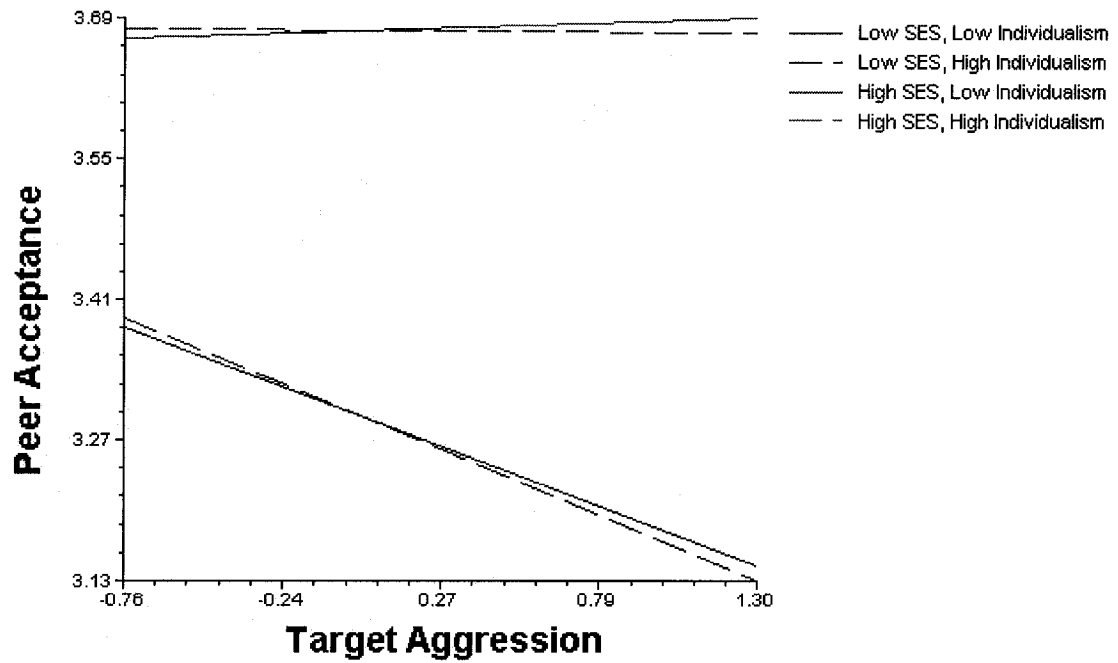
Figure 15.

Significant predictors at each level of the model.
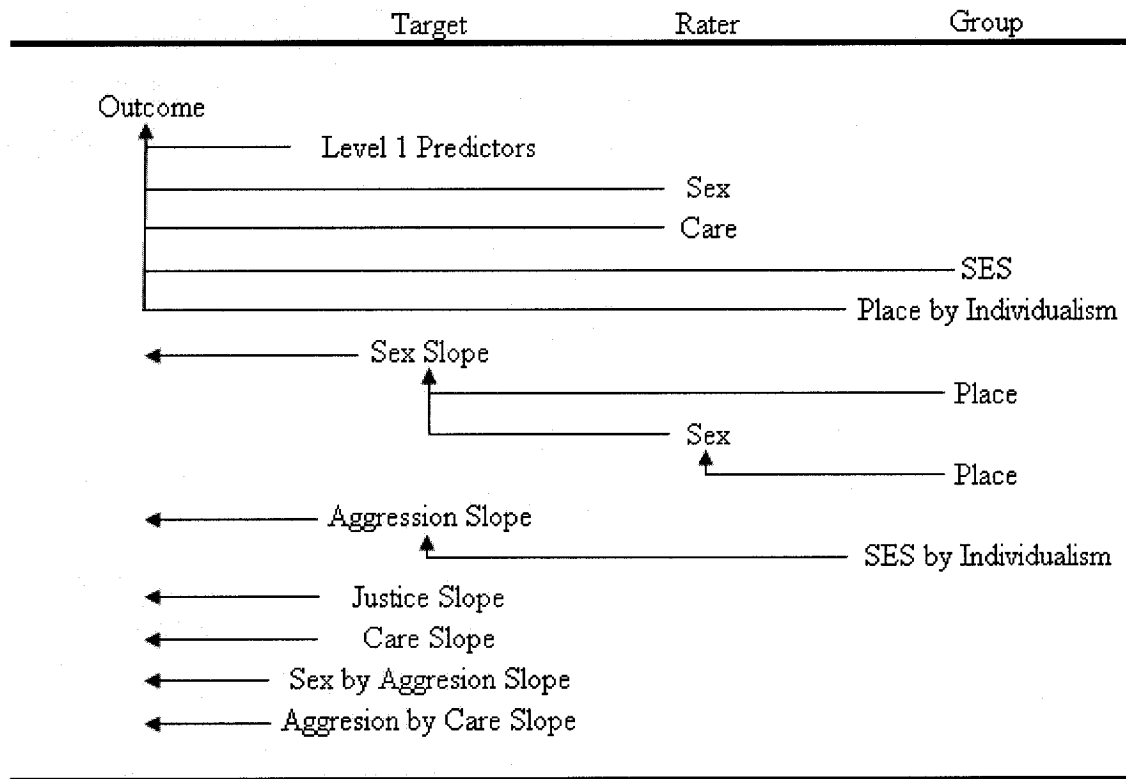
Please note: The level 1 predictors appear twice in the table, once grouped by their associations with the intercept and again separated so as to clarify level 2 and level 3 influences.

Discussion

The discussion of the results focuses on attempting to conceptualize a number of effects and attempt to place them within the context of the research literature. Specifically, discussion addresses the issue of measuring individualism across cultures, the variables directly associated with acceptance, a description of sex differences and last, details concerning the significant interaction on the association between aggression and peer acceptance.

Context effects: Individualism

It is interesting to note that nowhere in the analyses did individualism show an effect other than as an interaction of place or SES. Individualism was expected to be higher among Canadian children as opposed to Colombian children though this was nearly not the case. Instead, a significant interaction of SES and country with individualism was observed. In Montreal, children from low SES classes reported higher levels of individualism as opposed to high SES classes. Meanwhile in Colombia, children from high SES classes reported slightly higher levels of individualism. This suggested that individualism varies more as a function of SES than it did between the two countries. This is a finding prevalent in the research literature in that variance in individualism within a country is often more pronounced than between cultures (Oyserman, Coon, & Kemmelmeier, 2002). Perhaps through the use of additional and more sensitive measures of culture, between country variability will increase while within country variability would remain stable.

Correlates of Acceptance

The significant correlates at the level of the target are relatively consistent with past research on peer acceptance. As expected, aggression was negatively associated with peer acceptance while care and justice were found to be significant positively associated with peer acceptance. It was interesting to note that while the association between aggression and peer acceptance varied at the level of the group, care and justice were not similarly differentiated. In other words, the relationship of care and justice with peer acceptance is more stable, i.e. less sensitive to the tested aspects of contexts. Nevertheless, though the effect of the aggression by care interaction was very small, it is a concept that has been explored in the past in that children are more tolerant of aggressive peers who have prosocial goals (Bukowski & Adams, 2005).

At the level of the rater, care was significantly positively associated with peer acceptance It is intuitive that people perceived by peers to be caring, in general, rate others more positively. It can be considered that children whose peers perceive them to be caring are so because they simply like their peers. Although no existing literature supports this notion, additional investigations are under way to attempt to verify it.

At the level of the group, SES and a country by individualism interaction were significantly associated with peer acceptance. Specifically, high SES classes rated targets more highly than low SES classes. This association might be explained simply by the notion that the high SES classes may have more resources (access to computers, to materials, to the teacher) and therefore there is less competition for such resources and in turn more liking towards other class members. As evidence to support such an argument, high SES classes had an average of 10% fewer students per class than low SES classes.

An alternate explanation however might be that in high SES classes, social skills (networking expertise for example) might be a more valued tool. If such were the case, maintaining positive relationships and attitudes towards one's peers would be expected, i.e. gaining high acceptance, thus explaining high SES classes rating peers higher than lower SES classes.

Moreover, a country by individualism interaction was observed in that Colombian classes and classes low in individualism rated targets more positively. However, in Colombian classes, less variation was observed between classes high in individualism and those low in individualism. These differences between Montreal and Barranquilla may be indicative of a cultural reporting bias however additional research would be necessary to support such a claim. It is interesting to note though that classes in Colombia were on average 20% larger than those in Montreal. Therefore, children in Colombia not only rated more people that their counterparts in Montreal but did so more positively. Considering that an individual can only "like" so many people, it might have been expected that the opposite relationship would be witnessed. Nevertheless, regarding the observation that classes low in individualism rated others more positively than classes high in individualism, it may be an expression of the increased sense of inter-dependence among collectivistic cultures. Put another way, if group cohesion is an aspect to strive for among less individualistic classes, it would behoove the group member to rate others in the group positively.

Sex Differences

An association left out from the previous section concerned the interaction between sex and aggression. This finding is consistent with existing research described

previously indicating that aggression is less acceptable for girls than for boys. Nevertheless, girls were rated more positively than boys and rated others more positively than boys. Currently the findings in the literature do not support a consistent interpretation of gender associations within sociometric peer group ratings (Chang, 2004). On the other hand, the observed interaction of other-sex peers being rated more negatively than same-sex peers is a prevalent finding (Rubin, Bukowski, & Parker, 2006).

In addition, group level interactions were observed concerning gender. Regarding the interaction of country on the target's sex, classes in Colombia rated girls more positively than boys. Classes in Montreal however showed little difference between girls and boys. Also witnessed was an interaction of place on the interaction of rater sex with target sex. When the target was a boy, boys rated them more positively than girls did, this occurred in the same fashion in Montreal as in Barranquilla. However, when the target was a girl, girls rated them more positively in Montreal as opposed to Barranquilla. Moreover, when the target was a girl, boys rated them more negatively in Montreal as opposed to Barranquilla. Essentially, classes in Barranquilla were less sensitive to the sex difference when rating girls. These findings may be explained by differing expectations regarding sex roles (Moller, Hymel & Rubin, 1992). Though data was collected concerning sex roles, these data were excluded from the current analyses. An expansion of the current study would benefit from including an assessment of sex roles so as to clarify the possible associations regarding gender and peer acceptance.

Interactions with target aggression

While target aggression normally decreased peer acceptance, this was not the case among high SES low individualism classes. The classes which showed the sharpest

decline in peer acceptance as aggression increased were those low in SES and high in individualism. Meanwhile, the high SES and low individualism classes showed a very slight increase with greater aggression. Using the previously suggested argument that high SES classes had less competition for resources, aggression might be more tolerated since it might serve as less of an impediment to group functioning. However, this would contradict the previously suggested position that high SES have a greater emphasis on social skills.

Limitations

The measurement of individualism and collectivism has been previously criticized as being an over-simplistic categorization of complex cultural systems (Miller 2002). Specifically, alone, it cannot explain the heterogeneity within cultures and massive differences within cultures assumed to be collectivistic or individualistic (Chen, French, & Schneider, 2006). Nevertheless, there remain only a limited number of theories which can serve to explain the similarities and the differences among various cultures. A major advantage of the concept of individualism and collectivism is that, in the end, it does manage to characterise some of the main differences between cultures but subsequently breaks down when attempting to compare different collectivistic cultures (or different individualistic cultures). The current report only contained a measure of individualism and since individualism and collectivism are not polar opposites but instead perhaps better considered as complementary dimensions, it would have been stronger if a measure of collectivism were included (Oyserman, Coon, & Kemmelmeier, 2002).

Another limitation of the present study lies in the absence of an alternate form by which to assess the groups. Previous researchers have commented on the notion that

classrooms are "forced" contexts into which individuals are arbitrarily assigned instead of being self-selected. Evidence exists to suggest that group processes vary between self-selected groups and those formed involuntarily (Ennett & Bauman, 1994). A concept worth considering in a future study would be using cliques as the third level of analyses.

Future directions and Implications

The key changes that would be incorporated were this study to be repeated would include various measures of context, collectivism being among them (Oppenheimer, 2004, Chen, French, & Schneider, 2006, Schäfer, Korn, Brodbeck, Wolke, & Schulz, 2005). Doing so would allow for a richer comparison across cultures and possibly account for additional variance at the level of the group. Also, a future study may use self-selected groups instead or in addition to classrooms (Kindermann, 1993) which may serve to highlight group differences in a way that cannot be assessed by using classrooms alone. Finally, given that sex differences played such a large part in accounting for variability in peer acceptance, the inclusion of sex role information has the potential to better explain the effect of sex in peer ratings.

The current study nevertheless has several implications. First, the assessment of peer acceptance using a three level hierarchical model revealed the associations between the variables in a way that never would have been possible otherwise. Moreover, the use of aggression, care and justice to account for variability in peer acceptance at the level of the target and the rater allowed for a more nuanced understanding of how children go about ascribing liking of peers. Finally, the comparison of Canada and Colombia revealed a number of interesting differences that have never been explored previously yet necessitate future consideration.

Conclusions

The purpose of the present study was to examine the variables which influence how boys and girls from upper and lower SES groups in Montreal and Barranquilla are accepted by peers. The current report aimed to assess differences in the processes or phenomena that underlie liking in different contexts and it was found that aggression, care and justice each significantly predicted acceptance though aggression varied in more nuanced ways than care and justice. Moreover, variables at the level of the target, the rater and of the group were each significantly associated with peer acceptance and in some cases interacted with each other. While the analyses of the results revealed that the majority of variance to be accounted for was at the level of the rater and group, a sizable portion of variance was accounted for at each step. Meanwhile, the variable with the most diverse associations was that of sex. Children in the study were highly influenced by the sex of the peers they were rating. As well, context significantly influenced the associations as a function of SES, individualism, and country and the interactions between them. Colombians varied with respect to sex differences when rating classmates. On the other hand, SES and individualism were associated with differences in the baseline levels of acceptance of others and as well as interacting with target aggression in interesting ways. The current report echoes the findings of early researchers in the field of peer relations by demonstrating that characteristics of interpersonal relationships are fundamentally understandable based on the interpersonal experience of attraction/peer acceptance (Moreno, 1934).

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Appendix A

Concordia/Baranquilla Study
2003

Name: _____

□ Male
□ Female

Age: [ ][ ]   Grade: [ ]

Please read and sign the following if you wish to participate in the study:

"I understand that I have been asked to be in a research study that Dr. W. M. Bukowski and Ms. Shari Mayman are doing about how young people feel about themselves and how they get along with others.

I know that I will be asked to answer some questionnaires in class. I know that I do not have to participate in the study, and that even if I start to take part in it, I can quit at any time. I also know that all answers will be kept confidential and will NOT be shown to anyone. Only Dr. Bukowski and Ms. Mayman and their assistants will know my answers."

(SIGN) _____   DATE: _____

Estudio Barranquilla / Concordia
2002

Nombre: _____ | | 4 | 1 | | | 4 | 1 |

☐ Masculino   Edad: | 1 | 1 | GRADO: | 4 | CURSO: _____
■ Femenino

Por favor, lea y firme lo siguiente si desea participar en el estudio.

"Entiendo que he sido escogido para participar en este estudio que el Dr W.M. Bukowski y Ms Shari Mayman están haciendo acerca de lo que los jóvenes sienten sobre si mismos y cómo se relacionan con los demás.

Sé que se me pedirá que responda algunos cuestionarios durante la clase. Sé que no es obligatorio que participe en el estudio y que aún habiendo comenzado éste, puedo retirarme en cualquier momento. También sé que las respuestas son confidenciales y que NO serán enseñadas a nadie. Sólo el Dr Bukowski, Ms Mayman y sus asistentes conocerán mis respuestas.

Firma   Fecha: _Nov 26/2002_

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Appendix B

NOW WE WOULD LIKE TO KNOW HOW MUCH YOU LIKE THE OTHER PEOPLE IN YOUR CLASS AT SCHOOL.

BESIDE EACH PERSON'S NAME YOU WILL SEE A SCALE THAT GOES FROM 1 TO 5.

CHECK THE BOX THAT BEST REPRESENTS HOW MUCH YOU LIKE EACH PERSON. ON THIS SCALE:

"1" MEANS YOU DO NOT LIKE THE PERSON
"2" MEANS YOU USUALLY DO NOT LIKE THE PERSON
"3" MEANS YOU SORT OF LIKE THIS PERSON
"4" MEAN YOU USUALLY LIKE THIS PERSON
"5" MEANS YOU LIKE THE PERSON VERY MUCH.

☐1 ☐2 ☐3 ☐4 ☐5   ☐1 ☐2 ☐3 ☐4 ☐5

☐1 ☐2 ☐3 ☐4 ☐5   ☐1 ☐2 ☐3 ☐4 ☐5

☐1 ☐2 ☐3 ☐4 ☐5   ☐1 ☐2 ☐3 ☐4 ☐5

☐1 ☐2 ☐3 ☐4 ☐5   ☐1 ☐2 ☐3 ☐4 ☐5

☐1 ☐2 ☐3 ☐4 ☐5   ☐1 ☐2 ☐3 ☐4 ☐5

☐1 ☐2 ☐3 ☐4 ☐5   ☐1 ☐2 ☐3 ☐4 ☐5

☐1 ☐2 ☐3 ☐4 ☐5

☐1 ☐2 ☐3 ☐4 ☐5

☐1 ☐2 ☐3 ☐4 ☐5

☐1 ☐2 ☐3 ☐4 ☐5

☐1 ☐2 ☐3 ☐4 ☐5

☐1 ☐2 ☐3 ☐4 ☐5

☐1 ☐2 ☐3 ☐4 ☐5

☐1 ☐2 ☐3 ☐4 ☐5

☐1 ☐2 ☐3 ☐4 ☐5

Dante HR 503

Draft

Instructions: Below you will see several different characteristics. After each one there are some blank lines. In the blank lines put the names of the boys and girls WHO BEST FIT THESE CHARACTERISTICS. ONLY USE NAMES THAT ARE ON THE LIST.

	BOYS	Please leave blank	GIRLS	Please leave blank

1. Is smart and does well in school.

2. Has good ideas for things to do.

3. Is shy

4. Think they're better than they really are.

5. Is a good athlete.

6. Is often left out.

7. Thinks too much of themselves.

Draft

	BOYS	Please leave blank	GIRLS	Please leave blank
8. Is mean to others.		☐☐ ☐☐		☐☐ ☐☐
9. Is liked by lots of people.		☐☐ ☐☐		☐☐ ☐☐
10. Is sad.		☐☐ ☐☐		☐☐ ☐☐
11. Plays fairly.		☐☐ ☐☐		☐☐ ☐☐
12. Has trouble making friends.		☐☐ ☐☐		☐☐ ☐☐
13. Is a good leader.		☐☐ ☐☐		☐☐ ☐☐
14. Others do mean things to them.		☐☐ ☐☐		☐☐ ☐☐

Draft

	BOYS	Please leave blank	GIRLS	Please leave blank
15. Is popular.				
16. Hurts other people.				
17. Cares about others.				
18. Is stuck up and thinks they are better than others.				
19. Does well in sports.				
20. Can't get others to listen.				
21. Makes sure that everyone treated equally.				

BOYS

GIRLS

22. Rarely feels happy.

23. Helps others when they need it.

24. Would rather play alone than with others.

25. Always knows the right answer.

26. Others call them names.

27. Are by themselves because they prefer to be.

28. Others try to hurt them.

Draft

	BOYS	Please leave blank	GIRLS	Please leave blank

29. Is a good dancer.

30. Causes other people trouble.

31. Makes people laugh.

32. Is lonely.

33. Complain about their problems.

THE THINGS THAT I LIKE

Check the box that best describes how you feel. On this scale, 1 means that this is really not true for you, and 5 means that this is really true for you.

	Not true				Really true
1. I don't talk to my friends about my problems. I solve them myself.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
2. I would lend money to someone in my family if he or she needed help.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
3. I like spending time with other kids in my neighbourhood or apartment building.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
4. When I have a big decision to make, I don't listen to my relatives' advice.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
5. I don't pay attention to my friends' advice when I have to make an important decision.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
6. The help of classmates is really important for getting good grades.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
7. If I have a problem, I know my parents will help me.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
8. I like meeting and talking to my neighbours or people in my building.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
9. It's less fun to take trips with friends, because you can't always do what you'd like.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
10. Students should be able to count on their classmates for help with their schoolwork.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
11. Kids should listen to their parents' advice when deciding what to do when they grow up.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
	Not true				Really true

Draft

	Not true				Really true
12. It wouldn't help to tell my relatives about my problems.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
13. My neighbours have never borrowed anything from me or my family.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
14. When I'm making a decision, I don't think about how it affects my parents.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
15. I wouldn't let my cousin use my bicycle.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
16. We should always help our friends, no matter what.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
17. It is always good for classmates to study in groups.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
18. My success and my grades at school depend on the love my parents give me.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
19. I would lend money to a classmate who needed to buy lunch.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
20. It's not good to talk too much to your neighbours or people in your apartment building.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
21. My grades at school shouldn't matter to my parents.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
	Not true				Really true

Appendix C

AHORA, NOS GUSTARÍA SABER CUANTO TE AGRADAN LOS DEMÁS COMPAÑEROS DE TU CLASE.

FRENTE AL NOMBRE DE CADA COMPAÑERO VERAS UNA ESCALA QUE VA DE 1 A 5.

ENCIERRA EN UN CIRCULO EL NUMERO QUE MEJOR REPRESENTE CUÁNTO TE AGRADA CADA UNO DE ELLOS.

"1" SIGNIFICA QUE NO TE AGRADA
"2" SIGNIFICA QUE GENERALMENTE NO TE AGRADA
"3" SIGNIFICA QUE SIENTES CIERTO AGRADO
"4" SIGNIFICA QUE POR LO GENERAL TE AGRADA
"5" SIGNIFICA QUE TE AGRADA MUCHO

	1

Columna izquierda:

□1 □2 □3 □4 □5
□1 □2 ■3 □4 □5
□1 □2 □3 □4 ■5
□1 ■2 ■3 □4 □5

□1 □2 □3 ■4 □5
□1 □2 □3 ■4 □5
□1 □2 ■3 □4 □5
□1 □2 □3 □4 ■5

□1 ■2 □3 □4 □5
□1 □2 ■3 □4 □5
□1 □2 □3 ■4 □5
■1 □2 □3 □4 □5

□1 □2 □3 □4 ■5
□1 ■2 □3 □4 □5
□1 □2 □3 □4 □5
□1 □2 □3 ■4 □5

□1 □2 □3 ■4 □5
□1 ■2 □3 □4 □5
□1 □2 ■3 □4 □5
□1 □2 ■3 □4 □5

Columna derecha:

□1 ■2 □3 □4 □5
■1 □2 □3 □4 □5
□1 ■2 □3 □4 □5
□1 □2 ■3 □4 □5

□1 □2 ■3 □4 □5
□1 □2 □3 □4 ■5
□1 □2 ■3 □4 □5

■ **FREE G4**

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Draft

| | | 4 | 1 | ■

A continuación, se relacionan algunas características personales. Frente a cada una, hay espacios en blanco. Escribe en ellos los nombres DE LOS COMPAÑEROS QUE SE AJUSTAN A ESTAS CARACTERÍSTICAS. UTILIZA SOLO LOS NOMBRES QUE APARECEN EN LA LISTA.

Niños   Niñas

1. Es listo (a) y le va
bien en la escuela

5 6
6 6

2. Tiene buenas ideas
de actividades

4 8
5 9

3. Es tímido (a)

4 9
6 0

4. Se cree mejor de lo
que realmente es

5. Es buen (a) atleta

4 8
4 3

5. Lo(a) excluyen a
frecuentemente

6 2

7. Es un (a)
presumido (a)

6 6
6 3

75

	Niños	Niñas

	Niños			Niñas		
8. Trata mal a los demás						
9. Todos lo (a) aprecian					6	5
					6	4
10. Es alguien triste					6	7
11. Es justo (a)					4	2
12. Tiene dificultad para hacer amigos					4	6
13. Es un (a) buen (a) líder						
14. La gente lo (a) trata mal					6	2
					4	6

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Draft

| | | 4 | 1 | ■

Niños   **Niñas**

15. Es popular

| | | | | | | 4 | 5 |

16. Apporrea a los demás

17. Es compasivo (a)

| | | | | | | 4 | 3 |

18. Se aparta de los demás y piensa que es mejor que todos

| | | | | | | 6 | 6 |
| | | | | | | 5 | 6 |

19. Es bueno (a) para los deportes

| | | | | | | 4 | 8 |

20. No es capaz que los demás lo(a) escuchen

| | | | | | | 6 | 2 |

21. Cree que todas las personas merecen igual trato

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Draft

| | 4 | 1 | ■

	Niños		**Niñas**

22. Rara vez está contento (a)

23. Ayuda a otros cuando lo necesitan

24. Prefiere estar solo(a)

25. Siempre sabe la respuesta correcta

26. Lo(a) llaman por apodos

27. Son solos(as) porque lo prefieren

28. Los demás tratan de apporiearlos(as)

Niñas column handwritten entries:
- 0 6 7
- 4 2
- 5 6
- 4 3

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Draft

| | 4 | / |

Niños   **Niñas**

29. Es un(a) buen(a) bailador(a)

| | | |

| | | |

| | 6 | 6 |

| | 4 | 5 |

30. Causan problemas a los demás

| | | |

| | | |

| | 6 | 2 |

| | | |

31. Hacen reír a los demás

| | | |

| | | |

| | 6 | 5 |

| | 5 | 0 |

32. Es solitario(a)

| | | |

| | | |

| | | |

| | | |

33. Se quejan de sus problemas

| | | |

| | | |

| | | |

| | | |

Draft

Encierra en un círculo de esta escala el número que describe cómo te sientes. 1 significa que no es cierto para tí y 5 que es totalmente cierto para tí.

	No es cierto				Totalmente Cierto
1. No le cuento mis problemas a mis amigos. Prefiero resolverlos yo solo	■ 1	□ 2	□ 3	□ 4	□ 5
2. Le prestaría dinero a alguien en mi familia si necesita ayuda	□ 1	□ 2	□ 3	□ 4	■ 5
3. Me gusta pasar mi tiempo libre con otros chicos o chicas de mi cuadra o de mi edificio.	□ 1	□ 2	□ 3	□ 4	■ 5
4. Cuando debo tomar una decisión importante, no presto atención a los consejos de mi familia.	■ 1	□ 2	□ 3	□ 4	□ 5
5. No escucho los consejos de mis amigos cuando tengo que formar una decisión importante.	□ 1	□ 2	■ 3	□ 4	□ 5
6. La ayuda de mis compañeros es importante para obtener buenas notas.	□ 1	□ 2	□ 3	□ 4	■ 5
7. Si tengo un problema, sé que mis padres me ayudarán.	□ 1	□ 2	□ 3	□ 4	■ 5
8. Me gusta conocer a mis vecinos de la cuadra o del edificio y conversar con ellos.	□ 1	□ 2	□ 3	□ 4	■ 5
9. Es menos divertido hacer excursiones con amigos porque tu no siempre puedes hacer lo que te gustaría.	■ 1	□ 2	□ 3	□ 4	□ 5
10. Los estudiantes deberían poder contar con sus compañeros para que les ayudaran con las tareas.	□ 1	□ 2	■ 3	□ 4	□ 5
11. Los niños deberían escuchar los consejos de sus padres respecto a lo que deberían hacer cuando crezcan.	□ 1	□ 2	□ 3	□ 4	■ 5

No es cierto				Totalmente Cierto

Draft

4 / 1

	No es cierto				Totalmente Cierto
12. No ayudaría en nada hablar con mis padres sobre mis oblemas.	■1	□2	□3	□4	□5
13. Mis vecinos nunca nos han pedido prestado nada ni a mí ni a mi familia.	■1	□2	□3	□4	□5
14. Cuando tomo una decisión no pienso en cómo afecta a mis padres.	□1	□2	□3	□4	■5
15. No permitiría que mi primo use mi bicicleta.	■1	□2	□3	□4	□5
16. Siempre deberíamos ayudar a nuestros amigos sin importar las circunstancias.	□1	□2	□3	□4	■5
17. Siempre es bueno que los compañeros estudien en grupo.	□1	□2	■3	□4	□5
18. Mi éxito y mis calificaciones en la escuela dependen del amor que mis padres me brinden	□1	□2	□3	□4	■5
19. Si un compañero necesitara dinero para almorzar yo se lo daría.	□1	□2	■3	□4	□5
20. No es bueno hablar demasiado con los vecinos o con otras personas del edificio de apartamentos donde vivo.	□1	■2	□3	□4	□5
21. A mis padres no les deberían interesar mis calificaciones	■1	□2	□3	□4	□5

No es cierto · Totalmente Cierto

81