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**Friendship Bonds, Perceived Parental Support and Self-Esteem  
in Children from Individualist and Collectivist Cultures**

**Joelle Dayan**

**A Thesis**

**in the**

**Department of**

**Psychology**

**Presented in Partial Fulfilment of the Requirements  
for the Degree of Doctor of Philosophy at  
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## Abstract

### Friendship Bonds, Perceived Parental Support and Self-Esteem in Children from Individualist and Collectivist

Joelle Dayan, Ph.D.  
Concordia University, 1998

Individualist cultures emphasize independence, self-reliance, self-expressiveness, and emotional detachment in most of their relationships, whereas collectivist cultures emphasize interdependence, cooperation, maintaining harmony, and strong emotional attachment. Based on these differences, a goal of this study was to investigate how the social relationships of children vary across age as a function of belonging to an individualist or collectivist culture. It was also a goal to investigate whether the self-esteem of individualist and collectivist children was differentially influenced by receiving social support from particular individuals in their social networks. Participants included 601 children between 9 and 18 years of age who came from a variety of ethnic backgrounds (mainly Canadian/Quebécois, Greek, Arabic, and Caribbean). Participants completed a set of questionnaires during class-time on two separate occasions. Contrary to expectations, there was no difference between ethnic groups in terms of individualism/collectivism. Individualism/collectivism was, therefore, considered as a personality dimension (Realo, Allik & Vadi, 1997). As expected, collectivist children perceived their peer relationships to be more supportive than individualist children did. Collectivist elementary school children also reported fewer negative interactions in their peer relationships than individualist elementary school children. Contrary to expectations, there were no developmental differences between individualist and collectivist children in



terms of provisions of support provided by mothers, best friends, and relatives. However, individualists and collectivists differed in their reported sources of intimacy and companionship. Hierarchical multiple regression analyses predicting global self-esteem from interactions of individualism-collectivism and social support from different members of the social network showed that the self-esteem of the most individualist children was predicted most strongly by social support from best friend, whereas there was no such prediction for the most collectivist children. Implications of these findings are that individualist and collectivist individuals will seek out different members of their social networks to satisfy various needs such as intimacy and companionship. Clinicians should be aware of these differences to help clients to find ways to maximize the social support they receive from their networks.

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## Friendship Bonds, Perceived Parental Support and Self-Esteem In Children from Individualist and Collectivist Cultures

Within each society of the world there are distinct sets of values, beliefs, and practices which guide the lives of individuals. One goal of child socialization is for parents to help their children become productive members of their society by instilling in them the rules of conduct that are appropriate in the society in which they live, a process known as enculturation. For example, parents from different cultures perceive different competencies as necessary for success, and they, therefore, attempt to transmit these competencies to their children (Ogbu, 1981).

Although different cultural groups may express their values and beliefs in different ways, the concept of individualism-collectivism can help organize particular sets of values, beliefs, and behaviours into a more global framework. Nations can be ranked on their degree of individualism or collectivism (Hofstede, 1980). For example, certain cultures, such as the Canadian or American, can be thought of as being higher on the individualist end of the dimension, with an emphasis on independence, self-reliance, self-expressiveness, and emotional detachment between most individuals. Other cultures, such as the Asian and Hispanic cultures, can be thought of being higher on the collectivist end of the dimension, with an emphasis on interdependence, cooperation, maintaining harmony between those who interact, and strong emotional attachment in most of their relationships (Triandis, McCusker, Betancourt, Iwao, Leung, Salazar, Setiadi, Sinha, Touzard, & Zaleski, 1993).

Based on the definitions of individualism and collectivism, it can be hypothesized that

individuals belonging to these different types of cultures will differ in terms of their social relationships, particularly in terms of the levels of social support, intimacy, and conflict that they experience (Triandis et al, 1988; Wheeler, Reis, & Bond, 1989). It was, therefore, an aim of this study to investigate how the perceptions of relationships of children vary as a function of belonging to an individualist or collectivist culture.

The social relationships of children may also vary as a function of their developmental stage. For example, numerous studies have found that as children get older, they depend less on their parents and more on their peers for companionship and intimacy (Buhrmester & Furman, 1987; Furman & Buhrmester, 1985; Lempers & Clarke-Lempers, 1992). Despite this, parents continue to be important sources of guidance, nurturance, and reliable alliance. Most studies investigating developmental changes in social support from parents and peers have focussed mainly, however, on children from White, North American cultures, which are typically considered to be individualistic. It is, therefore, a second aim of this study to investigate developmental changes in the social relationships of individualist and collectivist children and adolescents with their families and peers.

### Individualism and Collectivism

In order to understand how individualist and collectivist children and adolescents differ in terms of their social relationships with different individuals from their social networks, it is first important to gain a clear understanding of the concept of individualism-collectivism.

In all cultures, particular values and beliefs are emphasized in child socialization. For example, the Chinese culture has traditionally emphasized filial piety and responsibility to

family, placing family needs above one's own, the interdependence of family members, and the importance of conformity to the rules of good behaviour (Feldman & Rosenthal, 1990). The expression of individual needs and desires is considered selfish and individuals are expected to accept authority, especially that of the family.

Conversely, American and Australian cultures have traditionally emphasized the needs, rights and achievements of the individual, personal freedom, and independence (Feldman and Rosenthal, 1990). Traits such as conformity, obedience, and an orientation toward the collective good are perceived as less valuable. These differing values between the Asian and Western cultures are linked to the individualist/collectivist dimension.

The individualist-collectivist dimension can be perceived as a framework which organizes a particular set of values which are considered important in different cultures and which parents attempt to enculturate in their children. Individualism refers to cultural groups giving priority to personal goals over the goals of the in-group (Schwartz, 1990). In contrast, collectivist societies, such as an Asian society, give priority to in-group goals over personal goals. Individuals from collectivist societies are encouraged to subordinate their personal goals in order to preserve in-group integrity, interdependence of members, and harmonious relationships.

Both individualist and collectivist cultures have particular socialization patterns that are associated with these orientations (Triandis et al, 1993). For example, members of individualist cultures, such as the American and Canadian cultures, are taught to become independent, self-reliant, creative, and self-expressive. Members of individualist cultures are also encouraged to become emotionally detached from groups to which they belong

(in-groups), since they determine how much will be invested in their group in terms of personal costs and benefits. If the costs outweigh the benefits, they are encouraged to leave the group (Triandis, Bontempo, Villareal, Asai, and Lucca, 1988). They are also encouraged to confront in-group members with whom they disagree.

Conversely, individuals belonging to collectivist cultures are taught to be obedient, dutiful, nurturing, interdependent, and cooperative (Triandis et al, 1993). They are taught to have strong emotional attachment to their in-group and to define themselves as representatives of their whole group. They determine what is appropriate behaviour based on the norms of their group and in the interest of maintaining group harmony. The relationship of the collectivist individual to the in-group tends to be stable and even when the in-group makes highly costly demands, the individual stays with it (Triandis et al, 1988).

The concept of individualism-collectivism looks at the above-mentioned behaviour patterns at the cultural level. That is, the individualist-collectivist dimension suggests that cultures differ in the extent to which cooperation, competition, or individualism are emphasized (Triandis et al, 1988). However, the concept of individualism-collectivism can also exist at the individual or psychological level, regardless of culture, and can be considered a dimension of personality. That is, even within a culture, people differ widely in terms of their personal degree of individualism-collectivism (Triandis, Leung, Villareal, & Clack, 1985). It has been suggested that within cultures there is a great deal of variability in terms of how independent or interdependent people define themselves, in terms of the degree to which people give priority to in-group goals over personal goals,

and in terms of the degree to which social behaviour is accounted for by attitudes more than by norms (Triandis et al, 1985). In addition, cultural groups may differ in the contexts or relationships in which they are individualistic or collectivistic (Wainryb, 1997). For example, Wainryb (1997) found that among collectivist Druze Arabs and individualist Israeli Jews, both individualist and collectivist tendencies were identified in their relationships with others, and the orientation that was predominant depended on the particular context in which it occurred. It may, therefore, be important to consider cultural and individual variation in terms of the particular dimensions where people may be more or less collectivistic, for example, in extended family relationships versus nuclear family relationships.

At the individual differences level, individualism is referred to as idiocentrism and collectivism is referred to as allocentrism. Consistent with the definition of collectivism, allocentrics tend to emphasize the goals of their group over private goals (Yamaguchi, Kuhlman, & Sugimori, 1995). That is, they tend to conform to and to obey in-group norms (Yamaguchi et al, 1995), to cooperate with members of their in-group, and to subordinate their own needs to those of others (Triandis et al, 1985). Their need to affiliate with others is stronger than it is for idiocentrics, and they are more sensitive to rejection (Yamaguchi et al, 1995). Allocentrics also tend to centre their personal identity around their in-group (Triandis et al, 1985).

Idiocentrics, on the other hand, tend to emphasize their own goals and needs over those of the groups to which they belong (Triandis et al, 1985; Triandis et al, 1988). Idiocentrics also tend to be independent; that is, they attempt to remain detached from

groups to which they belong, and they attempt to make decisions on their own as opposed to paying attention to the views of others (Triandis et al, 1988).

Regardless of cultural affiliation, within a particular culture, the characteristics of allocentrism and idiocentrism are apparent among individuals. For example, it has been found both within individualist cultures such as the United States, and within collectivist cultures such as Korea and Japan, that individual differences in allocentric tendencies were associated with higher affiliative tendency, higher sensitivity to rejection, and lower need for uniqueness (Yamaguchi et al, 1995). In addition, when looking at collectivism at the cultural level, cultures do not always differ greatly from each other. For example, while Korean and Japanese cultures are considered significantly more collectivist than American culture, in Yamaguchi et al's (1995) study, Japanese culture was only slightly more collectivist than American culture. These results suggest that while as a whole, Japanese culture may be more collectivist than American culture, there is a great deal of individual variability within cultures, whereby individuals from a traditionally individualistic culture can be as collectivist as individuals from traditionally collectivist cultures and vice versa (Triandis et al, 1988).

There may be several factors that can account for at least some of the within-culture variability along the idiocentric-allocentric dimension. For example, gender differences have been found along the idiocentric-allocentric dimension whereby even within cultures women have been found to be more allocentric than men (Yamaguchi et al, 1995). These results suggest that women are other-oriented and that they sacrifice their own self-interest for others (Yamaguchi et al, 1995). According to Yamaguchi et al (1995), the

behaviour of women is similar to that of allocentrics and the behaviour of men is similar to that of idiocentrics (Yamaguchi et al, 1995; Triandis, 1990). Therefore, when looking at individualism/collectivism differences in social relationships, gender must be considered. In addition, as noted above, contextual factors may influence an individual's orientation toward individualism or collectivism (Wainryb, 1997).

### Individualism-Collectivism and Social Relationships

Because of the close parallel between the concept of idiocentrism-allocentrism and individualism-collectivism, we can expect similar patterns of relationships between the two concepts and the social relationships of individuals. However, because very little research has actually investigated the social relationships of idiocentrics and allocentrics, unless otherwise specified, the following discussion will refer to cross-cultural findings.

Based on the definitions and descriptions of individualism (idiocentrism) and collectivism (allocentrism), it can be hypothesized that there will be differences in these two types of groups in terms of social relationships. For example, we can expect differences in the emotional attachment that members of individualist and collectivist cultures have toward members of their group, in the stability of interpersonal relationships, in the amount of interpersonal conflict that is experienced, and in the attitudes that individuals have toward members of an out-group. Also, consistent with the definitions of individualism and collectivism, Triandis et al (1988) found that among collectivists, cooperation was high with members of one's in-group but not with members of the out-group. Although a similar pattern is observed in individualist societies, because there are many in-groups to which an individual can belong, the difference in cooperation between



in-groups and out-groups is not as great. Individualists are better able to meet and get along with new people, have greater skills entering and leaving new social groups, and make acquaintances easily, even with those from an out-group. However, the relationships that individualists have with others, whether they be from the in- or out-group, tend to be detached and distant rather than intimate (Triandis et al, 1988).

Therefore, while people in individualistic cultures appear to be more sociable, most of their relationships lack intimacy. This may be because in individualist cultures, a greater proportion of one's social network is likely to be composed of superficial acquaintances. Therefore, it can be suggested that the mean level of intimacy during an interaction with a peer is lowered not because the most intimate interactions are less intimate, but rather because of the greater prevalence of relatively nonintimate interactions (Wheeler, Reis, & Bond, 1989).

Among collectivists, on the other hand, relationships with other in-group members tend to be intrusive and interdependent (Triandis et al, 1988). These relationships also tend to be more enduring and involuntary and they tend to occur in large groups. Also, in collectivist cultures, people attempt to smooth over or hide interpersonal conflict between in-group members in order to maintain harmony within the group. In individualist cultures, on the other hand, conflict is more likely to be brought into the open. Based on the characteristics of collectivists' social relationships, Triandis et al (1988) suggested that they tend to have fewer skills in making new friends, but that their friendships are long-lasting and intimate, at least with members of their in-group.

In support of the above, it was found that in a sample of American and Chinese college

students in the United States, the nature of friendship interactions differed (Wheeler, Reis, & Bond, 1989). Both the American and the Chinese students were residing on campus, but the Chinese students were sojourners; that is, they were living in the United States only during the course of their studies. Chinese students had fewer interaction partners than American students, although the Chinese students disclosed more information during their interactions than American students. Wheeler et al also found that Chinese students' friendships were closer and longer-lived than those of American students, possibly because their emotional attachment to their in-group was greater than that of American students.

Similar patterns of social relationships can also be found when investigating idiocentric and allocentric individuals. For example, consistent with the above cross-cultural findings, it was found that in a group of idiocentric and allocentric American undergraduate university students, the allocentric students perceived that they received more social support than the idiocentric students (Triandis, Leung, Villareal, & Clack, 1985). These findings suggest that regardless of cultural background and values, people who tend to be collectivistic in their relations with others, also tend to believe that others will be helpful to them in return (Realo, Allik, & Vadi, 1997).

The studies cited above were conducted with adults. The relationship between individualism/collectivism or idiocentrism/allocentrism and friendship quality has not directly been investigated in children. However, Chen and Rubin (1992) suggested that children who come from collectivist cultures, such as the Chinese culture, should be more cooperative and display more prosocial behaviour in their peer relationships than children who come from individualist cultures, such as Canadian culture. According to their

reasoning, in collectivist cultures, peers are considered to be like siblings, and, as noted previously, loyalty towards the family is of utmost importance in collectivist cultures. However, Chen and Rubin found that children from China tended to interact mainly with a small number of other children, or a clique, with little interaction with other children who are not part of the "clique". This resulted in Chinese children receiving fewer friendship nominations from children in their classroom than Canadian children, since in the Chinese classroom, any given child could be nominated by a small group of children in his/her class, but not by a majority of his/her classmates. This also created an in-group/out-group class composition, and as noted previously, in collectivist cultures, individuals get along well with members of their in-group, but not with members of an out-group (Triandis et al, 1988). In contrast, in the Canadian classroom there was little in-group/out-group class composition, and children tended to nominate each other as friends more frequently than in the Chinese classroom. These findings are consistent with Triandis et al's (1988) hypothesis that individualists are better able to be sociable with others, even with those who are not part of an in-group, as there is less of an in-group/out-group distinction.

Based on the above studies, it is a purpose of this study to understand how children's social relationships, particularly their peer relationships, vary as a function of belonging to an individualist or collectivist culture. It is also a goal to investigate whether, regardless of cultural background, the social relationships of idiocentrics and allocentrics are parallel to those of children coming from individualist or collectivist cultural background.

### Social Relationships and Developmental Stage

The social relationships of children appear to vary also as a function of their

developmental stage. Across development the relative influence of parents and peers on personality development changes, with parents being the primary sources of influence to their children in early childhood and peers increasing their influence on individuals as they reach adolescence (Sullivan, 1953). Children's personalities and healthy psychosocial development are influenced by their relationships with parents, siblings, peers, and school authorities. For example, during infancy and early childhood, the child's parents are the most important sources of influence to the child. During infancy, the child is completely dependent on adult caregivers, usually the parents, who tend to his/her basic bodily needs. When the infant's needs are carefully attended to by the parents, he/she feels nurtured and supported particularly in times of distress.

At approximately two years of age the childhood stage begins and continues until the child begins preschool or kindergarten (Sullivan, 1953). During this stage, the child continues to depend on the parents for tenderness. However, the child also increasingly depends on the parents to be their companions and to participate in their play activities. The child relies on the parents to structure his/her play in a way such that it is appropriate to the child's developmental level. The child's parents, therefore, are the main focus of his/her social interactions.

In the juvenile era, which begins when the child begins going to school, companionship with other children becomes more important to the child (Sullivan, 1953). During this stage, the child must learn to play harmoniously with his/her peers, who are his/her equals. That is, the child must learn to cooperate, compromise, and to compete in order to be integrated into peer play groups. Children at this stage also become more aware of the

differences among children in such domains as appearance and competence. Children use these differences to evaluate how desirable other children are as playmates. However, at the same time, children become concerned about being accepted by their peers and they learn that the acceptance and esteem of peers depends on their appearance, social skills and competence. The child's acceptance into the peer group, in turn, influences the child's sense of self-worth. When the child is ostracized by peers, the child is deprived of experiences that are necessary for learning how to interact appropriately with peers, which, in turn, may have a long-term negative impact on the child's sense of self-worth.

During preadolescence, the fourth stage of development, the child's need for intimacy in friendship becomes increasingly important (Sullivan, 1953). The child develops friendships or "chumships" usually with a child of the same sex who is also similar in age, background, and interests. These chumships are considered collaborations where the child becomes concerned about the welfare of his/her friend rather than only about his/her own welfare, and behaves in ways to improve his/her friend's welfare. This, in turn enhances the intimacy and closeness of the relationship. Intimacy in a relationship allows children to discover through self-disclosure that other children are similar to them in their interests, values and beliefs, and that they are not different, but rather that their feelings are valid and worthy. Having a chum, therefore, is likely to increase the child's sense of self-worth. During adolescence, the need for intimacy and companionship extends to peers of the opposite sex.

In support of Sullivan's theory about developmental changes in the role of parents and peers in fulfilling the need for companionship, Furman & Buhrmester (1984) investigated

the amount of time children in the second, fifth and eighth grades spent with their mothers, fathers, grandparents, closest siblings, teachers, same-sex friends, opposite sex friends, and boy or girl friends. They found that children in grade 2, which corresponds to the Juvenile era, perceived that their same-sex peers provided as much companionship as their parents. However, by eighth grade, which corresponds to preadolescence, they found that same-sex peers provided significantly more companionship than parents. Similarly, in a cross-sectional study, Furman and Buhrmester (1992) found that fourth graders perceived that their parents provided them with more support than did their peers. However, between grades 4 and 7 children perceived an increase in peer support, and between seventh and tenth grade children perceived that their peer support exceeded parental support.

Based on the above theory and observations, it appears that across developmental stages, the amount of support that is provided to children by parents and peers, particularly that which is provided in the form of companionship, changes. That is, as children get older, parents provide less support, particularly in the form of companionship for their children, while peers provide increasing amounts of support.

#### Individualism-Collectivism, Social Relationships, and Developmental Stage

The studies cited above regarding developmental changes in the relationships that children have with their parents and peers have focussed mainly on children from White, middle-class, North-American societies, which are typically considered to be individualistic. A question that still needs to be answered is whether developmental patterns in the relative importance of parents, friends, and peers are the same for children from collectivist cultures.

A partial answer to this question comes from research in which the social convoy model (Kahn & Antonucci, 1980) was used in order to assess the relative importance across age of parents and peers in the lives of children from three different cultures. African-American, Anglo-European-American, and Hispanic-American children from three age groups (grades 1-2, 4-5, and 8-9) participated (Levitt, Giacci-Franco, & Levitt, 1993). The social convoy model assumes that people will be included in an individual's convoy based on the individual's emotional attachment to the person and on the person's role in relation to the individual. People who are strongly linked to the individual both affectively and by role status such as close family members, are likely to occupy the inner circle of the convoy and to provide relatively high levels of support. Those who are less affectively close or who are linked primarily through role status such as extended family, friends, and other non-related persons, are likely to occupy the outer regions and to provide less support.

In the above study, marked age differences were found particularly in the peripheral circles of the children's convoy structures (Levitt et al, 1993). Compared to the youngest children in the sample (i.e. grades 1-2), children from grades 4-5 included more extended family members and reported more support from them. The adolescent group reported more friends and more support from friends than either of the two younger age groups. These results were comparable across gender and ethnic groups, thereby suggesting that the pattern of change across ethnic groups is similar, with the children's social networks augmenting from parents in early childhood to include extended family members in middle childhood, and with these then being somewhat replaced by friends by adolescence.

However, although the relative patterns of change were similar between ethnic groups, there were significant differences in the degree of importance of extended family and friends, whereby for the ethnic minority groups, but not for the majority group, extended family remained significantly more important than friends (Levitt et al, 1993). This may occur because orientation toward the extended family is both an outgrowth of cultural attitudes emphasizing collectivism and an adaptive response in the face of limited access to social resources (Harrison, Wilson, Pine, Chan, & Buriel, 1990). That is, extended family relations may be more prominent in the convoys of African-American and Hispanic-American children and adolescents because their cultural groups place less emphasis on individual autonomy and are more likely to draw on extended family relations as a buffer in their interactions with the larger socioeconomic milieu.

The social convoy model suggests that across developmental stages, the people who are included in an individual's social network change as does the importance of these people. Related to the social convoy model is the theory of social provisions (Weiss, 1974), in which it is suggested that individuals seek different types of social support from different types of social relationships. There are six types of provisions that different relationships could fulfill (Weiss, 1974). These included affection, reliable alliance, enhancement of worth, social integration, guidance, and opportunity for nurturance.

Furman and Buhrmester (1985) evaluated Weiss's (1974) theory of social provisions with a group of 11 to 13 year old Caucasian-American children. It was found that children aged 11 to 13 years felt that both their mothers and fathers provided them with the most affection, reliable alliance, enhancement of worth, and instrumental aid (Furman



& Buhrmester, 1985). However, children felt that their mothers provided them with more companionship than their fathers. As noted previously, Sullivan (1953) hypothesized that it is during preadolescence that friends first become important sources of social support. Consistent with this hypothesis, Furman and Buhrmester found that the children's ratings of companionship with friends were greater than those for other sources of support, and the ratings of intimacy with friends were equalled only by those for mothers. They also found that girls tend to rely on their best friends more heavily than boys do. Girls reported more intimacy, affection, and enhancement of worth in their best friendships than boys did. It appears, then, that parents and friends are important sources of social support for children.

Furthermore, Furman and Buhrmester (1992), found developmental changes in social provisions. They found that between 4th and 13th grades, children perceived their parents as increasingly supportive, particularly at the onset of adolescence. There was also an increase in the children's perceptions of conflict with their parents and of their parents' punitiveness. Such perceptions of increased conflict with parents during adolescence are consistent with the concept of adolescence as a period of individuation when adolescents attempt to rely less on their parents and to become more independent from them (Furman and Buhrmester, 1992). Despite these changes, however, adolescents still perceive a great amount of support from their parents.

In addition, between grades 4 and 10, there were changes in the perception of support from peers (Furman and Buhrmester, 1992). There was a great increase in perceived support, particularly in terms of intimacy and affection, from peers between 4th and

seventh grade, then perceived support of this type from peers levelled off until the college years when it decreased. The increase in perceived support from peers between 4th and 7th grade is consistent with the development of chumships.

Furthermore, in a study assessing changes in the social provisions of parents, peers, close friends, siblings, grandparents, and teachers among young, middle and late adolescents, it was found that throughout adolescence parents continued to be highly important sources of affection, reliable alliance, and instrumental aid (Lempers and Clarke-Lempers, 1992). However, all three groups of adolescents rated their best same-sex friends highest for intimacy, companionship, and nurturance. The females in the middle adolescent group and both the males and females in the late adolescent group also perceived friends as very important for instrumental aid. Friends were also ranked significantly lower than parents and siblings for conflict. These findings suggest that in adolescence friends become important sources of intimacy and companionship.

None of the studies cited above assessed developmental changes in social provisions from parents and friends between different cultural groups. Based on Levitt et al's (1993) findings, ethnic minority adolescents in particular depend more on their extended families than on their friends for social support. Culture, therefore, is a factor that should not be ignored in research assessing developmental differences in social provisions. The support provided by extended family in addition to that provided by nuclear family should also not be ignored, since extended family involvement seems to characterize many ethnic minority groups (Harrison et al, 1990). The minority groups that were used in Levitt et al's (1993) study, that is, the Hispanic- and African-American groups traditionally have collectivist

orientations. It is, therefore, another purpose of this study to assess developmental changes in social provisions in children from individualist and collectivist cultures. It is also a purpose of this study to investigate whether similar developmental changes in social provisions occur among idiocentric and allocentric children, regardless of culture.

### Social Relationships and Self-Esteem

One's perceptions of support from significant others may have a great impact on one's mental health. For example, Harter (1985a) compared three groups of children who perceived that they had either low, medium, or high levels of social support. She found that those children with the lowest levels of support had the lowest self-esteem, those with moderate levels of social support had moderate levels of self-esteem, and those with the highest levels of social support had the highest levels of self-esteem. Similarly, Harter (1987) found that adolescents who felt that they were receiving support and positive regard from significant others such as parents and peers had higher global self-esteem than adolescents who perceived that they were lacking support and regard from significant others.

In addition, consistent with Sullivan's (1953) hypothesis that having a close, mutual friend can greatly enhance the child's feelings of personal worth and self-esteem, it was found that having a reciprocated friendship during late childhood or preadolescence significantly contributed to the general self-worth of these children, even when the effects of popularity were controlled (Bukowski & Newcomb, unpublished).

However, while having a close friend is an important contributor to the child's and adolescent's self-worth, peer acceptance has been found to be a stronger predictor of

global self-esteem than friendship closeness among children 8 to 12 years of age (Hardy, Doyle, Markiewicz, and Spector, unpublished). It has also been found that during adolescence support from classmates was more predictive of global self-esteem than support from close friends (Harter, 1990). This may be because close friends, by definition, provide support, and their positive feedback may not be perceived as necessarily self-enhancing, whereas classmates and peers may provide the individual with a more objective means of evaluating oneself (Harter, 1990).

Most of these studies examining the relationship between social support and self-esteem have been conducted with predominantly White North American, presumably individualistic samples. As noted previously, individualists are more likely to socialize in large social networks, to be more popular, but to have lower levels of intimacy in most of their social relationships than collectivists (Wheeler et al, 1989; Triandis et al, 1988). Collectivists, on the other hand, have smaller social networks; however, their interactions with most of their partners tend to be more intimate. Based on these observations, it may be that children coming from individualist cultures are more likely to focus on the support they receive from the larger social network as an objective means of discovering their personal worth (Harter, 1990), whereas children coming from collectivist cultures are more likely to focus on the support they receive from significant others (Harrison et al, 1990). For example, the context for self-esteem development in African-Americans has been found to involve the African-American family and community (Rosenberg and Simmons, 1972). Thus, African-American children internalize the opinions of parents and siblings, as well as African-American friends and teacher, who serve as their primary social

reference group. They found that the relationship between the attitudes of significant others toward the self and self-esteem was stronger among African-Americans than among White adolescents.

Based on the above studies, it is another purpose of this study to investigate how global self-esteem differs between children from individualist and collectivist cultures in relation to their perceptions of support from their best friends, peers, and family. It is expected that the self-esteem of individualist children will be predicted more strongly by social support provided by classmates whereas the self-esteem of collectivist children is expected to be predicted more strongly by social support provided by significant others such as parents, relatives, and best friends.

### Overview of Study and Hypotheses

**1. Individualism-Collectivism in a Multicultural Society:** The present study explored the relationship between individualism-collectivism and friendship patterns, social networks, and self-esteem of children from middle childhood to late adolescence in multicultural settings. Previous studies that have assessed degree of individualism-collectivism at the cultural level have compared individuals in their country of origin. The present study, however, assessed individualism-collectivism between cultural groups within one country. One question that needs to be asked is whether cultural groups within a multicultural setting will differ in their degree of individualism-collectivism in a way that parallels differences between their cultures of origin. It has been suggested that ethnic minority groups in the United States and in Canada tend to have a collectivist orientation (Harrison et al, 1990; Levitt et al, 1993; Lortie-Lussier & Fellers, 1991), perhaps as a way

to cope with social barriers in the larger societal milieu (Harrison et al, 1990).

Conversely, English-Canadians tend to be individualistic (Lortie-Lussier & Fellers, 1991).

While traditionally French-Canadians have been more collectivist than English-Canadians, Lortie-Lussier and Fellers (1991) found that while French-Canadians remained quite collectivist in terms of their family orientation, no significant differences were found between French-Canadians and English-Canadians in terms of autonomy, selfishness, or goal-directedness, all of which are associated with individualist values. It was, therefore, hypothesized that French and English Canadians would be considered individualist and that the ethnic minority groups in our sample would be considered collectivist.

The main goals of this study were to examine 1. whether there are developmental differences in friendship and peer relationships of individualist and collectivist elementary and high school age children, and whether, regardless of cultural background, idiocentric and allocentric children show patterns in their peer relationships that are similar to cross-cultural findings of individualism/collectivism; 2. whether developmental differences exist in the social networks of individualist (idiocentric) and collectivist (allocentric) children; and 3. whether social support from particular individuals in the child's social network predicted self-esteem, and whether the importance of social support from these particular individuals differed between individualist (idiocentric) and collectivist (allocentric) children.

**2. Individualism-Collectivism and Peer Relationships:** Based on the characteristics of individualism/collectivism and on the studies of Triandis et al (1988), Triandis et al (1985), Wheeler et al (1989), and Chen and Rubin (1992), the second hypothesis was that

collectivist (allocentric) children would have peer relationships that are characterized by greater social support than individualist (idiocentric) children. In addition, the third hypothesis was that collectivist (allocentric) children would have less conflict in their peer relationships than individualist (idiocentric) children. However, based on Triandis et al's (1988) findings that individualists tend to be more sociable than collectivists due to their relative ease at entering and leaving social groups, it was also expected that individualist (idiocentric) children would be nominated as being more popular and sociable than collectivist (allocentric) children.

Also, consistent with the hypothesis that individualist children would have peer relationships that are characterized by more conflict, the fifth hypothesis was that individualist children would be nominated by their peers as being more verbally and physically aggressive than collectivist children. However, because of findings that individuals who tend to focus on relationship issues during social interactions also tend to use relational aggression, that is, aggression that focuses on damaging others' relationships (Crick & Grotpeter, 1995), the sixth hypothesis was that collectivist children would be nominated as being more relationally aggressive than individualist children.

### ***3. Individualism-Collectivism and Provisions of Support from Social Network:***

Based on studies suggesting developmental changes in the provisions of support afforded by parents and peers (Buhrmester & Furman, 1987; Lempers & Clark-Lempers, 1992), and on findings that extended family support continues to be important in the lives of ethnic minority adolescents in particular (Levitt et al's, 1992), the second aim of this study was to investigate developmental differences in social provisions afforded by parents,

extended family and peers for individualist and collectivist children. The seventh hypothesis was that all elementary school children would rely more on their parents and extended relatives for intimacy and companionship than on their best friends, and that this pattern would remain the same for collectivist high school children. However, it was expected that individualist high school children would rely more on their best friends than on their parents and extended relatives for intimacy and companionship.

**4. Individualism-Collectivism, Social Support, and Self-Esteem:** The third main goal of this study was to investigate whether there are any differences between individualist and collectivist children in terms of the relationship between perceived support from family, friends and peers and global self-esteem. The eighth hypothesis was that there would be a significant interaction between individualist/collectivist orientation and perceived support from family, close friends, and peers in terms of global self-esteem (Hardy et al, unpublished; Harter, 1990; Rosenberg & Simmons, 1972) . That is, it was expected that the global self-esteem of individualist children would be predicted more strongly by perceived support from peers than by perceived support from close friends and family. Conversely, for collectivist children, global self-esteem was expected to be predicted more strongly by perceived support from close friends and family than perceived support from peers.

**5. Individualism-Collectivism, Negative Interactions, and Self-Esteem:** For exploratory purposes, the effects of conflict in relationships with members of the child's social network on global self-esteem was investigated. The ninth hypothesis was that for collectivist children, conflict with significant others, such as best friends, parents, and



extended relatives, would predict lower self esteem than conflict with classmates. For individualist children, conflict with classmates was expected to predict lower self-esteem than conflict with significant others.

## Method

### Subjects

Participants included 601 children between 9 and 18 years of age from two French-language elementary schools and one high school in the Laval area. There was a mean age of 13.12 years,  $SD=2.42$ . Participants were divided into two age groups based on their grade level: grades 4 through 6 ( $n=268$ , mean age=10.78,  $SD=1.04$ ) and grades 7 through 11 ( $n=333$ , mean age=15.08,  $SD=1.20$ ). There were 268 boys and 299 girls. Information regarding gender was missing for 34 children.

Based on responses given on a general information sheet (Appendix A), participants came from a variety of ethnic backgrounds. These included children from Canadian/Quebecois ( $n=107$ ), Greek ( $n=118$ ), Arabic ( $n=98$ ), Caribbean ( $n=155$ ), East/South Asian ( $n=23$ ), Russian/Slavic/European ( $n=26$ ) backgrounds, as well as children who came from mixed cultural backgrounds ( $n=39$ ). Information regarding ethnic identification was missing from 35 participants. The proportions of children coming from these ethnic backgrounds in each of the schools is shown in Table 1.

The mean socioeconomic status (SES) using Blishen, Carroll, and Moore's (1987) Socioeconomic Index for Occupations in Canada was 49.29  $SD=17.72$ . The estimate of SES was based on the average occupational status of both parents if they were both employed, or if only one of the parents was employed, the occupational status of the employed parent only was considered.

One-hundred-and-seventy-seven participants were dropped from the analyses due to incomplete data; that is, participants who did not complete either the first or the second

Table 1

Ethnic Background of Children from the Three Schools

Ethnic Background	n	%
<b>School 1 (elementary)</b>		
Canadian	80	46.5
Greek	0	0.0
Arab	15	8.7
Caribbean	39	22.7
Asian	7	4.1
Russian/Slavic	11	6.4
Mixed	12	7.0
Missing	8	4.7
<b>School 2 (elementary)</b>		
Canadian	5	5.2
Greek	20	20.8
Arab	33	34.4
Caribbean	20	20.8
Asian	6	6.3
Russian/Slavic	5	5.2
Mixed	6	6.3
Missing	1	1.0
<b>School 3 (high school)</b>		
Canadian	22	6.6
Greek	98	29.4
Arab	50	15.0
Caribbean	96	28.8
Asian	10	3.0
Russian/Slavic	10	3.0
Mixed	21	6.3
Missing	26	7.8

phase of the study, or who did not complete questionnaires that were necessary for the analyses. This left a sample of 424 participants.

## **Measures**

### **General Information**

In order to obtain demographic information, a General Information Sheet was completed by each child (Appendix A), providing information on age, sex, grade level, languages spoken by the child and by their parents, parents' occupations, education level, as well as the country where parents were educated. Children were also asked to indicate the country where they as well as their parents were born and the number of years that both the children and their parents have been living in Canada. Children were also asked to indicate their ethnic background as well as that of their parents. All questionnaires were translated into French by a translator unfamiliar with the hypotheses and then independently back translated into English.

### **Individualism-Collectivism Scale**

In order to assess the participants' personal degree of collectivist (allocentric) or individualist (idiocentric) orientation, and to verify the cultural orientation of individuals from traditionally known collectivist and individualist cultures, an adapted version of the INDCOL scale (Hui, 1988) was used (Appendix B). The original INDCOL scale is made up of 63 items, ranging from strongly disagree (0) to strongly agree (5). The scale includes 6 subscales pertaining to individualistic-collectivistic orientation toward spouse, parents, kin, neighbours, friends, and co-workers/classmates. However, because several of the subscales, such as the spouse and coworkers subscales, are not appropriate for

children and adolescents, these were dropped. In addition several items on the original subscale were considered too sophisticated for young children to understand (e.g. “I have never chatted with my neighbours about the political future of this state”). Therefore, the language on some of the items was simplified. The adapted version of the INDCOL scale consists of 36 items ranging from strongly disagree (1) to strongly agree (6), grouped into five subscales (parent ( $\alpha=.62$ ), friend ( $\alpha=.46$ ), classmate ( $\alpha=.50$ ), kin ( $\alpha=.30$ ), and neighbour ( $\alpha=.67$ )).

In order to avoid redundancy with items on the Network of Relationships Inventory, which assesses different types of social support provided by different members of one's social network, items on the INDCOL scale which pertained to receiving social support from any of the target groups were removed from the analyses (e.g. I can count on my relatives to help me when I have problems). This resulted in the removal of seven items. The items on the adapted version of the INDCOL scale evaluate the individual's tendency to affiliate with others or to be independent from others, to help others, to obey parents and relatives, and to listen to advice. The validity of the adapted version of the INDCOL scale was evaluated through a pilot study, whereby 57 CEGEP students, aged 17 to 19 years were given both Hui's original INDCOL scale and the adapted version of the scale. When comparing the two versions of the INDCOL scale, only the subscales that appeared on both versions of the scale were considered, and the seven items that were removed from the adapted version were also removed from the original version. There was no significant difference in the mean item scores on the Global Index of the two INDCOL scales, and the two versions correlated at  $r=.81$ . The internal consistency ( $\alpha$ ) for the

Global Index of the adapted INDCOL scale was .73.

### **Network of Relationships Inventory**

In order to assess the social provisions afforded by peers, parents, and extended relatives the Network of Relationships Inventory (Furman and Buhrmester, 1985) was used (Appendix C). It consists of 33 questions, which assess eleven social provisions: reliable alliance, instrumental help, companionship (social integration), affection (enhancement of worth) , intimacy (disclosure), admiration, satisfaction, nurturance, conflict, punishment, and relative power. The nurturance subscale, however, was not considered in the analyses due to its redundancy with several items on the INDCOL scale. For each of these social provisions, the children answered questions about their relationships with their mother or stepmother, father or stepfather, best friend, classmates, cousins, and other adult relatives. The children were asked how much each provision is fulfilled by each relationship. Response alternatives were on a five-point Likert scale ranging from little or none (1) to the most (5). Cronbach alpha for the scale was .80.

### **Sociometric Assessment**

In order to assess each child's degree of popularity and behaviour within the classroom, sociometric nominations, liking ratings of children in the classroom, and behavioural qualities of children in the classroom were obtained. The sociometric nomination form (Appendix D) asked the child to indicate the names of his or her best friends of the same sex (up to 8 names) and opposite sex (up to 4 names) based on a list of names of children in his/her classroom or grade. In a shortened and adapted version of the Revised Class Play (Masten, Morison, & Pellegrini, 1985) (Appendix E), children were asked to identify

sociability/leadership, aggressiveness/disruptiveness, and sensitivity/isolation of children in their grade. For example, the child is asked to identify which person in his/her grade is a good leader. In addition to the original items on the Revised Class Play, three items related to Relational Aggression were included (Crick & Grotpeter, 1995). There was a total of 26 items on the adapted version of the Revised Class Play.

Likeability ratings were obtained as an alternative measure of popularity and of group preference (Appendix F) in order to assess popularity more reliably than when measured with friendship nominations. The names of all the children in the classroom were listed and children were asked to rate on a scale of 1 (not at all) to 5 (the most) how much they liked each child in their classroom.

### **Self-Perception Profile for Children and Adolescents**

In order to assess global self-esteem in children from 8 to 11 years, the Self-Perception Profile for Children (Harter, 1985b) was used (Appendix G). This scale consists of 36 items that assess 6 domains of the self-concept. These include scholastic competence, social acceptance, athletic competence, physical appearance, behavioural conduct, and global self-worth. There are 6, four-point items for each subscale. However, only the global self-esteem ( $\alpha=.76$ ) subscale was considered for the purposes of this study. Each item presents the child with two opposing statements. The child is asked to decide which of the two statements is most like him/her, and then to rate whether the statement is either really true or sort of true for him/her. In order to assess self-esteem for adolescents between 12 and 16 years of age, the Self-Perception Profile for Adolescents (Harter, 1988) was used (Appendix H). In addition to the six subscales specified in the child

version of the scale, the adolescent version includes three other subscales, which include job competence, romantic appeal, and close friendship. However, here again, only the global self-esteem subscale ( $\alpha=.78$ ) was considered. The question format is identical to that of the Self-Perception Profile for Children, although there are 45 items on this scale, with 5 items for each subscale.

### **Acculturation**

In order to assess the participants' level of acculturation, an adapted version of Dona and Berry's (1994) adolescent acculturation questionnaire was used. The original questionnaire is meant to evaluate the degree of Greek adolescents' acculturative style; that is, the degree of orientation toward the Greek culture as well as the Canadian culture, by rating each of 49 items on a five-point scale ranging from strongly disagree (1) to strongly agree (5).

On the basis of an interaction of the orientations (positive vs. negative) toward own and host culture, individuals may be categorized as assimilated, integrated, separated, or marginalized (Dona & Berry, 1994). That is, if individuals had a positive orientation toward both their own and the host culture, they would be considered integrated; if individuals had a positive orientation toward their own culture but a negative orientation toward the host culture, they would be considered separated; if individuals had a negative orientation toward their own culture but a positive orientation toward the host culture, they would be considered assimilated; and if individuals had a negative orientation toward both their own and the host culture, they would be considered marginalized. Participants were considered to have a positive orientation toward either their own or the host culture



if the average score on either subscale was greater than or equal to three.

The adapted version of this questionnaire did not focus specifically on the Greek culture but rather on cultural groups in general (e.g. I like to eat meals that are typical of the country where my parents and grandparents were born). Language was also adapted to the level of elementary school children for some items ( $n=15$ ), and many ( $n=34$ ) were omitted for this age group, since they were deemed inappropriate for young children (e.g. “I believe that ‘wisdom comes with age’ which is why elders have always a better point of view than youngsters”).

Elementary and high school students completed different versions of the questionnaire. Though the high school version contained all the items that were completed by the elementary school students, because some items could be answered appropriately by high school students but not by elementary school students, these items were only included only in the high school version in the interest of maintaining as much of the integrity of the original scale as possible (e.g. “I find it important that parents know the boy/girl the adolescent wants to date and that they give their authorization before they go out together”). Elementary school children completed a 15-item questionnaire (Appendix I), with 7 questions pertaining to their orientation toward their own culture ( $\alpha=.67$ ) (e.g. I would rather make friends with children from my own cultural group), and eight questions pertaining to their orientation toward Canadian/Quebecois culture ( $\alpha=.50$ ) (e.g. I like hanging around with children who are Canadian/Quebecois). High school students completed a 36-item questionnaire (Appendix J). There were seventeen questions pertaining to their orientation toward their own culture ( $\alpha=.90$ ), and

nineteen questions pertaining to their orientation toward Canadian/Quebecois culture ( $\alpha=.82$ ).

### **Social Desirability**

In order to control for the effects of positive self-presentation, the 20-item Children's Social Desirability Questionnaire (Crandall, Crandall, and Katkovsky, 1965) was used. Based on Crandall et al's (1965) procedures, different answer formats were given to elementary and high school students. The elementary school alternative (Appendix K) asks the child whether or not he/she agrees with the statement by circling "yes" or "no", whereas the high school version (Appendix L) asks the child whether the statement is true or false for them. A Cronbach alpha of .75 was found for the elementary school version, and an alpha of .68 was found for the high school version.

### **Procedure**

Permission was obtained from the Laurenval School Board in Laval, Quebec to conduct the study in their French-language elementary and high schools. The principals were contacted and were sent a description of the study and the questionnaires that would be given to students. The principals and teachers of two Francophone elementary schools and one high school agreed to participate.

The study was conducted in two phases. Prior to the first phase of the study, the experimenters visited the classrooms to explain the first part of the study, and to hand out letters explaining the study (Appendix M) as well as consent forms (Appendix N). Children under 14 years of age were asked to hand these letters and consent forms to their parents, whereas children who were 14 years old or older (the age for consent) were

permitted to complete the consent form themselves. Parents were asked to indicate on the consent form whether or not they permitted their child to participate in the study and to return the consent form to the experimenters in either case. The names of all children returning the consent forms were entered in a draw for a Cineplex Odeon movie pass.

Children who agreed to participate completed the first part of the study in their classroom. The questionnaires included the general information sheet, and the sociometric nomination scale where children were asked to indicate from a list of names of children from their grade up to eight of their closest friends of the same sex, and up to four of their closest friends of the opposite sex, starting with their very best friend. Children were also asked to complete the Revised Class Play. During each testing session, there were two to three testers in the classroom, depending on the number of students in the class. The testers circulated around the classroom to ensure that participants were completing the questionnaires correctly, ie. giving only one response per item, and to answer participants' questions. In the elementary schools, all children were given instructions at the same time at the beginning of each questionnaire when all children in the class were ready to begin each questionnaire. High school students were given instructions privately by the testers as they reached the beginning of each questionnaire instead of waiting for the whole class to be ready to begin the next questionnaire. Students who were not participating were taken to another classroom by their teacher. At the completion of the first phase of the study, parents and adolescents were sent a second letter explaining the second part of the study (Appendix O) along with a second consent form (Appendix P) for them to sign and return to the school. Once the consent forms were received, the children were asked to

complete the Individualism-Collectivism Scale, the Network of Relations Inventory, the Harter Self-Perception Profile for Children or for Adolescents, the Acculturation Scale, and the Social Desirability Questionnaire. The second phase of the study was conducted in two one-hour sessions for elementary school children, and in one ninety-minute session for high school children. In the first phase of the study 72% of the children asked participated in the study. The number of children participating in the second phase of the study dropped to 63%.

## Results

### Descriptive Statistics

The overall sample was made up of 424 children and adolescents from varied ethnic backgrounds. Table 2 shows the ethnic make-up of the sample. Ninety-one children were considered Canadian or Quebecois. There were 332 children who were from an ethnic minority group, primarily Arabic (n=78), Caribbean (n=103), and Greek (n=85). Smaller numbers of children were of Asian (n=18), Slavic (n=19), or mixed (n=29) cultural backgrounds. Information on ethnicity was missing from one child. Seventy-five percent of these children were born in Canada, although 93% of their mothers and 97% of their fathers were born elsewhere. The majority of the ethnic minority children were considered integrated on the basis of the adapted version of Dona and Berry's Acculturation Scale (Table 3).

An Ethnicity x School Chi-square analysis was conducted in order to determine whether there were differences between the schools in terms of the proportions of students coming from the various ethnic backgrounds. This analysis revealed a significant difference between the two elementary schools in terms of the proportions of children coming from the various ethnic backgrounds ( $\chi^2(6)=79.54, p < .001$ ). These differences were such that one elementary school had a significantly greater proportion of Canadians than the second elementary school (50 % vs. 6.8 %, respectively), and the second elementary school had a significantly greater proportion of Greek and Arab students than the first school (Greek: 21.6% vs. 0%, respectively; Arab: 36.5% vs. 9.3% respectively). The proportion of Caribbean students and of students from other ethnic backgrounds did

Table 2

Ethnic backgrounds of the Total Sample (N=424)

Ethnic Background	n	% born in Canada	Years in Canada if not born here (M (SD))
Canadian	91	100	----
Greek	85	97	11.66 (1.15)
Arab	78	52	6.86 (2.89)
Caribbean	103	72	9.11 (3.74)
Asian	18	52	9.10 (3.24)
Russian/Slavic	19	86	8.33 (1.52)
Mixed	29	87	6.40 (5.17)
Missing	1		

Table 3

Percentages of Ethnic Minority Children Adopting Integrated, Assimilated, Separated and Marginalized Acculturative Strategies

		<u>Attitude to own Ethnic Culture</u>	
		<u><i>Positive</i></u>	<u><i>Negative</i></u>
<u>Attitude to Canadian Culture</u>	<u><i>positive</i></u>	Integrated 61%	Assimilated 6%
	<u><i>negative</i></u>	Separated 30%	Marginalized 3%

not differ between the two elementary schools.

Because there were differences in the proportions of children from the various ethnic groups in the two elementary schools, possible school effects were investigated on the major independent and dependent variables. As shown in Appendix Q, no school differences were identified in terms of Socioeconomic Status, IndCol, Social Support, Negative Interactions, or Global Self-Esteem. It was, therefore, justified to collapse the two elementary schools into one age group. In addition, there were no ethnicity differences in terms of socioeconomic status (Appendix R).

Appendix S shows the mean scores, standard deviations, skewness and kurtosis values of the psychological variables for the whole sample (N=424). Most of the variables related to the Network of Relationships Inventory were significantly skewed. Those variables that were moderately negatively skewed were transformed using a reflected square root transformation, while those variables that were severely negatively skewed were transformed with a reflected log transformation. Variables that were positively skewed were transformed with a square root transformation (Tabachnick and Fidell, 1989). Variables that were used in the same analyses were transformed the same way.

In order to determine the degree of relationship between the psychological variables, Pearson correlations were computed. These correlations were computed in order to verify that the relationships between variables were in the expected directions and to avoid including redundant variables in the same multivariate analyses. Appendix T shows the Pearson correlation coefficients between the psychological variables for the total sample.



### Ethnicity Differences in Individualism-Collectivism

Based on the first hypothesis, it was expected that there would be ethnic differences on the General Index score of the Individualism-Collectivism scale, whereby children of Canadian origin would be more individualistic and the ethnic minority groups would be more collectivistic. In order to test this hypothesis, an Age Group (2) x Sex (2) x Ethnicity (4) ANOVA using social desirability as a covariate was conducted. Only the children of Canadian origin and the three largest ethnic minority groups in our sample (Greek, Caribbean, Arab) were considered in this analysis. There was not a significant main effect of ethnicity (Table 4), nor were there any interactions. There was a significant main effect of sex,  $F(1, 372)=5.71$   $p<.05$ , whereby girls were more collectivistic than boys (Table 5). There was also a significant main effect of age group  $F(1, 372)=5.08$ ,  $p<.05$ , whereby high school children were more collectivist than elementary school children (Table 5). Social desirability was a significant covariate,  $F(1, 372)=17.13$ ,  $p<.01$ , whereby greater collectivism was associated with higher social desirability.

Because of the possibility that there would be ethnic differences in terms of the different dimensions of individualism/collectivism (Wainryb, 1997), an Age Group (2) x Sex (2) x Ethnicity (4) MANCOVA was conducted, with the five subscales of the IndCol scale as the dependent variables (friends, classmates, kin, neighbours, and parents). There was no main effect of ethnicity (Appendix U). However, there was a significant main effect of age group  $F(5, 368)=3.32$ ,  $p < .01$ . Closer examination of univariate effects showed that there was an age group difference only in terms of IndCol with reference to

Table 4

Age Group (2) x Sex (2) x Ethnicity (4) ANOVA on Global Index of Individualism-

Collectivism scale using Social Desirability as a covariate (N=389)

Variable	df	F
Age Group	1	5.08*
Ethnicity	3	.30
Sex	1	5.71*
Age Group x Ethnicity	3	1.12
Age Group x Sex	1	.02
Ethnicity x Sex	3	.38
Age Group x Sex x Ethnicity	3	1.92
Error	372	

\*  $p < .05$

Table 5

Means and Standard Deviations of Global Index of the Individualism-Collectivism scale  
for Age Group, Ethnicity, and Sex

Variable	M	SD
<b>Age Group:</b>		
Elementary School (n=184)	121.63 <sup>a</sup>	17.25
High School (n=205)	124.30 <sup>b</sup>	15.07
<b>Ethnicity:</b>		
Canadian (n=98)	122.91	17.08
Greek (n=93)	124.01	14.67
Arab (n=84)	123.51	18.37
Caribbean (n=114)	122.00	14.91
<b>Sex:</b>		
Male (n=181)	119.94 <sup>a</sup>	15.83
Female (n=208)	125.73 <sup>b</sup>	16.02

a, b: means with different superscripts are significantly different

note: High scores indicate high collectivism

best friend, with high school children showing greater collectivism toward their friends than elementary school children ( $\underline{M} = 4.61$ ,  $\underline{SD} = .82$ ;  $\underline{M} = 4.43$ ,  $\underline{SD} = .72$ ).

Participants were categorized into individualist and collectivist groups based on their scores on the INDCOL scale, regardless of their ethnic background. A median split was done, removing participants who scored 5% above and 5% below the median. This resulted in a loss of 41 participants. Participants scoring below the median were considered individualist and those scoring above the median were considered collectivist. Table 6 shows the numbers of children in the individualist and collectivist groups for each age group and sex.

In order to verify that individualist and collectivist children did not differ in terms of their socioeconomic background, an IndCol (2) x Age Group (2) x Sex (2) ANCOVA, using social desirability as a covariate was conducted on socioeconomic status. Social desirability was a significant covariate,  $F(1, 336)=4.12$ ,  $p<.05$ , with children of higher SES reporting lower levels of social desirability. However, there were no significant main effects and no significant interactions (Appendix V).

In order to verify that individualist and collectivist ethnic children did not differ in terms of their acculturation to Canadian society, an IndCol (2) x Age Group (2) x Sex (2) MANOVA was conducted on acculturation attitudes towards one's own ethnic group and towards Canadian culture. There was a significant main effect of IndCol (Appendix W), whereby Collectivist children reported more positive attitudes towards both Canadian culture and their own culture ( $\underline{M} = 3.36$ ,  $\underline{SD} = .53$ ;  $\underline{M} = 3.98$ ,  $\underline{SD} = .69$ , respectively) than Individualist children did ( $\underline{M} = 3.22$ ,  $\underline{SD} = .57$ ;  $\underline{M} = 3.74$ ,  $\underline{SD} = .70$ , respectively).

Table 6

Sample size for Individualist and Collectivist groups for each Age Group and Sex

	Individualist		Collectivist	
	Boys	Girls	Boys	Girls
Elementary School	55	57	35	62
High School	50	47	48	70

However, acculturation was not a significant covariate in terms of the major dependent variables, therefore, acculturation was not considered in any further analyses.

#### Individualism-Collectivism, Gender, and Age Group Effects for Peers on the Network of Relationships Inventory

In order to test the second hypothesis, that collectivist children would have relationships with their best friends and classmates that are characterized by greater social support than individualist children, a between/within mixed model ANCOVA was conducted on social support. The between subjects factors were IndCol (2), Age Group (2), and Sex (2). The within-subjects factor was Peer (best friend and classmates). Social support was computed, according to Furman (1986), by adding the admiration, affection, companionship, instrumental aid, intimacy, and reliable alliance subscales of the NRI for each of the two target groups. Due to moderate negative skew of Social Support for both best friends and classmates, a reflected square root transformation was used. Social desirability was used as a covariate in order to control for the effects of this response bias.

Social desirability was a significant covariate,  $F(1, 410)=8.23, p<.01$ . Social support was related to higher social desirability. In terms of within-subjects effects, there was a significant Sex x Peer interaction,  $F(1, 411)=8.69, p<.01$  (see Table 7). In order to control for the possibility of committing a Type I error, a Bonferroni correction was made when investigating univariate effects. An alpha level of less than .025 was considered significant. Girls reported more social support from their best friends than boys did  $F(1, 410)=5.71, p<.01$  (see Table 8); however, there was no difference between boys and girls in the social support received from classmates, and both boys and girls received more

Table 7

Age Group x Sex x Individualism/Collectivism x Peer Mixed-Model ANCOVA with  
covariate Social Desirability For Social Support

Source	df	F
<b>Between-subject effects:</b>		
Social Desirability	1	8.23**
Age Group x Sex x IndCol	1	.02
IndCol x Sex	1	.20
Age Group x Sex	1	.69
Age Group x IndCol	1	.88
Sex	1	1.33
IndCol	1	18.67**
Age Group	1	.09
Error	410	
<b>Within-Subjects effects:</b>		
Age Group x Sex x Indcol x Peer	1	.51
IndCol x Sex x Peer	1	2.08
Age Group x Sex x Peer	1	.31
Age Group x IndCol x Peer	1	1.70
Sex x Peer	1	8.69**
IndCol x Peer	1	.41
Age Group x Peer	1	20.55**
Peer	1	57.14**
Error	411	

\*\*  $p < .01$

Table 8

Means and Standard Deviations of Boys' and Girls', and Elementary and High SchoolChildren's reports of Social Support from Best Friends and Classmates

Source	Best Friend (M)	SD	Classmate (M)	SD
Boys	70.16 <sup>a</sup>	13.13	55.54 <sup>c</sup>	14.86
Girls	73.73 <sup>b</sup>	12.23	56.26 <sup>c</sup>	15.26
Elementary School	70.99 <sup>a</sup>	12.75	57.78 <sup>b</sup>	15.03
High School	73.30 <sup>a</sup>	12.66	53.97 <sup>c</sup>	14.91

a,b: means with different subscripts are significantly different.

Note: High scores indicate higher levels of perceived social support



support from best friends than from classmates.

There was also a significant Age Group x Peer effect  $F(1, 411)=20.55, p<.01$  (Table 7). Elementary school children reported receiving more social support from their classmates than high school children  $F(1, 410)=7.11, p<.01$ . However, there were no differences between elementary and high school children in social support provided by best friends. Both elementary and high school children reported receiving more social support from their best friends than from their classmates (Table 8).

In terms of between-subjects effects, there was only a significant main effect of IndCol ( $F(1, 410)=18.67, p<.01$ ) (Table 7). As hypothesized, collectivists reported receiving more social support than individualists ( $M=66.86$  (13.04);  $M=61.06$  (14.16) respectively).

In order to test the third hypothesis that the peer relationships of collectivist children would involve less conflict, a second between/within mixed-model ANCOVA was conducted on Negative Interactions. The between subjects factors were IndCol (2), Sex (2), and Age Group (2). The within-subjects factor was Peer (best friend and classmate). Negative interactions were computed by adding the Punishment and Conflict subscales of the NRI for each of the targets (Furman, 1986). Due to severe positive skew of Negative Interactions for both best friend and classmates, a log transformation was used on these. Social desirability was used as a covariate.

Social desirability was again a significant covariate  $F(1,410)=10.20, p<.01$ . Negative interactions were related to lower social desirability. In terms of within-subjects effects, there was only an Age Group x Peer effect  $F(1, 411)=16.75, p<.01$  (Table 9). Elementary school children reported more negative interactions with classmates than with best friends

Table 9

Age Group x Sex x Individualism/Collectivism x Peer Mixed-Model ANCOVA for  
Negative Interactions from Best Friend and Classmates with covariate Social Desirability

Source	df	F
<b>Between-subject effects:</b>		
Social Desirability	1	10.20**
Age Group x Sex x IndCol	1	3.84
IndCol x Sex	1	.21
Age Group x Sex	1	.31
Age Group x IndCol	1	4.29*
Sex	1	4.06*
IndCol	1	4.77*
Age Group	1	8.45**
Error	410	
<b>Within-Subjects effects:</b>		
Age Group x Sex x IndCol x Peer	1	1.07
IndCol x Sex x Peer	1	.23
Age Group x Sex x Peer	1	2.07
Age Group x IndCol x Peer	1	.72
Sex x Peer	1	.33
IndCol x Peer	1	1.15
Age Group x Peer	1	16.75**
Error	411	

\*  $p < .05$

\*\*  $p < .01$

(Table 10). However, there was no significant difference in negative interactions between best friends and classmates for high school children.

In terms of between-subjects effects, there was an IndCol x Age Group interaction  $F(1, 410)=4.29, p<.05$  (Table 9). Confirming the hypothesis, collectivist elementary school children reported fewer negative interactions with their peers than individualist elementary school children ( $M=10.72$  (3.71);  $M=12.28$  (4.10), respectively), whereas there was no significant difference in negative interactions between individualist and collectivist high school children.

#### Friendship Nominations

In order to verify the fourth hypothesis, that individualist children would be more popular than collectivist children, an IndCol (2) x Age Group (2) by Sex (2) by Nominating Group (2) between/within mixed model ANOVA was conducted, with number of same-sex nominations from the same ethnic group and other ethnic group being the within-subject variable. The number of nominations from children of the same ethnic group was compared to those from children from other ethnic groups since there is evidence that children tend to show preferences for members of their own group (Foster, Martinez, & Kulberg, 1996). In order to control for the differing number of individuals in each school and grade, the number of nominations that each child received from a same-sex member of his/her ethnic group within his/her grade and school, and the number of nominations that each child received from a member of another ethnic group were computed as z scores relative to the mean of same-sex children of their own grade and school.

Table 10

Means and Standard Deviations for Elementary and High School Children for Negative Interactions with Best Friends and Classmates

Source	Best Friend (M)	SD	Classmate (M)	SD
Elementary School	11.07 <sup>a</sup>	3.86	12.09 <sup>b</sup>	4.16
High School	10.73 <sup>a</sup>	3.74	10.36 <sup>a</sup>	3.25

a,b: means with different subscripts are significantly different.

Note: High scores indicate high levels of negative interactions.

As Table 11 shows, there were no differences between nominations received by same ethnic group individuals and other ethnic group individuals in terms of Age Group, IndCol, or Sex. Nor were there any interactions. There were also no between-subjects effects.

In order to verify whether there was a difference in the number of same-sex friendship nominations made by individualist and collectivist children, an IndCol (2) x Age Group (2) x Sex (2) x Target Group (2) between/within mixed model ANOVA was conducted, with number of nominations for same ethnic group and other ethnic group being the within-subjects variables. Here again, in order to control for differences in the number of individuals in each nominating group, the number of nominations that each child made for a member of his/her ethnic group within his/her grade and school, as well as the number of nominations that each child made for a member of another ethnic group were computed as z-scores relative to the mean for children of the same sex, grade, and school. Table 12 shows that there were no between subjects effects for the number of nominations made and no interactions. In terms of within-subjects effects, there was an Age Group x IndCol x Target Group interaction  $F(1, 418) = 4.74, p < .05$ . However, when the interaction was broken down, no systematic differences could be found.

Table 11

Individualism-Collectivism (2) x Age Group (2) x Sex (2) by Nominating Group (Same Ethnic, Other Ethnic) Between/Within Mixed Model ANOVA

Variable	df	F
<u>Between-Subjects</u>		
IndCol	1	.73
Age Group	1	.18
Sex	1	.08
Age Group x Sex	1	.00
Age Group x IndCol	1	.66
Sex x IndCol	1	.01
Age Group x Sex x IndCol	1	.01
Error	418	
<u>Within Subjects</u>		
Age Group x Nominating Group	1	.43
Sex x Nominating Group	1	.02
IndCol x Nominating Group	1	.01
Age Group x Sex x Nominating Group	1	.02
Age Group x IndCol x Nominating Group	1	2.78
Sex x IndCol x Nominating Group	1	.00
Age Group x IndCol x Sex x Nominating Group	1	.00
Error	418	

Table 12

Individualism-Collectivism (2) x Age Group (2) x Sex (2) by Target Group (Same Ethnic  
Other Ethnic) Between/Within Mixed Model ANOVA

Variable	df	F
<u>Between-Subjects</u>		
IndCol	1	3.64
Age Group	1	.01
Sex	1	.06
Age Group x Sex	1	.02
Age Group x IndCol	1	1.52
Sex x IndCol	1	.23
Age Group x Sex x IndCol	1	.19
Error	418	
<u>Within Subjects</u>		
Age Group x Target Group	1	.36
Sex x Target Group	1	.06
IndCol x Target Group	1	.01
Age Group x Sex x Target Group	1	.19
Age Group x IndCol x Target Group	1	4.70*
Sex x IndCol x Target Group	1	.08
Age Group x IndCol x Sex x Target Group	1	.42
Error	418	

\*  $p < .05$

Liking Ratings of Individualist and Collectivist Children  
and of Children from Different Ethnic Groups

As another way to verify whether individualist children were more popular than collectivist children, each child was rated by each other child in his/her classroom in terms of how much he/she was liked. In order to determine whether children gave higher liking ratings to individuals of their same ethnic group than to individuals of other ethnic groups (Foster, Martinez, & Kulberg, 1996), mean ratings given by same-sex children of the same ethnic group as well as other ethnic groups were computed. A mixed model between/within ANOVA was conducted on same-sex ratings. The between-subjects factors were Age Group (2), Sex (2), and IndCol (2). The within subjects factor was the Target Group (2), with mean liking ratings received from children of the same ethnic group and other ethnic groups.

In terms of between-subjects effects, there was a significant main effect of Age Group,  $F(1, 287)=8.46, p<.01$  (Table 13), whereby high school children were liked less by their same-sex peers than elementary school children ( $M=3.47 (.77)$ ;  $M=3.72 (.85)$ , respectively). However, there was no main effect of Individualism-Collectivism or of Sex, nor were there any interactions.

In terms of within-subjects effects, there was a significant effect of Age Group x Target Group,  $F(1, 287)=7.57, p<.01$  (Table 13). Tukey tests showed that high school children were given higher likeability ratings by children of their own ethnic group than by children from other ethnic groups (Table 14). There was no such difference for elementary school children.



Table 13

Individualism-Collectivism x Age Group x Sex Mixed-Model ANOVA for Same-Sex  
Likeability Ratings from Own-Ethnic and Other Ethnic Children

Variable	df	F
<b>Between-Subjects</b>		
Age Group	1	8.46**
IndCol	1	.00
Sex	1	3.11
Age Group x IndCol	1	.86
Age Group x Sex	1	.77
IndCol x Sex	1	2.56
Age Group x IndCol x Sex	1	.07
Error	287	
<b>Within Subjects</b>		
Age Group x Target Group	1	7.57**
IndCol x Target Group	1	2.73
Sex x Target Group	1	1.06
Age Group x IndCol x Target Group	1	.01
Age Group x Sex x Target Group	1	1.25
IndCol x Sex x Target Group	1	3.19
Age Group x IndCol x Sex x Target Group	1	.03
Target Group	1	38.86**
Error	287	

\*\*p<.01

Table 14

Means and Standard Deviation for Likeability Ratings given by Same-Sex Children of  
Own-Ethnic and Other Ethnic Groups for Elementary School and High School Children

Source	Own-Ethnic		Other-Ethnic	
	M	(SD)	M	(SD)
Elementary School	3.80 <sup>a</sup>	(1.02)	3.63 <sup>a</sup>	(.74)
High School	3.76 <sup>a</sup>	(.92)	3.19 <sup>b</sup>	(.63)

a;b: Means with different superscripts significantly differ

Note: High scores indicate greater likeability

In order to determine whether children were liked better by children of their own ethnic group over children of other ethnic groups, a similar mixed model between/within ANOVA was conducted. The between-subjects factors were Age Group (2), Sex (2) and Ethnicity (4). Only the four largest ethnic groups were considered in this analysis; that is, the Canadian, Greek, Caribbean, and Arabic groups. The within subjects factor was the target group mean likeability ratings received by same sex children of the same ethnic group as well as other ethnic groups.

In terms of between-subjects effects, there was a Sex x Ethnicity interaction,  $F(3, 339)=3.76, p<.01$ ; Table 15). However, when the interaction was broken down, the significance was lost. There was also a significant main effect of ethnicity ( $F(3, 339)=3.53, p<.01$ ; Table 15). However, Tukey tests revealed that there were no significant differences between any of the ethnic groups. There was also a significant main effect of Age Group ( $F(1, 339)=5.91, p<.01$ ; Table 15), whereby elementary school children were rated as more likeable than high school children were ( $M=3.65 (.86)$ ;  $M=3.48 (.79)$ , respectively). There was also a significant main effect of Sex ( $F(1, 339)=12.20, p<.01$ ; Table 15), whereby girls gave higher likeability ratings to their peers than boys ( $M=3.65 (.83)$ ;  $M=3.46 (.85)$ , respectively).

In terms of the within-subjects effects, there was a significant effect of Ethnicity x Target Group,  $F(3, 339)=2.70, p<.05$ ) (Table 15). Tukey tests revealed that for the Canadian and the Arabic groups, there was no significant difference in the liking ratings received by children of the same or other ethnic group. However, children of both the Greek and the Caribbean groups were liked more by children of their own ethnic group

Table 15

Age Group x Sex x Ethnicity Between/Within Mixed-Model ANOVA for LikeabilityRatings Received by Same-Sex Children of the Same Ethnic Group and Other EthnicGroup

Variable	df	F
<u>Between-Subjects</u>		
Ethnicity	3	3.53**
Age Group	1	5.91**
Sex	1	12.20**
Age Group x Sex	1	1.95
Age Group x Ethnicity	3	.83
Sex x Ethnicity	3	3.76*
Age Group x Sex x Ethnicity	3	1.42
Error	339	
<u>Within Subjects</u>		
Age Group x Target Group	1	11.03**
Sex x Target Group	1	.30
Ethnicity x Target Group	3	2.70*
Age Group x Sex x Target Group	1	2.60
Age Group x Ethnicity x Target Group	3	1.60
Sex x Ethnicity x Target Group	3	1.71
Age Group x Ethnicity x Sex x Target Group	3	.58
Error	339	

\*  $p < .05$ \*\*  $p < .01$

than by children of other ethnic groups. Table 16 shows the means and standard deviations of the mean liking ratings received by children for own and other ethnic group for each sex and ethnic group. There was also a significant Age Group x Target Group effect  $F(1, 339)=11.03, p<.01$  (Table 15). Tukey tests revealed that for Elementary school children there was no significant difference in likeability ratings received by children of one's own ethnic or other ethnic group. However, high school children received lower likeability ratings from children of other ethnic groups than from their own ethnic group (Table 16).

### Class Play

In order to test the fourth hypothesis that individualist children would be more sociable and that collectivists would be more cooperative with their peers than individualist children, an IndCol (2) x Age Group (2) x Sex (2) MANOVA was conducted on the Sociability-Leadership and Cooperation subscales of the Class Play. The number of nominations that each child received for each subscale was tabulated and z-scores were computed within each sex for each class in order to control for the number of nominations that were possible. There was a significant IndCol x Age Group (2) x Sex (2) interaction,  $F(2, 399)=3.56, p<.05$  (see Table 17). However, when the interaction was broken down, systematic differences could not be located. Appendix X shows the means and standard deviations for individualist and collectivist elementary and high school boys and girls on Sociability-Leadership and Cooperation.

In order to test the fifth and sixth hypotheses that collectivist children would be less physically and verbally aggressive, but more relationally aggressive than individualist

Table 16

Means and Standard Deviations for Liking Ratings Received by Same-Sex Children of Same Ethnic Group and Other Ethnic Group for Elementary and High School Children, and for Canadian, Greek, Arab, and Haitian Children

Source	Same-Ethnic		Other Ethnic	
	(M)	(SD)	(M)	(SD)
<b>Ethnicity:</b>				
Canadian	3.57 <sup>a</sup>	(1.03)	3.48 <sup>a</sup>	(.74)
Greek	3.79 <sup>b</sup>	(.91)	3.10 <sup>c</sup>	(.71)
Arab	3.58 <sup>a</sup>	(.87)	3.50 <sup>a</sup>	(.68)
Haitian	3.97 <sup>b</sup>	(.88)	3.45 <sup>a</sup>	(.63)
<b>Age Group:</b>				
Elementary	3.69 <sup>a</sup>	(1.01)	3.61 <sup>a</sup>	(.74)
High School	3.80 <sup>a</sup>	(.88)	3.17 <sup>b</sup>	(.62)

a,b; means with different superscripts significantly differ

Note: High scores indicate higher liking ratings received

Table 17

Individualism/Collectivism x Age Group x Sex MANOVA on Sociability-Leadership and Cooperation for the Total Sample (N=408)

Variable	df	Multi F
IndCol	2	.29
Age Group	2	.01
Sex	2	.06
IndCol x Age Group	2	.04
IndCol x Sex	2	.14
Age Group x Sex	2	.30
IndCol x Age Group x Sex	2	3.56*
Error	499	

\*  $p < .05$

children, an IndCol (2) x Age Group (2) x Sex (2) MANOVA was conducted. The dependent variables were the Aggressiveness and Relational Aggressiveness subscales of the Class Play. Here again, the number of nominations that each child received for each subscale was tabulated and z-scores were computed within each sex for each class in order to control for the number of nominations that were possible. There was a significant IndCol x Sex interaction,  $F(2, 398)=3.73, p<.05$  (see Table 18). Partially confirming the hypothesis, examination of the univariate means indicated that in terms of Relational Aggression only, collectivist boys were more relationally aggressive than individualist boys, whereas girls did not differ (Table 19).



Table 18

Individualism/Collectivism x Age Group x Sex MANOVA on Aggression and Relational Aggression for the Total Sample (N=407)

Variable	df	Multi F
IndCol	2	.94
Age Group	2	.06
Sex	2	.24
IndCol x Age Group	2	.15
IndCol x Sex	2	3.73*
Age Group x Sex	2	.73
IndCol X Age Group x Sex	2	.62
Error	398	

\*  $p < .05$

Table 19

Means and Standard Deviations of Relational Aggression ratings for Individualist and Collectivist Boys and Girls

Source	Boys M (SD)	Girls M (SD)
Individualist	1.23 <sup>a</sup> (1.75)	1.80 (2.48)
Collectivist	1.77 <sup>b</sup> (2.24)	1.19 (1.14)

a,b; means with different superscripts differ significantly

Note: High scores indicate greater relational aggression

Note: Scores represent unstandardized means

Individualism-Collectivism, Age Group, Gender, and Provisions of Relationships from Mother, Best Friend and Relatives

In keeping with the seventh hypothesis of this study, it was expected that both individualist and collectivist elementary school children as well as collectivist high school children would rely more on their parents and their extended relatives for intimacy and companionship than on their best friends, but that individualist high school children would rely more on their best friends.

In order to test this hypothesis, a between/within mixed model MANCOVA (IndCol x Age Group x Sex x Target) was conducted on the Admiration, Companionship, Instrumental Aid, Intimacy, and Reliable Alliance subscales of the Network of Relationships Inventory. Social desirability was used as a covariate. Instrumental Aid and Reliable Alliance were included in the analysis since Furman and Buhrmester (1985) and Lempers and Clark-Lempers (1992) found that parents are the most important sources of reliable alliance for both elementary and high school children. They also found that while parents are the most important sources of instrumental aid for elementary school children, high school children rely on their parents and best friends equally for instrumental aid. It was, therefore, attempted to replicate these findings. Admiration was included in the analysis for exploratory purposes. The target groups for which the participants responded were Mother, Best Friend, and Adult Relatives (correlations ranging from .06-.56). Participants' responses regarding Father and Cousins were not included in the analyses since the correlations between responses toward mother and father and between cousins and adult relatives for all the subscales of the NRI were greater than .65, and therefore,

they were considered redundant. Because the dependent variables were all moderately negatively skewed, a reflected square root transformation was used.

Social desirability was a significant covariate in terms of companionship  $F(1, 411)=22.80, p<.01$ , instrumental aid  $F(1, 411)=6.95, p<.01$ , and admiration  $F(1, 411)=16.64, p<.01$ . Reports of higher levels of these provisions of support were associated with greater social desirability responding. Contrary to the hypothesis, there was no significant IndCol x Age Group x Target interaction (Table 20). There was, however, a significant IndCol x Target effect  $F(10, 1642)=4.41, p<.01$ . Closer examination of univariate effects indicated a significant difference between the target groups in terms of intimacy ( $F(2,824)=13.43, p<.001$ ) and companionship ( $F(2, 824)=4.89, p<.01$ ). Tukey tests revealed that while individualists reported more intimacy with their best friends than with their mothers, collectivists reported no such difference. In addition, while collectivists reported more intimacy with their mothers than their relatives, individualists reported no such difference. For both individualists and collectivists, however, best friends provided more intimacy than relatives, with mother in between (Table 21). In terms of companionship, while individualists reported more companionship with best friends than with mothers, collectivists reported no such difference. There was no significant difference between individualists and collectivists in terms of companionship received from either best friends or from relatives; however, collectivists reported receiving more companionship from their mothers than individualists. For both individualists and collectivists, best friends and mothers provided more companionship than relatives.

Table 20

Age Group x Sex x Individualism/Collectivism x Target (Best Friend, Mother, Relative)

Mixed-Model MANCOVA on Reliable Alliance, Instrumental Aid, Companionship,

Intimacy, and Admiration with Covariate Social Desirability

Source	df	Multi F
<b>Between-subject effects:</b>		
Age Group x Sex x IndCol	5	2.16
IndCol x Sex	5	1.47
Age Group x Sex	5	1.88
Age Group x IndCol	5	1.35
Sex	5	6.16**
IndCol	5	9.07**
Age Group	5	13.09**
Error	417	
<b>Within-Subjects effects:</b>		
Age Group x Sex x IndCol x Target	10	.82
IndCol x Sex x Target	10	.82
Age Group x Sex x Target	10	1.22
Age Group x IndCol x Target	10	.88
Sex x Target	10	4.88**
IndCol x Target	10	4.41**
Age Group x Target	12	18.51**
Error	1678	

\*\*  $p < .01$

Table 21

Means and Standard Deviations for reports of Intimacy and Companionship from Best Friend, Mother and Relative for Individualist and Collectivist Children

Source	Individualist	Collectivist
	M	M
<b>Intimacy</b>		
<i>Best Friend</i>	10.89 <sup>a</sup> (3.54)	11.99 <sup>c</sup> (3.02)
<i>Mother</i>	9.53 <sup>b</sup> (4.06)	11.25 <sup>c</sup> (3.60)
<i>Relative</i>	6.71 <sup>b</sup> (3.57)	7.58 <sup>c</sup> (3.57)
<b>Companionship</b>		
<i>Best Friend</i>	12.36 <sup>a</sup> (2.48)	12.79 <sup>a</sup> (1.92)
<i>Mother</i>	10.87 <sup>b</sup> (3.20)	12.20 <sup>a</sup> (2.79)
<i>Relative</i>	8.91 <sup>c</sup> (3.49)	9.58 <sup>c</sup> (3.27)

means with different superscripts are significantly different

Consistent with the findings of Furman and Buhrmester (1985) and of Lempers and Clark-Lempers, there was also a significant Age Group x Target effect  $F(10,1642)=18.51$ ,  $p<.01$  (Table 20). Closer examination of the univariate effects indicated significant differences between target groups in terms of reliable alliance  $F(2,824)=14.21$ ,  $p<.01$ , instrumental aid  $F(2,824)=19.95$ ,  $p<.01$ , intimacy  $F(2,824)=26.56$ ,  $p<.01$ , companionship  $F(2,824)=32.07$ ,  $p<.01$ , and admiration  $F(2,824)=27.68$ ,  $p<.01$ . Tukey tests showed that in terms of both reliable alliance and instrumental aid, consistent with Furman and Buhrmester's (1985) findings, both elementary and high school children reported more reliable alliance and instrumental aid from their mothers than their best friends and their relatives (Table 22). However, while elementary school children reported more reliable alliance from their relatives than their best friends, high school children reported more reliable alliance from their best friends than from their relatives. In addition, while elementary school children reported no difference in the instrumental aid provided by relatives and their best friends, high school students reported that their best friends provided them with more instrumental aid than their relatives.

In terms of both companionship and intimacy, both elementary school and high school children reported more companionship and intimacy from their best friends than from their relatives (Table 22). However, consistent with Furman and Buhrmester's (1985) and Lempers and Clark-Lempers' (1992) findings, for elementary school children there was no difference in the degree of companionship or intimacy provided by mothers and best friends, whereas for high school students best friends provided more companionship and intimacy than mothers. In terms of companionship, both elementary and high school

Table 22

Means and Standard Deviations of Reports of Admiration, Companionship, Instrumental Aid, Intimacy, and Reliable Alliance in Relationships with Best Friend, Mother, and Relative for Elementary and High School Children

Source	Elementary School M	High School M
<b>Reliable Alliance:</b>		
<i>Best Friend</i>	12.10 <sup>a</sup> (2.73)	12.34 <sup>a</sup> (2.73)
<i>Mother</i>	13.47 <sup>b</sup> (2.46)	13.91 <sup>b</sup> (2.16)
<i>Relative</i>	12.63 <sup>c</sup> (2.92)	11.65 <sup>c</sup> (3.42)
<b>Instrumental Aid:</b>		
<i>Best Friend</i>	10.94 <sup>a</sup> (2.68)	11.03 <sup>a</sup> (2.67)
<i>Mother</i>	12.65 <sup>b</sup> (2.80)	12.09 <sup>b</sup> (2.76)
<i>Relative</i>	10.44 <sup>a</sup> (3.40)	8.31 <sup>c</sup> (3.35)
<b>Companionship:</b>		
<i>Best Friend</i>	12.48 <sup>a</sup> (2.21)	12.67 <sup>a</sup> (2.24)
<i>Mother</i>	12.34 <sup>a</sup> (2.84)	10.76 <sup>b</sup> (3.08)
<i>Relative</i>	10.54 <sup>b</sup> (3.09)	7.89 <sup>c</sup> (3.18)
<b>Intimacy:</b>		
<i>Best Friend</i>	11.00 <sup>a</sup> (3.40)	11.89 <sup>a</sup> (3.21)
<i>Mother</i>	11.16 <sup>a</sup> (3.74)	9.66 <sup>b</sup> (3.97)
<i>Relative</i>	8.23 <sup>b</sup> (3.67)	6.09 <sup>b</sup> (3.18)
<b>Admiration:</b>		
<i>Best Friend</i>	11.94 <sup>a</sup> (2.51)	12.42 <sup>a</sup> (2.25)
<i>Mother</i>	13.40 <sup>b</sup> (2.30)	12.53 <sup>a</sup> (2.96)
<i>Relative</i>	12.36 <sup>c</sup> (2.84)	10.73 <sup>b</sup> (3.17)

means with different superscripts differ significantly



students reported more companionship from mother than from relatives. Similarly, elementary school children reported more intimacy with their mothers than their relatives. However, high school students reported no difference in terms of intimacy provided by mothers and relatives.

In terms of admiration, elementary school children reported more admiration from their mothers and relatives than from their best friends, whereas they reported more admiration from their mothers than from their relatives (Table 22). High school students, on the other hand, reported more admiration from their best friends and mothers than from their relatives, and there was no difference in the degree of admiration provided by mothers and best friends.

There was also a significant Sex  $\times$  Target effect,  $F(10, 1642)=4.88, p<.01$  (Table 20). Closer examination of the univariate effects showed that there were significant differences between the target groups in terms of companionship  $F(2, 824)=5.71, p<.01$  and intimacy  $F(2,824)=9.80, p<.01$ . In terms of companionship, Tukey tests showed that both boys and girls felt that their best friends and their mothers provided them with more companionship than their relatives (Table 23). However, while boys reported that their best friends provided them with more companionship than their mothers, girls reported similar levels of companionship provided by their best friends and mothers. In terms of intimacy, Tukey tests showed that both boys and girls reported greater levels of intimacy with their best friends than either their mothers or relatives (Table 23). However, while girls reported greater levels of intimacy with their mothers than with their relatives, there was no significant difference in the reported level of intimacy with mothers and relatives for boys.

Table 23

Means and Standard Deviations for Reports of Companionship and Intimacy with Best Friend, Mother, and Relatives for Boys and Girls

Source	Boys M	Girls M
<b>Companionship:</b>		
<i>Best Friend</i>	12.53 <sup>a</sup> (2.29)	12.62 <sup>a</sup> (2.18)
<i>Mother</i>	10.77 <sup>b</sup> (3.20)	12.16 <sup>a</sup> (2.81)
<i>Relative</i>	8.65 <sup>c</sup> (3.44)	9.65 <sup>b</sup> (3.31)
<b>Intimacy:</b>		
<i>Best Friend</i>	10.61 <sup>a</sup> (3.60)	12.11 <sup>b</sup> (2.94)
<i>Mother</i>	9.63 <sup>c</sup> (3.85)	11.01 <sup>c</sup> (3.84)
<i>Relative</i>	6.67 <sup>c</sup> (3.47)	7.53 <sup>d</sup> (3.62)
means with different superscripts differ significantly		

### Multiple Regression Analyses Predicting Global Self-Esteem

In order to test the eighth hypothesis that the self-esteem of individualist children would be predicted more strongly by social support from classmates and that the self-esteem of collectivist children would be more strongly predicted by social support from parents, best friends, and relatives (adult relatives and cousins), a hierarchical multiple regression analysis predicting global self-esteem was conducted. Because Global Self-Esteem was moderately negatively skewed, a reflected square root transformation was used. In the first step of the hierarchical multiple regression analysis, Age, Sex, SES, and Social Desirability were entered in order to control for the effects of these variables. Social support from best friend, mother, father, cousin, classmates, and relatives were entered as a block on the second step. Examination of the correlations between the six target variables verified that they were not redundant with one another (Appendix T). The degree of individualism/collectivism was entered in the third step. Interactions of Individualism/Collectivism and Social Support from each of the six target groups were entered in the fourth step. In the first step, SES and Social Desirability were significant unique predictors of global self-esteem ( $R^2\Delta=.07$ ,  $p<.01$ ;  $sr^2=-.12$  and  $sr^2=.21$ , respectively; Table 24). In the second step, social support was a significant predictor of global self-esteem, with support from best friend and from mother adding uniquely ( $R^2\Delta=.13$ ,  $p<.05$ ;  $sr^2=.09$  and  $sr^2=.24$ , respectively). In the third step, Individualism/Collectivism did not add significantly to global self-esteem ( $R^2\Delta=.01$ ; n.s.). In the fourth step, the interaction of Individualism/Collectivism x Social Support was significant, with support from best friend in combination with IndCol, a significant unique

Table 24

Hierarchical Multiple Regression Analysis predicting Global Self-Esteem from Social Support and Individualism/Collectivism

Variable	B	sr <sup>2</sup>	R <sup>2</sup>	R <sup>2</sup> Δ
Step 1:				
Age	.06	.05		
Sex	-.07	-.07		
SES	-.12	-.12**		
Social Desirability	.21	.21**		
			.07	.07**
Step 2				
Social Support				
best friend	.13	.09*		
classmate	.00	.01		
mother	.35	.24**		
father	-.02	-.01		
cousin	.06	.05		
relative	-.05	-.03		
			.20	.13**
Step 3				
Individualism/Collectivism	.08	.07	.21	.01
Step 4				
IndCol x Ssbf	-.18	-.14**		
IndCol x Sscl	.09	.06		
IndCol x Ssm	.03	.02		
IndCol x Ssd	.07	.01		
IndCol x Sscn	-.05	-.03		
IndCol x Ssr	-.06	-.04		
			.24	.03*

overall  $R^2=.24$ ,  $F(17, 350)=6.37$ ,  $p<.001$

\*  $p < .05$

\*\*  $p < .01$

predictor of global self-esteem ( $R^2\Delta=.03$ ,  $p<.05$ ;  $\beta^2=-.14$ ). In addition, on the previous step, when looking at the significance of variables not entered in the equation, the interaction of IndCol with support from best friends was the only variable that was significant.

In order to further examine this interaction, the procedures outlined by Aiken and West (1992) for investigating interactions involving continuous variables were followed. Social support from best friend was investigated at different levels of Individualism/Collectivism, ie. high individualism, medium collectivism, and high collectivism, by shifting the score distributions of IndCol to one standard deviation below the mean and one standard deviation above the mean. The previous hierarchical multiple regression analysis was then recomputed at each of these levels of IndCol. However, only social support from best friend was used in this set of analyses. In the first step, Age, Sex, SES, and Social Desirability was entered. On the second step, Social Support from only best friend was entered. On the third step, IndCol was entered with the distribution shifted to one standard deviation below the mean. In the fourth step, the interaction between social support from best friend and low levels of IndCol was entered. On the last step, the slope of the regression equation of global self-esteem for social support from best friend at high levels of individualism was significant ( $B = .19$ ,  $p <.001$ ). Similar regression analyses were computed with the distribution of IndCol shifted both at average levels of IndCol and to one standard deviation above the mean. On the last step of this analysis, the slope of the regression equation of global self-esteem for social support from best friend at both medium levels of collectivism and at high levels of collectivism were not significant

( $\underline{B} = .10$ , n.s.;  $\underline{B} = .01$ , n.s., respectively). These findings are contrary to what we would expect. The nature of the interaction between social support from best friend and global self-esteem for the three levels of individualism/collectivism can be seen in Figure 1.

For exploratory purposes, a similar hierarchical regression analysis was carried out in order to examine the effects of the interaction between individualism/collectivism and negative interactions in the relationships with best friends, classmates, cousins, mothers, fathers, and relatives on global self-esteem. That is, the ninth hypothesis was that for collectivist children, negative interactions with significant others, such as best friends, parents, and extended relatives, would predict lower self-esteem than negative interactions with classmates. It was expected that for individualist children, negative interactions with classmates would predict lower self-esteem than negative interactions with significant others. There were seven univariate outliers whose scores were brought in to three standard deviations about the mean. There were no multivariate outliers. In the first step, Age, Sex, SES, and Social Desirability were entered as a block. In the second step, negative interactions with each of the six target groups was entered. In the third step, Individualism/Collectivism was entered. In the fourth step, interactions of Individualism/Collectivism and Negative Interactions with the six target groups were entered. In the first step, SES and Social Desirability were significant unique predictors of Global Self-Esteem ( $\underline{R}^2\Delta = .07$ ,  $p < .01$ ;  $\underline{sr}^2 = -.13$  and  $\underline{sr}^2 = .21$ , respectively; Table 25). In the second step, negative interactions predicted significantly to global self-esteem, with negative interactions with mother adding uniquely ( $\underline{R}^2\Delta = .04$ ,  $p < .05$ ;  $\underline{sr}^2 = -.11$ ). In the third

Figure 1

Social Support from Best Friend as a Predictor of Global Self-Esteem for levels of High Individualism, Medium Collectivism and High Collectivism



note: High scores on Global Self-Esteem indicate low self-esteem

Table 25

Hierarchical Multiple Regression Analysis predicting Global Self-Esteem from Negative Interactions and Individualism/Collectivism

Variable	B	sr <sup>2</sup>	R <sup>2</sup>	R <sup>2</sup> Δ
Step 1:				
Age	.06	.05		
Sex	-.07	-.07		
SES	-.13	-.13**		
Social Desirability	.21	.21**		
			.07	.07**
Step 2				
Negative Interactions				
best friend	.02	.02		
classmate	-.13	-.10		
mother	-.15	-.11*		
father	.00	.00		
cousin	.05	.03		
relative	-.03	-.03		
			.11	.04*
Step 3				
Individualism/Collectivism				
	.18	.17**	.13	.02**
Step 4				
IndCol x NIbf	.20	-.13**		
IndCol x NIcl	-.07	-.05		
IndCol x NIm	-.06	-.04		
IndCol x NIid	.09	.06		
IndCol x NIcn	-.09	-.07		
IndCol x Nir	-.06	-.04		
			.15	.02

overall  $R^2=.15$ ,  $F(17, 351)=3.87$ ,  $p<.001$

\*  $p < .05$

\*\*  $p < .01$



step, Individualism/Collectivism was a significant predictor ( $\underline{R}^2\Delta=.02$ ,  $p<.01$ ;  $\underline{sr}^2=.17$ ) of global self esteem, whereby higher collectivism was associated with higher self-esteem. In the fourth step, no interactions were significant.

## Discussion

The main purposes of the present study were to investigate developmental differences in the peer relationships and in the types of social support received from the social networks of children with individualist and collectivist cultural values, as well as to investigate whether obtaining social support from particular individuals in children's social networks is differentially important for individualist and collectivist children's feelings of self-worth.

While every cultural group has its own way of expressing its values and beliefs, the concept of Individualism-Collectivism is a framework that can help to organize particular values, beliefs, and practices. Based on the definitions of individualism and collectivism (Triandis et al, 1993), and on findings that, on average, the social relationships of young adults coming from individualist cultures are less intimate than those of individuals coming from collectivist cultures (Wheeler et al, 1989), it was hypothesized that children coming from collectivist cultures would have peer relationships that are more supportive than those of children coming from individualist cultures. The results of the present study found, consistent with this hypothesis, that collectivist (allocentric) children received more social support from their peers than individualist (idiocentric) children did. These findings are consistent with Triandis et al's (1985) findings that allocentric individuals perceive more social support than idiocentrics.

However, the present study failed to establish that subcultural ethnic minority groups were in fact more collectivist than the majority French-Canadians. Several reasons can account for the lack of difference between ethnic groups in terms of Individualism-

Collectivism in this study. The most probable reason, based on the findings of our measure of acculturation, is that the great majority of our ethnic sample was integrated into Canadian culture. Integration refers to individuals identifying with and having positive attitudes towards not only the dominant culture, but also with their own culture (Berry, Kim, Power, Young, and Bujaki, 1989). The finding in the present study that the majority of the ethnic sample was integrated is consistent with Triandis et al's (1988) findings that as ethnic minority groups interact with the mainstream culture, they will gradually adopt many of the values and behaviours of the mainstream culture. In addition, cultures that have been identified as individualist or collectivist do not necessarily differ significantly on measures of individualism-collectivism (Yamaguchi et al, 1995). For example, Yamaguchi et al (1995) found that an American sample from Delaware did not differ significantly from a Japanese sample in terms of degree of collectivism. These findings may be due to the fact that, even within cultures, there is a great deal of variability in terms of individualism-collectivism, and in the domains in which individuals may express their individualism or collectivism (Wainryb, 1997). Furthermore, Wainryb (1997) argues that individualism and collectivism can exist in conjunction with each other and may be differentially expressed depending on the particular context. Therefore, individuals who come from a collectivist culture have the potential for being as individualist as those coming from individualist cultures and vice versa. Consistent with this, the results of the present study found that Canadians were as collectivist as ethnic group members. If this is the case, then a further interesting question is whether within a culture, such as the Canadian culture in which there are varying degrees of individualism and collectivism,

people who fall at the extremes of individualism and collectivism show similarities to people from cultures that have been identified as individualist or collectivist.

In order to answer these questions, one must take into consideration the concept of individualism-collectivism, not at the cultural level, but at the individual or psychological level. In a study comparing differing levels of idiocentrism and allocentrism in Puerto Rico and in Illinois, Triandis et al (1988) found that in both places, allocentrism was positively correlated with social support and negatively correlated with loneliness, although in Illinois, the results were somewhat attenuated. These findings suggest that across different cultures, the meaning of allocentrism and idiocentrism is similar. The findings of our study, in a mixed Canadian sample, that collectivists (allocentrics) perceived receiving greater social support from their peers than individualists (idiocentrics), supports this interpretation. This is consistent also with Triandis et al's (1985) findings that allocentric individuals perceive that they receive more social support and that they are more satisfied with this support than idiocentric individuals. The findings of the present study, therefore, extend Triandis et al's (1988) findings to younger children.

When individualism/collectivism is considered at the psychological level, it is viewed as a personality dimension (Realo, Allik, & Vadi, 1997). That is, people who tend to be allocentric in their relations with others also tend to possess such characteristics as being altruistic, sympathetic, eager to help, and they tend to believe that others will be equally helpful in return. They are also people who tend to favour togetherness, interdependence, and who create warm social groups. In doing so, they are less alienated, less competitive, less lonely, and they receive more social support and better quality of social support from

their friends (Triandis et al, 1985). It can be suggested, then, that allocentric individuals possess the personality characteristics that better enable them to gather social support from their social networks, regardless of cultural background.

Although collectivist (allocentric) children in our study received more social support from their peers than individualist (idiocentric) children, it was also hypothesized, based on findings that individualists tend to make less of an in group-out group distinction in their relationships than collectivists (Chen & Rubin, 1992), and that individualists tend to interact in larger social groups than collectivists (Wheeler et al, 1989), that individualists would be nominated as being more popular and more sociable than collectivist children. However, these hypotheses were not confirmed. The results of the present study suggested that, consistent with both cultural and individual findings pertaining to individualism and collectivism, while both allocentric and idiocentric children perceived that they received more social support from their best friends than their classmates, allocentric children did not make more of an in-group/out-group distinction in their peer relationships than idiocentric children. This finding may be due to the fact that, unlike other studies that have found such in-group/out-group distinctions, the present study did not assess the peer relationships of children from two or more different nations. The children who participated in the present study came from multi-ethnic schools, where there was a high level of integration with Canadian society. It is probable that this accounted for the lack of differences between allocentric and idiocentric children in terms of the distinctions that they make between their best friends and their classmates.

Also contrary to the hypothesis, there was no significant difference between idiocentric

and allocentric children in terms of either sociability or popularity. It is possible that the nomination procedure that was used was not sensitive enough to differentiate between the characteristics of children. Particularly in the high school, students often did not spend more than one or two class periods with the same students. Therefore, oftentimes, students did not know each other very well, and therefore, were unable to make accurate judgements regarding other students' behavioural characteristics.

Also based on the definitions of individualism-collectivism it was hypothesized that the peer relationships of collectivists would be characterized by less conflict than those of individualist children. Consistent with this hypothesis, the results of the present study found that collectivist elementary school children had fewer negative interactions with their peers than individualist elementary school children. Generally, conflict with peers tends to be higher among elementary school children when compared with high school children (Coie, Dodge, Terry, & Wright, 1991). In the present study, this was confirmed; that is, elementary school children reported more negative interactions with their peers, particularly with their classmates, than high school children. It is possible that the child's collectivism will affect the child's behaviour only in places where one would expect the highest levels of conflict in relationships with peers. The individualist elementary school children, therefore, are behaving, in a sense, as expected. It is the collectivist elementary school children that are behaving in a way that deviates from the norm if only their age is considered. Collectivism, therefore, acts as a moderating variable in the relationship between age and negative interactions.

What is interesting is that on ratings of behavioural characteristics, collectivist boys

were rated as being higher in terms of relational aggression than individualist boys.

However, there was no difference between individualists and collectivists in terms of physical and verbal aggression. It is possible that because collectivists in general place more of an emphasis on relationships than do individualists, instead of being physically or verbally aggressive, collectivists use a more indirect form of aggression. That is, they attempt to hurt others by hurting the relationships of others. Generally, girls tend to have higher levels of relational aggression than boys since they are more likely to focus on relationship issues during social interactions and their attempts to hurt others therefore include behaviours that are intended to significantly damage another child's friendships or feelings of inclusion by the peer group (Crick & Grotpeter, 1995). Collectivist boys may be similar to girls, both individualist and collectivist, in terms of their concern for relationships, and therefore may be more likely to focus on hurting people through their relationships with others as opposed to using overt aggression. This interpretation is supported in the present study by the finding that collectivist boys showed similar levels of relational aggression as individualist girls.

#### Individualism-Collectivism and Provisions of Support

Based on findings of developmental changes in social provisions afforded by different members of children's social networks (Furman & Buhrmester, 1992; Lempers & Clark-Lempers, 1992), and on findings that cultural background influences the social provisions that are sought from different members of one's social network (Levitt et al, 1993), it was hypothesized that both individualist and collectivist elementary school children and

collectivist high school children would rely more on their parents and extended relatives for intimacy and companionship than on their best friends. Individualist high school children, on the other hand, were expected to rely more on their best friends for intimacy and companionship. However, this hypothesis was not supported. Instead, for both individualists and collectivists, regardless of age or sex, best friends provided more intimacy and companionship than relatives. In addition, collectivists perceived that they had equivalent levels of intimacy with their best friends and mothers. These findings are consistent with findings that children are more intimate and have more companionship with their best friends than with any other member of their social network, except for their mothers who provide equal levels of intimacy as best friends (Furman & Buhrmester, 1985). In this study, however, this was true only of collectivist, but not individualist, children. Moreover, unlike findings in previous studies, collectivists also perceived that they had equal levels of companionship with their mothers and best friends. Taken together with the finding that collectivists perceived that they had equal levels of intimacy with their mothers and best friends, it can be suggested that collectivists, unlike individualists, are better able to rely heavily on more than one source of social support. Unlike the collectivists, individualists perceived that they had more intimacy with their best friends than with their mothers. In addition, while collectivists perceived that their mothers provided them with more intimacy and companionship than their relatives, individualists reported no such differences. It can be suggested that for individualists, intimacy and companionship with one's best friend may be of utmost importance, since individualists may perceive that they generally receive less support from all other sources



in their networks. Collectivists, on the other hand, are not solely dependent on their best friends for intimacy and companionship. They can also rely on their mothers for equally high levels of intimacy . However, inconsistent with evidence suggesting that collectivists perceive that they have equal levels of social support with the various members of their in-group (Triandis et al, 1985), the collectivists in our sample perceived that they had lower levels of intimacy and companionship with their relatives than with either their mothers or best friends. This may be due to the fact that despite being more allocentric, the sample of collectivists in the present study were drawn from a relatively individualistic culture, where there is less value placed upon relations with the extended family than in collectivist nations, such as China. Therefore, even the allocentrics in our sample would differentiate to some degree in the levels of social support received by the different members of their social network, placing less emphasis and value on social support received by extended family than by nuclear family.

Interestingly, there were both age and sex differences in terms of the degree companionship and intimacy provided by mothers, best friends, and relatives that were parallel to findings regarding individualism/collectivism. In terms of age group, it was found that elementary school children perceived equal levels of companionship and intimacy with their best friends and mothers. High school children, on the other hand, perceived that their best friends provided them with more companionship and intimacy than their mothers did. These findings are consistent with Hunter and Youniss's (1982) findings that during middle childhood, intimacy in friendship is lower than that in parent-child relationships, but that as children reach middle adolescence, intimacy in friendship

surpasses that in parent-child relationships. These findings are also consistent with Buhrmester and Furman's (1987) findings that family members were important providers of companionship from children in middle childhood, but that family members became less important sources of companionship for adolescents. Conversely, same-sex friends became increasingly important providers of companionship as children grew older. Such increases in perceptions of intimacy and companionship with best friends as compared with family may occur because of the growing need for adolescents to feel autonomous from parents. Findings that high school students were more collectivistic only in terms of their relationships with their friends than elementary school children is consistent with this view. High school students, therefore, are similar to idiocentrics in that both seek independence. At the same time, however, friends are an important source of social support for both high school students and idiocentric individuals since friends can act as a bridge toward achieving greater independence from family by acting as a sounding board for exploring and defining one's values and aspirations (Brown, 1990). Allocentric individuals, on the other hand, are similar to elementary school children in that both rely on their families as a source of social support in addition to their friends.

In terms of sex differences, it was found that while both boys and girls felt that they had more companionship with their best friends than with their relatives, boys felt that their best friends provided them with more companionship than their mothers. Girls perceived equal levels of companionship between their mothers and best friends. In terms of intimacy, while both boys and girls reported more intimacy with their best friends than with either their mothers or relatives, girls reported more intimacy with their mothers than

with their relatives while boys reported no such difference. It may be, then, that boys, who are more idiocentric than girls, perceive that their best friends are their primary source of support, whereas they perceive that their mothers and relatives provide relatively low levels of support. Girls, who are more oriented towards affiliating with others, may perceive that they have other sources that provide similar levels of support as best friends. That is, they can turn to their mothers for companionship and intimacy (Furman & Buhrmester, 1985). However, because relatives are less likely to hold a central role in the lives of children and adolescents, particularly in an individualistic society such as that of Canada, relatives are less likely to be relied upon as providers of companionship and intimacy (Furman, 1989).

#### Individualism-Collectivism, Social Support and Self-Esteem

Social support from various members of one's social network can greatly influence one's sense of self-worth (Harter, 1990). As already noted, the individualists perceived that they had less social support from their peers than the collectivists did. In addition, the individualists and collectivists perceived that they had different levels of support from different members of their social network. It was, therefore, another purpose of the present study to investigate whether having social support from particular individuals in one's social network was important to the individual's self-esteem and to understand whether the individuals who were particularly important in predicting the child's self-esteem varied as a function of the child's degree of allocentrism or idiocentrism.

Based on findings that in mainly White, middle-class samples, support from classmates

predicted more strongly one's self-esteem (Harter, 1990), since classmates provided a more objective means of evaluating one's self-worth, whereas in collectivist samples support from significant others was a stronger predictor of self-esteem (Harrison et al, 1990; Rosenberg & Simmons, 1972), it was hypothesized that social support from classmates would be a stronger predictor of self-esteem for idiocentrics, but that social support from significant others such as best friends, parents, and extended relatives, would be stronger predictors of self-esteem for allocentrics. However, this hypothesis was not supported. Rather, it was found that for the most idiocentric individuals, social support from best friends was the strongest predictor of self-esteem, whereas there was no significant prediction for the most allocentric individuals. Combined with the results that generally the idiocentrics in our sample perceived that their best friends provided them with the most intimacy and companionship and that mothers and relatives provided them with relatively low levels of intimacy and companionship, it can be suggested that for idiocentric children, having support from their best friends may be particularly important to them because they generally perceive low support from the other people in their lives. If they don't feel supported at least by their best friend, which, as Harter (1990) suggested, is expected, then their self-esteem may be significantly lowered. Collectivists, on the other hand, may have a great deal of social support from many people around them, and this may help to buffer lack of social support from a best friend, or from any individual in their social network. Therefore, the self-esteem of collectivists may not be as affected by social support from a single significant other, whether or not it is present.

Also contrary to our predictions, the self-esteem of collectivists was not significantly

lower with more frequent negative interactions with significant others. Nor was the self-esteem of individualists significantly lower as a function of negative interactions with classmates. For the collectivist sample, it is possible that because they tend to have high levels of social support from the various members of their social network, when there is a negative interaction with a significant other, they are not very much affected by it because they know that they have other sources of social support to rely on in times of need. The individualist sample, on the other hand tends to have lower levels of social support from the various members of their social network and to have higher levels of conflict or negative interactions with them. Therefore, they may come to expect that having negative interactions with the various members of their social network is the norm, and their self-concept may, therefore, not be significantly lowered by negative interactions with members of their social network.

### Conclusions

The results of the present study show us that, consistent with previous findings (Triandis et al, 1985, 1988; Yamaguchi, 1995), individualism-collectivism is not only a cultural phenomenon, but also a dimension of personality. In fact, consistent with Wainryb's (1997) suggestions, there appears to be more within-culture variability in terms of individualism-collectivism than between-group variability.

In addition, the ethnic children in our sample were so highly integrated in Canadian society, that the effect of particular culture was likely to have been lost in our study. Despite this, however, we still obtained results that are consistent with cross-cultural

findings on individualism-collectivism. That is, the allocentrics perceived that they had greater levels of social support and less conflict or negative interactions in their peer relationships than the idiocentrics.

Despite the fact that at a general level, we obtained results that are consistent with cross-cultural findings on individualism-collectivism, when we look at idiocentrism-allocentrism within a particular culture, we obtain some findings that are contrary to what we would expect when we compare two cultures that are distinctly individualistic and collectivistic. For example, previous studies have found that Chinese children tend to make a great in-group/out-group distinction within the classroom, whereas in Canadian classrooms there tends to be much greater levels of acceptance of all children (Chen & Rubin, 1992). In the present study, however, there was no evidence that allocentric children make the same types of in-group/out group distinctions among the children in their classroom as children in Chinese classrooms seem to make.

In addition, the findings that allocentric children perceive equal levels of companionship and intimacy from their mothers and best friends, but lower levels of these types of social support from their relatives, are also somewhat inconsistent with what we would expect when we investigate individualism-collectivism at the cultural level. In collectivist societies, we would expect to see much more equality in the perceived levels of social support provided by the various members of the individual's social network (Triandis et al, 1985). What we are most likely seeing in the present study are the effects of living in an individualistic society. In individualistic societies, a great deal of emphasis is placed on having high quality relationships with the nuclear family. Having involved

relationships with the extended family, however, is not emphasized. Therefore, it is not surprising that we see that even the allocentrics in the present study do not place much emphasis on obtaining social support from their extended relatives.

The findings that for the most idiocentric individuals positive self-esteem was associated with greater social support from best friends, are contrary to expectations that individualists focus on support received by classmates as an objective means of evaluating their personal worth (Harter, 1990), whereas collectivists are more likely to focus on the support received by significant others (Rosenberg & Simmons, 1972; Harrison et al, 1990). Combined with the findings that mothers and relatives provided relatively low levels of companionship and intimacy to the idiocentrics, these findings suggest that the idiocentric individuals are loners and they need to rely on the social support of at least one significant other to maintain positive self-esteem. During middle childhood and adolescence, relationships with peers, particularly with a same-sex friend, become increasingly important. The idiocentric individual, therefore, is likely to rely on a same-sex friend for social support, since it is expected that at the very least, one's best friend will provide support (Harter, 1990). Allocentrics, on the other hand, have several sources of support that they can rely on, and they expect that others will provide support for them (Realo et al, 1997). Therefore, their self-esteem is not necessarily enhanced by having social support from others.

### Limitations

The most significant limitation of this study was the fact that the ethnic sample was so highly integrated in Canadian society. Sixty-one percent of the ethnic sample was

considered integrated according to Dona and Berry's (1994) classifications of acculturative strategies. It is likely that as a result of the high level of integration, we effectively lost the effect of culture in our study. We were therefore unable to compare the effects of individualism/collectivism across cultural groups. Instead, we were only able to compare individualism/collectivism at the level of personality.

Another reason for which no ethnic differences were found on our measure of Individualism/Collectivism may be that the majority of the participants came from a variety of ethnic groups. The Canadian participants, in fact, were a minority in their schools. Therefore, it is possible that the Canadian participants became somewhat acculturated to their peers from different ethnic origins (Berry, Trimble & Olmedo, 1986). The results of this study, therefore, may not be generalizable to other samples where Canadians are the majority or where there is less contact between Canadians and other ethnic groups.

Another limitation of the study is that the questionnaire packages were lengthy. Many of the participants may have grown bored or tired of answering the items particularly near the end of the questionnaire packages. This may have caused some participants to answer the items in a random fashion, without giving much thought to their answers. This could have decreased the reliability of our measures, possibly increasing the chances of making Type II errors (ie. Not finding significant results where they exist).

In addition, the portion of the study that was based on students' nominations of other students' behavioural characteristics and likeability was somewhat problematic. Particularly in the high school, the participants did not necessarily know everyone else in their classroom. They were, therefore, limited in terms of who they could give



nominations to on any of the behavioural characteristics. Participants, essentially, could only give nominations to the people they knew. Therefore, any effects that existed may have been washed out. In addition, on the likeability measure, because children often did not know the other students in their class, they tended to say that they liked everyone in the class very much, also adding noise to the data.

### Implications

The results of the present study suggest that when we are dealing with ethnically diverse individuals either in clinical practice or in research, particularly for those living in an ethnically diverse society, it is important to consider the individual's level of acculturation in the dominant society. It is not enough to assume that because an individual comes from a particular ethnic group that they will behave in a particular way and have specific values and beliefs. As was demonstrated in this study, the personality dimension of idiocentrism-allocentrism plays a significant role in who one relies on to satisfy various needs, such as intimacy and companionship. Culture is not the only factor that needs to be considered. It is important to determine who the individual perceives are important sources of emotional support and to then find ways to maximize this support. This implies that idiocentric individuals feel more comfortable establishing intimate relationships with one or two select individuals, and therefore, the clinician should attempt to foster these relationships. Allocentric individuals, on the other hand, feel more comfortable establishing intimate relationships with several individuals in their social networks. Clinicians should be aware that it is important for allocentric individuals to

have several sources of social support in order to fulfill their various needs. If certain needs aren't being met, therefore, clinicians should help the allocentric individual to discover from what other sources in their social networks they may be able to have their needs met.

### Directions for Future Research

One question that remains to be answered from the current research is whether it is possible to study individualism-collectivism at the cultural level within a diverse society, and whether the concept of individualism-collectivism at the cultural level retains its meaning when it is being studied within a diverse society. In previous research, when individualism-collectivism has been studied at the cross-cultural level, it has always been that groups of people from different nations have been compared, for example, participants from China are compared to participants from Australia. In such cases, acculturation is not considered an important factor, since researchers are studying the participants within their culture of origin. In order to understand the effects of individualism-collectivism in a diverse society, it is imperative that the degree of acculturation of the sample be taken into consideration, if possible, prior to data collection. It would, therefore, be important to work with ethnic groups who have newly arrived in Canada, and then to compare the results to a more integrated sample and to a white, middle-class Canadian sample. In addition to making comparisons in individualism-collectivism between these three groups as well as seeing what between-group effects there are in individualism-collectivism, it would be interesting also to look at within group

variability in allocentrism-idiocentrism and to see if the effects of idiocentrism-allocentrism at the individual level are parallel to those of individualism-collectivism at the cultural level. This may allow us to untangle what is a cultural phenomenon from what is a personality phenomenon.

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## Appendix A: General Information Questionnaire

Information générale

Ton Nom \_\_\_\_\_  
Prénom et nom de famille

Nom du Professeur \_\_\_\_\_

Nom de L'école \_\_\_\_\_

Année Scolaire \_\_\_\_\_

Age: \_\_\_\_\_

Sexe: \_\_\_\_\_

Quelle(s) langue(s) parles-tu à la maison: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Quelle(s) langue(s) est-ce-que ta mère parle a la maison? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Quelle(s) langue(s) est-ce que ton père parle a la maison? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Qui vit avec toi? \_\_\_\_\_ Mère \_\_\_\_\_ Père  
\_\_\_\_\_ Soeur \_\_\_\_\_ Frère  
Autres (spécifiez) \_\_\_\_\_

Nombre de frères \_\_\_\_\_

Nombre de soeurs \_\_\_\_\_

Mes parents sont \_\_\_\_\_ Maries/Vivent ensemble

\_\_\_\_\_ Divorces/Séparés

\_\_\_\_\_ Autre

Ta mère travaille-t-elle en dehors de la maison? \_\_\_\_\_ oui \_\_\_\_\_ non

Travail de la mère \_\_\_\_\_

Quelles sont les fonctions principales de ta mère au travail? \_\_\_\_\_

Ton père travaille-t-il en dehors de la maison? \_\_\_\_\_ oui \_\_\_\_\_ non

Travail du père \_\_\_\_\_

Quelles sont les fonctions principales de ton père au travail? \_\_\_\_\_

Niveau de scolarité de la mère \_\_\_\_\_ Moins d'une 7ème année  
\_\_\_\_\_ Secondaire 1 ou 2  
\_\_\_\_\_ Secondaire 3 ou 4  
\_\_\_\_\_ Diplômée du secondaire  
\_\_\_\_\_ Collège, CEGEP ou formation spécialisée  
\_\_\_\_\_ Baccalauréat (B.A.)  
\_\_\_\_\_ Maîtrise ou plus

Niveau de scolarité du père \_\_\_\_\_ Moins d'une 7ème année  
\_\_\_\_\_ Secondaire 1 ou 2  
\_\_\_\_\_ Secondaire 3 ou 4  
\_\_\_\_\_ Diplômé du secondaire  
\_\_\_\_\_ Collège, CEGEP ou formation spécialisée  
\_\_\_\_\_ Baccalauréat (B.A.)  
\_\_\_\_\_ Maîtrise (M.A.) ou plus

Dans quel pays ta mère a-t-elle fait ses études? \_\_\_\_\_ Etudes primaires  
\_\_\_\_\_ Etudes secondaires

Dans quel pays ton père a-t-il fait ses études? \_\_\_\_\_ Etudes Primaires  
\_\_\_\_\_ Etudes Secondaires

Dans quel pays es-tu né(e)? \_\_\_\_\_

Depuis combien de temps vis-tu au Canada? \_\_\_\_\_

Dans quel pays est-ce-que ta mère est née? \_\_\_\_\_

Depuis combien de temps ta mère vit-elle au Canada? \_\_\_\_\_

Dans quel pays est-ce-que ton père est né? \_\_\_\_\_

Depuis combien de temps ton père vit-il au Canada? \_\_\_\_\_

Quels sont tes antécédents culturels (e.g. Québécois pur laine, Haïtien, Chinois, Hispanique, Arabe, Grec, Italien, etc.)?

\_\_\_\_\_

Quels sont les antécédents culturels de ta mère (e.g. Blanc, Haïtien, Chinois, Hispanique , Arabe, Grec, Italien, etc.)?

\_\_\_\_\_

Quels sont les antécédents culturels de ton père (e.g. Blanc, Haïtien, Chinois, Hispanique, Arabe, Grec, Italien, etc.)?

\_\_\_\_\_

## Appendix B: Individualism-Collectivism Scale

## Les Choses Que J'Aime

Encerle le chiffre qui ressemble le plus à ton opinion.

1.....2.....3.....4.....5.....6  
fortement fortement  
en désaccord en accord

\*\*\*\*\*

1. La musique que j'aime est très différente de celle que mes parents aiment.  
1.....2.....3.....4.....5.....6
2. Je ne discute pas de mes problèmes personnels avec mes ami(e)s; je règle mes problèmes moi-même.  
1.....2.....3.....4.....5.....6
3. Quand je suis avec mes camarades de classe, je fais ce que j'ai à faire sans penser à eux.  
1.....2.....3.....4.....5.....6
4. Je prêterais de l'argent à un membre de ma parenté, s'il ou elle avait besoin d'aide.  
1.....2.....3.....4.....5.....6
5. J'aime passer du temps avec les autres enfants de mon quartier.  
1.....2.....3.....4.....5.....6
6. Mes parents sont trop sévères et ils ne me laissent pas décider ce que je devrais faire.  
1.....2.....3.....4.....5.....6
7. J'aime habiter près de mes bons amis.  
1.....2.....3.....4.....5.....6

8. Je trouve important de rendre service à un(e) camarade de classe qui m'a aidé(e).  
1.....2.....3.....4.....5.....6
9. La manière dont je dépense mon argent ne regarde pas ma parenté (cousin(e)s, oncles, tantes).  
1.....2.....3.....4.....5.....6
10. Mes voisin(e)s me racontent toujours des histoires intéressantes qui se sont passées dans le quartier.  
1.....2.....3.....4.....5.....6
11. Les enfants devraient écouter les conseils de leurs parents sur la manière de se comporter avec leurs ami(e)s.  
1.....2.....3.....4.....5.....6
12. Mes bon(ne)s ami(e)s et moi, nous nous entendons sur les meilleurs endroits à fréquenter.  
1.....2.....3.....4.....5.....6
13. Je n'ai jamais prêté mon appareil photo ou mon manteau à un(e) de mes camarades de classe.  
1.....2.....3.....4.....5.....6
14. Quand j'ai des décisions importantes à prendre, je n'écoute pas les conseils de ma parenté (oncles, tantes).  
1.....2.....3.....4.....5.....6
15. Je ne suis pas vraiment intéressé(e) à connaître mes voisins.  
1.....2.....3.....4.....5.....6

16. Je ne raconte pas à mes parents les choses nouvelles que j'apprends à l'école.

1.....2.....3.....4.....5.....6

17. Je n'écoute pas les conseils de mes ami(e)s lorsque j'ai à prendre une décision importante.

1.....2.....3.....4.....5.....6

18. L'aide des camarades de classe est très importante pour avoir de bonnes notes.

1.....2.....3.....4.....5.....6

19. Je peux compter sur l'aide de ma parenté, si j'ai des problèmes.

1.....2.....3.....4.....5.....6

20. J'aime bien rencontrer mes voisins et parler eux.

1.....2.....3.....4.....5.....6

21. Je ne parle pas de mes idées à mes parents.

1.....2.....3.....4.....5.....6

22. C'est moins amusant de partir en voyage avec des ami(e)s parce qu'on ne peut pas toujours faire les choses qu'on veut.

1.....2.....3.....4.....5.....6

23. Les étudiant(e)s devraient pouvoir compter sur les autres étudiant(e)s pour les aider dans leurs travaux scolaires.

1.....2.....3.....4.....5.....6



24. Les enfants devraient écouter les conseils de leurs parents quand ils décident ce qu'ils voudront faire quand ils seront grands.
- 1.....2.....3.....4.....5.....6
25. Il n'est pas utile de raconter mes problèmes à ma parenté parce que les problèmes sont différents d'une famille à l'autre.
- 1.....2.....3.....4.....5.....6
26. Mes voisins n'empruntent jamais rien qui m'appartienne ou qui appartienne à ma famille.
- 1.....2.....3.....4.....5.....6
27. Lorsque je prends une décision importante, je ne tiens pas compte de l'effet de cette décision sur mes parents.
- 1.....2.....3.....4.....5.....6
28. Je ne permettrais pas à mon/ma cousin(e) d'utiliser ma bicyclette.
- 1.....2.....3.....4.....5.....6
29. On devrait toujours aider son ami(e), peu importe la situation.
- 1.....2.....3.....4.....5.....6
30. Il est vraiment bénéfique, et pas du tout mauvais, pour des camarades de classe d'étudier et de discuter en groupe.
- 1.....2.....3.....4.....5.....6
31. Je ne sais pas comment me faire des ami(e)s parmi les autres enfants de mon quartier.
- 1.....2.....3.....4.....5.....6

32. Ma réussite et mes notes à l'école dépendent de l'amour que mes parents me donnent.

1.....2.....3.....4.....5.....6

33. Je prêterais de l'argent à un(e) camarade de classe qui en besoin pour s'acheter un dîner ou du lait.

1.....2.....3.....4.....5.....6

34. Il n'est pas bon de parler souvent à ses voisins.

1.....2.....3.....4.....5.....6

35. Mes résultats scolaires ne devraient pas avoir d'importance pour mes parents.

1.....2.....3.....4.....5.....6

36. Il est mieux de travailler tout(e) seul(e) sur un projet que de travailler avec un(e) camarade de classe qui a de moins bons résultats scolaires que moi.

1.....2.....3.....4.....5.....6

## Appendix C: Network of Relationships Inventory

## Les Personnes Importantes Dans Ma Vie

Les prochaines questions concernent tes relations avec: 1. ta mère ou ta belle-mère (si tu as les deux, décris la relation entre toi et celle avec qui tu habites); 2. ton père ou ton beau-père (si tu as les deux, décris la relation entre toi et celui avec qui tu habites); 3. ton/ta meilleur(e) ami(e); 4. tes camarades de classe; 5. tes cousin(e)s; et 6. tes tantes et tes oncles.

A chaque question, encercle un chiffre pour ta mère, un chiffre pour ton père, un chiffre pour ton/ta meilleur(e) ami(e), un chiffre pour tes camarades de classe, un chiffre pour tes cousin(e)s et un chiffre pour tes tantes et tes oncles.

1	2	3	4	5
Très peu ou pas du tout	Quelque peu	Beaucoup	Enormément	Le plus

\*\*\*\*\*

1. Combien de temps libre passes-tu avec cette personne?

	Très peu ou pas du tout			Le plus
Mère	1.....	2.....	3.....	4.....5
Père	1.....	2.....	3.....	4.....5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....5
Camarades de classe	1.....	2.....	3.....	4.....5
Cousins	1.....	2.....	3.....	4.....5
Autre parenté adulte (Tantes, oncles, grand-parents)	1.....	2.....	3.....	4.....5

2. Combien de fois vous arrive-t-il de vous mettre en colère ou de vous fâcher l'un(e) contre l'autre?

	Très peu ou pas du tout			Le plus
Mère	1.....	2.....	3.....	4.....5
Père	1.....	2.....	3.....	4.....5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....5
Camarades de classe	1.....	2.....	3.....	4.....5
Cousin(e)s	1.....	2.....	3.....	4.....5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....5

3. Combien de fois cette personne t'a-t-elle montré à faire des choses nouvelles?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

4. A quel point es-tu satisfait(e) de ta relation avec cette personne?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

5. A quel point est-ce que tu dis tout à cette personne?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

6. T'arrive-t-il d'aider cette personne à faire des choses qu'il/elle ne peut pas faire tout(e) seul(e)?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

7. A quel point es-tu apprécié(e) ou aimé(e) par cette personne?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

8. A quel point est-ce que cette personne te puni?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

9. A quel point es-tu traité(e) avec respect et admiration par cette personne?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

10. Qui dit aux autres ce qu'ils doivent faire le plus souvent, toi ou cette personne?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

11. A quel point es-tu certain(e) que cette relation va durer, peu importe ce qu'il arrive?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

12. T'arrive-t-il de jouer ou d'avoir du plaisir avec cette personne?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

13. T'arrive-t-il d'être en désaccord ou de te disputer avec cette personne?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

14. Cette personne t'aide-t-elle à comprendre ou à réparer des choses?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5



15. A quel point es-tu satisfait(e) de la façon dont ça ce passe entre toi et cette personne?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

16. T'arrive-t-il de partager des secrets et des sentiments personnels avec cette personne?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

17. T'arrive-t-il de protéger ou de veiller sur cette personne?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

18. A quel point es-tu apprécié(e) par cette personne?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

19. Cette personne te fait-elle savoir que tu as du talent pour toute sorte de choses?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

20. L'autre personne a-t-elle tendance à être le patron/la patronne dans votre relation?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

21. A quel point est-ce que cette personne te puni pour l'avoir desobei?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

22. A quel point es-tu certain(e) que votre relation va durer malgré les disputes?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

23. T'arrive-t-il d'aller à différents endroits et de faire des choses plaisantes avec cette personne?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

24. Est-ce qu'il t'arrive de te disputer avec cette personne?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

25. Cette personne te donne-t-elle un coup de main lorsque tu as une tâche à accomplir?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

26. As-tu une bonne relation avec cette personne?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

27. T'arrive-t-il de parler avec cette personne de choses que tu ne veux pas dire aux autres?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

28. Est-ce que tu prends soin de cette personne?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

29. Cette personne ressent-elle une profonde affection (amour ou amitié) pour toi?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

30. Est-ce que cette personne approuve ou apprécie les choses que tu fais?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

31. Dans ta relation avec cette personne, est-ce que l'autre tend à commander et à décider de ce qui devrait être fait?

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

32. A quel point est-ce que cette personne t'a gronde pour avoir fait quelque chose que tu n'aurai pas du faire.

	Très peu ou pas du tout				Le plus
Mère	1.....	2.....	3.....	4.....	5
Père	1.....	2.....	3.....	4.....	5
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5
Camarades de classe	1.....	2.....	3.....	4.....	5
Cousin(e)s	1.....	2.....	3.....	4.....	5
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5

33. A quel point es-tu certain(e) que ta relation avec cette personne va se poursuivre dans les années à venir?

	Très peu ou pas du tout					Le plus
Mère	1.....	2.....	3.....	4.....	5.....	
Père	1.....	2.....	3.....	4.....	5.....	
Meilleur(e) ami(e)	1.....	2.....	3.....	4.....	5.....	
Camarades de classe	1.....	2.....	3.....	4.....	5.....	
Cousin(e)s	1.....	2.....	3.....	4.....	5.....	
Autre parenté adulte (Tantes, oncles, grands-parents)	1.....	2.....	3.....	4.....	5.....	

## Appendix D: Sociometric Nomination Form



Ton nom: \_\_\_\_\_  
(prénom et nom de famille)

Nomme tes meilleur(e)s ami(e)s du même sexe et qui sont aussi dans la même année scolaire que toi. Commence par ton/ta meilleur(e) ami(e).

(prénom et nom de famille)

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Si tu as un(e) ou plusieurs meilleur(e)s ami(e)s de l'autre sexe, nomme-les ici.

(prénom et nom de famille)

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## Appendix E: Revised Class Play

## PIÈCE DE THÉÂTRE DE CLASSE

### INSTRUCTIONS

Suppose que tu es le metteur en scène d'une pièce mettant en vedette les étudiants de ton année scolaire. Le metteur en scène d'une pièce a plusieurs responsabilités, mais sa tâche la plus importante consiste à choisir les bonnes personnes pour jouer dans la pièce. Ta tâche consiste donc à choisir l'étudiant(e) qui serait le/la meilleur(e) pour jouer tel ou tel rôle. Essaie de choisir les étudiant(e)s qui font déjà cela dans la vraie vie.

Les rôles de la pièce sont listés en haut des pages suivantes. Sous chaque rôle se trouvent les noms parmi lesquels tu dois choisir. Les filles choisissent des filles et les garçons choisissent des garçons.

Pour chaque rôle, commence par rayer ton propre nom, puis encerce le nom de la personne qui, selon toi, correspond le mieux à ce rôle.

### Règlements importants

1. Tu dois choisir une seule personne pour chaque rôle, mais la même personne peut être choisie pour plus d'un rôle!
2. Tu ne peux pas te choisir pour aucun des rôles!

MAINTENANT TOURNE LA PAGE

Encercler le nom de l'étudiant(e) qui :

- Est un bon chef

[REDACTED]

- Se bagarre  
beaucoup

[REDACTED]

- Aimerais mieux  
jouer seul(e)  
qu'avec d'autres

[REDACTED]

- A de bonnes  
idées pour  
faire des  
choses

[REDACTED]

Encercle le nom de l'étudiant(e) qui :

- A beaucoup  
d'ami(e)s

[REDACTED]

- Aime trop contrôler  
tout le monde

[REDACTED]

- Harcelle les  
autres jeunes

[REDACTED]

- Agace trop les  
autres jeunes

[REDACTED]

Encercle le nom de l'étudiant(e) qui:

- Est facilement  
blessé(e) dans  
ses sentiments

[REDACTED]

- Que tout le monde  
écoute

[REDACTED]

- A un bon sens  
de l'humour

[REDACTED]

- Se fait de nouveaux  
amis ou de nouvelles  
amies facilement

[REDACTED]

Encerle le nom de l'étudiant(e) qui :

-Si il/elle est  
fâchée(e), se revanche  
en empêchant la  
personne d'être avec  
leur groupe d'ami(e)

[REDACTED]

-Quelqu'un qui est  
serviable et  
coopérative

[REDACTED]

-Quelqu'un qui a  
De la difficulté  
à se faire des  
Ami(e)s

[REDACTED]

Encercle le nom de l'étudiant(e) qui:

- Est souvent tenu(e)  
à l'écart, oublié(e)

[REDACTED]

- Est habituellement  
triste

[REDACTED]

- Avec qui tout le  
monde veut être

[REDACTED]



Encercler le nom de l'étudiant(e) qui :

-Dit a ses ami(e)s  
qu'il ne les aimera  
plus si ils ne font  
pas ce qu'il dit

[REDACTED]

-une personne qui  
se fait agacer par  
les autres

[REDACTED]

-Une personne avec  
qui d'autres enfants  
sont méchant

[REDACTED]

Encerle le nom de l'étudiant(e) qui :

-Quand il/elle est  
fâché(e) contre  
quelqu'un, il/elle  
les ignorent ou arrête  
de leur parler

[REDACTED]

-Quelqu'un qui est  
toujours gentil avec  
les autres

[REDACTED]

-Quelqu'un qui est  
très gêne et ne participe  
pas aux activités

[REDACTED]

Encerle le nom de l'étudiant(e) qui :

-quelqu'un qui ne  
se fait pas écouter  
par les autres

[REDACTED]

-quelqu'un qui boucule  
les autres enfants

[REDACTED]

## Appendix F: Likeability Scale

Voici une liste des eleves de ta classe. Trouve ton nom et encercle-le. On veut savoir combien tu aimes les eleves de ta classe.

En utilisant les numeros que tu vois a droite des noms, encercle le numero qui decrit combien tu aimes chaque eleve de ta classe.













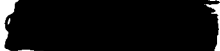






Encercle le numero 1 si tu n'aimes absolument pas cette eleve.

Encercle le numero 2 si tu n'aimes pas trop cette eleve.

Encercle le numero 3 si tu aimes cette eleve "comme-ci comme-ca".

Encercle le numero 4 si tu aimes cette eleve.

Encercle le numero 5 si tu aimes beaucoup cette eleve.

					
	1	2	3	4	5
1. 	1	2	3	4	5
2. 	1	2	3	4	5
3. 	1	2	3	4	5
4. 	1	2	3	4	5
5. 	1	2	3	4	5
6. 	1	2	3	4	5
7. 	1	2	3	4	5
8. 	1	2	3	4	5
9. 	1	2	3	4	5
10. 	1	2	3	4	5
11. 	1	2	3	4	5
12. 	1	2	3	4	5
13. 	1	2	3	4	5
14. 	1	2	3	4	5

### Appendix G: Harter Self-Perception Profile for Children

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## COMMENT JE SUIS

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Nom \_\_\_\_\_ Garçon ou fille (encercler) Groupe \_\_\_\_\_

Age \_\_\_\_\_ Date d'anniversaire \_\_\_\_\_  
(jour/mois/année)

### EXEMPLE

Ils me ressemblent beaucoup  
Ils me ressemblent un peu

Ils me ressemblent un peu  
Ils me ressemblent beaucoup

#### MAIS

_____	_____	Certains enfants aiment mieux jouer dehors dans leurs temps libres.	D'autres enfants aiment mieux regarder la télévision.	_____	_____
-------	-------	---	---	-------	-------

- 
- |          |       |  |   |       |       |
|----------|-------|--|---|-------|-------|
| 1. _____ | _____ | Certains enfants sentent qu'ils sont très bons dans leurs travaux scolaires. | D'autres enfants se demandent s'ils vont pouvoir faire leurs travaux scolaires. | _____ | _____ |
| 2. _____ | _____ | Certains enfants trouvent qu'il est difficile de se faire des amis.          | D'autres enfants trouvent qu'il est facile de se faire des amis.                | _____ | _____ |
| 3. _____ | _____ | Certains enfants sont très bons dans toutes sortes de sports.                | D'autres enfants ne sentent pas qu'ils sont très bons en sports.                | _____ | _____ |
| 4. _____ | _____ | Certains enfants sont contents de la façon dont ils paraissent.              | D'autres enfants ne sont pas contents de la façon dont ils paraissent.          | _____ | _____ |

Ils me        Ils me  
ressemblent ressemblent  
beaucoup    un peu

Ils me        Ils me  
ressemblent ressemblent  
un peu        beaucoup

---

### MAIS

- |          |      |   |  |      |      |
|----------|------|---|--|------|------|
| 5. ____  | ____ | Certains enfants<br>n'aiment pas la<br>façon dont ils<br>se comportent.                             | D'autres enfants<br>aiment habituellement<br>la façon dont ils se<br>comportent.                     | ____ | ____ |
| 6. ____  | ____ | Certains enfants<br>ne sont pas<br>souvent contents<br>d'eux-mêmes.                                 | D'autres enfants<br>sont assez contents<br>d'eux-mêmes.  | ____ | ____ |
| 7. ____  | ____ | Certains enfants<br>pensent qu'ils<br>sont aussi<br>intelligents que<br>les enfants de<br>leur âge. | D'autres enfants<br>se demandent s'ils<br>sont aussi intelligents<br>que les enfants de<br>leur âge. | ____ | ____ |
| 8. ____  | ____ | Certains enfants<br>ont beaucoup<br>d'amis.   | D'autres enfants<br>n'ont pas beaucoup<br>d'amis.  | ____ | ____ |
| 9. ____  | ____ | Certains enfants<br>souhaiteraient<br>être meilleurs<br>dans les sports.                            | D'autres enfants<br>pensent qu'ils<br>sont assez bons<br>dans les sports.                            | ____ | ____ |
| 10. ____ | ____ | Certains enfants<br>sont satisfaits<br>de leur grandeur<br>et de leur poids.                        | D'autres enfants<br>souhaiteraient que<br>leur taille et leur<br>poids soient différents.            | ____ | ____ |
| 11. ____ | ____ | Certains enfants<br>font habituel-<br>lement ce qui<br>est correct.                                 | D'autres enfants<br>ne font pas souvent<br>ce qui est correct.                                       | ____ | ____ |



Ils me        Ils me  
ressemblent ressemblent  
beaucoup    un peu

Ils me        Ils me  
ressemblent ressemblent  
un peu        beaucoup

---

**MAIS**

- |          |      |  |  |      |      |
|----------|------|--|--|------|------|
| 12. ____ | ____ | Certains enfants<br>n'aiment pas la<br>façon dont ils<br>mènent leur vie.  | D'autres enfants<br>aiment la façon<br>dont ils mènent<br>leur vie.                                    | ____ | ____ |
| 13. ____ | ____ | Certains enfants<br>prennent beaucoup<br>de temps à finir<br>leurs travaux<br>scolaires.   | D'autres enfants<br>peuvent faire<br>leurs travaux<br>scolaires rapidement.                            | ____ | ____ |
| 14. ____ | ____ | Certains enfants<br>aimeraient avoir<br>beaucoup plus<br>d'amis.   | D'autres enfants<br>ont autant<br>d'amis qu'ils<br>le veulent.   | ____ | ____ |
| 15. ____ | ____ | Certains enfants<br>pensent qu'ils<br>pourraient bien<br>réussir dans<br>n'importe quels<br>nouveau sports<br>ou nouvelle<br>activité qu'ils<br>n'ont pas encore<br>essayés. | D'autres enfants<br>ont peur de ne pas<br>bien réussir dans un<br>sport qu'ils n'ont<br>jamais essayé. | ____ | ____ |
| 16. ____ | ____ | Certains enfants<br>souhaiteraient<br>que leur corps<br>soit différent.  | D'autres enfants<br>aiment leur<br>corps comme il<br>est.  | ____ | ____ |
| 17. ____ | ____ | Certains enfants<br>agissent comme<br>ils sont supposés<br>agir.   | D'autres enfants<br>n'agissent pas<br>comme ils sont<br>supposés agir.                                 | ____ | ____ |

Ils me        Ils me  
ressemblent ressemblent  
beaucoup    un peu

Ils me        Ils me  
ressemblent ressemblent  
un peu        beaucoup

---

**MAIS**

- |          |      |  |  |      |      |
|----------|------|--|--|------|------|
| 18. ____ | ____ | Certains enfants<br>sont contents<br>d'eux-mêmes.  | D'autres enfants<br>ne sont pas<br>contents<br>d'eux-mêmes.  | ____ | ____ |
| 19. ____ | ____ | Certains enfants<br>oublient souvent<br>ce qu'ils<br>apprennent.   | D'autres enfants<br>peuvent se rappeler<br>facilement les<br>choses qu'ils<br>apprennent.                        | ____ | ____ |
| 20. ____ | ____ | Certains enfants<br>font toujours<br>d'activités avec<br>d'autres enfants.   | D'autres enfants<br>font habituellement<br>des activités seuls.  | ____ | ____ |
| 21. ____ | ____ | Certains enfants<br>sentent qu'ils<br>sont meilleurs<br>dans les sports<br>que les autres<br>enfants de leur<br>âge. | D'autres enfants<br>ne sentent pas<br>qu'ils peuvent<br>être aussi bons<br>que les autres.                       | ____ | ____ |
| 22. ____ | ____ | Certains enfants<br>aimeraient que<br>leur apparence<br>physique soit<br>différente.                                 | D'autres enfants<br>aiment leur<br>apparence physique<br>comme elle est.   | ____ | ____ |
| 23. ____ | ____ | Certains enfants<br>se font souvent<br>chicaner à cause<br>de ce qu'ils font.  | D'autres enfants<br>ne font<br>généralement pas<br>des choses pour<br>lesquelles on<br>pourrait les<br>chicaner. | ____ | ____ |

Ils me  
ressemblent  
beaucoup

Ils me  
ressemblent  
un peu

Ils me  
ressemblent  
un peu

Ils me  
ressemblent  
beaucoup

---

MAIS

- |          |      |  |   |      |      |
|----------|------|--|---|------|------|
| 24. ____ | ____ | Certains enfants aiment le genre de personne qu'ils sont.  | D'autre enfants souhaiteraient souvent être quelqu'un d'autre.                    | ____ | ____ |
| 25. ____ | ____ | Certains enfants ont de très bons résultats à l'école.   | D'autres enfants n'ont pas de très bons résultats à l'école.                      | ____ | ____ |
| 26. ____ | ____ | Certains enfants souhaiteraient être aimés par plus d'enfants de leur âge.                               | D'autres enfants se sentent aimés par la plupart des enfants de leur âge.         | ____ | ____ |
| 27. ____ | ____ | Certains enfants regardent habituellement les autres jouer au lieu de participer aux jeux et aux sports. | D'autres enfants aiment mieux jouer que juste regarder.                           | ____ | ____ |
| 28 ____  | ____ | Certains enfants aimeraient que leur visage ou leur cheveux soient différents.                           | D'autres enfants aiment généralement leur visage et leurs cheveux comme ils sont. | ____ | ____ |
| 29. ____ | ____ | Certains enfants font des choses qu'ils ne devraient pas faire.  | D'autres enfants ne font presque jamais des choses qu'ils ne devraient pas faire. | ____ | ____ |
| 30. ____ | ____ | Certains enfants sont très contents d'être comme ils sont.   | D'autres enfants aimeraient être différents de ce qu'ils sont.                    | ____ | ____ |

Ils me  
ressemblent  
beaucoup

Ils me  
ressemblent  
un peu

Ils me  
ressemblent  
un peu

Ils me  
ressemblent  
beaucoup

---

**MAIS**

- |           |       |  |  |       |       |
|-----------|-------|--|--|-------|-------|
| 31. _____ | _____ | Certains enfants<br>ont de la<br>difficulté à<br>trouver les bonnes<br>réponses à<br>l'école.          | D'autres enfants<br>peuvent presque<br>toujours trouver les<br>bonnes réponses<br>à l'école. | _____ | _____ |
| 32. _____ | _____ | Certains enfants<br>sont populaires<br>auprès des<br>enfants<br>de leur âge.                           | D'autres enfants<br>ne sont pas très<br>populaires auprès<br>des enfants de leur<br>âge.     | _____ | _____ |
| 33. _____ | _____ | Certains enfants<br>ne sont pas très<br>bons lorsqu'ils<br>essayent de<br>nouveaux jeux<br>extérieurs. | D'autres enfants<br>sont bons<br>lorsqu'ils<br>essayent de<br>nouveaux jeux<br>extérieurs.   | _____ | _____ |
| 34. _____ | _____ | Certains enfants<br>pensent qu'ils<br>(elles) sont<br>beaux(belle).                                    | D'autres enfants<br>ne pensent pas<br>qu'ils(elles) sont<br>beaux(belle).                    | _____ | _____ |
| 35. _____ | _____ | Certains enfants<br>se comportent<br>très bien.  | D'autres enfants<br>trouvent souvent<br>qu'il est<br>difficile<br>de bien se<br>comporter.   | _____ | _____ |
| 36. _____ | _____ | Certains enfants<br>ne sont pas très<br>contents de la<br>façon dont ils<br>font les choses.           | D'autres enfants<br>pensent que la<br>façon dont ils<br>font les choses<br>est bonne.        | _____ | _____ |

## Appendix H: Harter Self-Perception Profile for Adolescents

COMMENT JE SUIS

EXEMPLE DE QUESTION

Ils me ressemblent beaucoup	Ils me ressemblent un peu			Ils me ressemblent un peu	Ils me ressemblent beaucoup
a. _____	_____ Certains adolescents aiment bien aller au cinéma dans leurs temps libres.	MAIS	D'autres adolescents aiment mieux aller voir des matchs de sports.	_____	_____
1. _____	_____ Certains adolescents sentent qu'ils sont aussi intelligents que ceux de leur âge		D'autres adolescents n'en sont pas si sûrs et se demandent s'ils sont aussi intelligents	_____	_____
2. _____	_____ Certains adolescents trouvent qu'il est difficile de se faire des ami(e)s		D'autres adolescents trouve ça assez facile.	_____	_____
3. _____	_____ Certains adolescents sont très bons dans toutes sortes de sports.		D'autres adolescents ne sentent pas qu'ils sont très bons en sports.	_____	_____
4. _____	_____ Certains adolescents sont mécontents de leur apparence.		D'autres adolescents sont contents de leur apparence.	_____	_____
5. _____	_____ Certains adolescents se sentent prêts à bien se débrouiller dans un emploi à temps partiel,		D'autres adolescents ne se sentent pas tout à fait prêts à se débrouiller avec un emploi à temps partiel.	_____	_____
6. _____	_____ Certains adolescents pensent que s'ils ont une attirance romantique envers quelqu'un, cette personne aussi sera intéressée.		D'autres adolescents craignent que s'ils ont une attirance romantique envers quelqu'un, cette personne ne sera pas intéressée.	_____	_____
7. _____	_____ Certains adolescents l'ont habituellement la bonne chose à faire.		D'autres adolescents souvent ne l'ont pas les choses qu'ils savent être justes.	_____	_____

<b>Ils me ressemblent beaucoup</b>	<b>Ils me ressemblent un peu</b>		<b>Ils me ressemblent un peu</b>	<b>Ils me ressemblent beaucoup</b>
8. _____	_____ Certains adolescents sont capables de se faire des ami(e)s très intimes.		D'autres adolescents ont de la difficulté à se faire des ami(e)s très intimes.	_____
9. _____	_____ Certains adolescents sont souvent déçus d'eux-mêmes.		D'autres adolescents sont assez contents d'eux-mêmes.	_____
10. _____	_____ Certains adolescents prennent pas mal de temps à terminer leurs travaux scolaires.		D'autres adolescents peuvent faire leurs travaux plus rapidement.	_____
11. _____	_____ Certains adolescents ont beaucoup d'ami(e)s.		D'autres adolescents n'ont pas beaucoup d'ami(e)s.	_____
12. _____	_____ Certains adolescents pensent qu'ils pourraient bien réussir dans presque n'importe quelle nouvelle activité sportive.		D'autres adolescents craignent de ne pas bien réussir dans une nouvelle activité sportive.	_____
13. _____	_____ Certains adolescents souhaiteraient que leur corps soit différent.		D'autres adolescents aiment leur corps comme il est.	_____
14. _____	_____ Certains adolescents sentent qu'ils <i>n'ont pas</i> suffisamment d'habiletés pour bien performer dans un emploi.		D'autres adolescents sentent qu'ils <i>ont</i> suffisamment d'habi- letés pour bien perfor- mer dans un emploi.	_____
15. _____	_____ Certains adolescents ne sortent pas en couple avec les personnes qui les attirent vraiment.		D'autres adolescents sortent en couple avec les personnes qui les attirent.	_____
16. _____	_____ Certains adolescents ont des problèmes à cause des choses qu'ils font.		D'autres adolescents <i>ne font pas</i> générale- ment de choses pour lesquelles ils pourraient avoir des problèmes.	_____
17. _____	_____ Certains adolescents ont un(e) ami(e) intime avec qui ils partagent des secrets.		D'autres adolescents <i>n'ont pas</i> un(e) ami(e) vraiment intime avec qui ils peuvent partager des secrets.	_____

<b>Ils me ressemblent beaucoup</b>	<b>Ils me ressemblent un peu</b>		<b>Ils me ressemblent un peu</b>	<b>Ils me ressemblent beaucoup</b>
18. _____	_____	Certains adolescents n'aiment pas la façon dont ils mènent leur vie.	D'autres adolescents aiment la façon dont ils mènent leur vie.	_____
19. _____	_____	Certains adolescents réussissent très bien dans leurs travaux scolaires.	D'autres adolescents ne réussissent pas très bien dans leurs travaux scolaires.	_____
20. _____	_____	Certains adolescents ne sont pas du tout faciles à aimer.	D'autres adolescents sont faciles à aimer	_____
21. _____	_____	Certains adolescents sentent qu'ils sont meilleurs dans les sports que les autres jeunes de leur âge.	D'autres adolescents ne sentent pas qu'ils peuvent jouer aussi bien que les autres.	_____
22. _____	_____	Certains adolescents aimeraient que leur apparence physique soit différente.	D'autres adolescents aiment leur apparence physique comme elle est.	_____
23. _____	_____	Certains adolescents sentent qu'ils sont assez vieux pour obtenir et garder un véritable emploi.	D'autres adolescents ne sentent pas qu'ils sont encore assez vieux pour vraiment bien se débrouiller avec un emploi.	_____
24. _____	_____	Certains adolescents pensent que les gens de leur âge seront attirés romantiquement par eux,	D'autres adolescents s'inquiètent si les gens de leur âge seront attirés par eux.	_____
25. _____	_____	Certains adolescents sont très contents de la façon dont ils agissent.	D'autres adolescents <i>ne sont pas</i> très contents de la façon dont ils agissent souvent.	_____
26. _____	_____	Certains adolescents souhaiteraient avoir un(e) ami(e) vraiment intime avec qui ils pourraient partager des choses.	D'autres adolescents ont un(e) ami(e) intime avec qui ils partagent des choses.	_____



<b>Ils me ressemblent beaucoup</b>	<b>Ils me ressemblent un peu</b>		<b>Ils me ressemblent un peu</b>	<b>Ils me ressemblent beaucoup</b>
27. _____	_____	Certains adolescents sont contents d'eux-mêmes la plupart du temps.	D'autres adolescents souvent, ne sont pas contents d'eux-mêmes.	_____
28. _____	_____	Certains adolescents ont de la difficulté à trouver les bonnes réponses à l'école.	D'autres adolescents sont presque toujours capables de trouver les bonnes réponses.	_____
29. _____	_____	Certains adolescents sont populaires auprès des autres jeunes de leur âge.	D'autres adolescents ne sont pas très populaires.	_____
30. _____	_____	Certains adolescents ne sont pas très bons lorsqu'ils essayent de nouveaux jeux extérieurs.	D'autres adolescents sont bons lorsqu'ils essayent de nouveaux jeux extérieurs.	_____
31. _____	_____	Certains adolescents pensent qu'ils ont une belle apparence.	D'autres adolescents pensent qu'ils n'ont pas une trop belle apparence.	_____
32. _____	_____	Certains adolescents sentent qu'ils pourraient faire un meilleur travail dans leur emploi payé.	D'autres adolescents sentent qu'ils font du très bon travail dans leur emploi payé.	_____
33. _____	_____	Certains adolescents sentent qu'ils sont amusants et intéressants lors d'un rendez-vous romantique.	D'autres adolescents se demandent à quel point ils sont amusants et intéressants lors d'un rendez-vous romantique.	_____
34. _____	_____	Certains adolescents font des choses qu'ils savent qu'ils ne devraient pas faire.	D'autres adolescents ne font presque jamais de choses qu'ils savent qu'ils ne devraient pas faire.	_____
35. _____	_____	Certains adolescents trouvent difficile de se faire des ami(e)s vraiment dignes de confiance.	D'autres adolescents sont capables de se faire des ami(e)s intimes dignes de confiance.	_____
36. _____	_____	Certains adolescents aiment le type de personne qu'ils sont.	D'autres adolescents souhaiteraient souvent être quelqu'un d'autre.	_____

<b>Ils me ressemblent beaucoup</b>	<b>Ils me ressemblent un peu</b>		<b>Ils me ressemblent un peu</b>	<b>Ils me ressemblent beaucoup</b>
37. _____	_____ Certains adolescents sentent qu'ils sont pas mal intelligents.		D'autres adolescents se demandent s'ils sont intelligents.	_____
38. _____	_____ Certains adolescents se sentent acceptés socialement.		D'autres adolescents souhaiteraient être acceptés par plus de gens de leur âge.	_____
39. _____	_____ Certains adolescents ne se sentent pas très athlétiques.		D'autres adolescents sentent qu'ils <i>sont</i> très athlétiques.	_____
40. _____	_____ Certains adolescents aiment vraiment leur apparence.		D'autres adolescents souhaiteraient avoir une apparence différente.	_____
41. _____	_____ Certains adolescents sentent qu'ils sont vraiment capables de bien faire le travail d'un emploi payé.		D'autres adolescents se demandent si le travail qu'ils font à leur emploi est aussi bon qu'il pourrait l'être.	_____
42. _____	_____ Certains adolescents ne sortent pas généralement en couple avec les personnes avec qui ils aimeraient vraiment sortir.		D'autres adolescents sortent avec les personnes avec qui ils veulent vraiment sortir.	_____
43. _____	_____ Certains adolescents agissent habituellement comme ils savent qu'ils sont supposés agir.		D'autres adolescents n'agissent souvent pas comme ils savent qu'ils sont supposés agir.	_____
44. _____	_____ Certains adolescents n'ont pas d'ami(e) qui serait assez intime pour partager des pensées vraiment personnelles,		D'autres adolescents ont un(e) ami(e) qui est assez intime pour partager des pensées et des sentiments vraiment personnels.	_____
45. _____	_____ Certains adolescents sont très heureux d'être comme ils sont.		D'autres adolescents souhaiteraient être différents.	_____

## Appendix I: Acculturation Scale for Children

## Les Choses Qui Sont Importantes Pour Moi

Lis chacune des phrases suivantes attentivement, puis encercle le chiffre qui correspond le mieux à ta situation ou à ton opinion.

Par exemple:

- Si la phrase n'est jamais vraie pour toi, encercle le chiffre 1.
- Si la phrase est rarement vraie pour toi, tu peux encercler le chiffre 2.
- Si la phrase est parfois vraie et parfois pas vraie, encercle le chiffre 3.
- Si la phrase est le plus souvent vraie, mais pas toujours vraie, encercle le chiffre 4.
- Si la phrase est toujours vraie pour toi, tu peux encercler le chiffre 5.

1. J'aime manger des repas qui sont typiques du pays où mes parents et mes grands-parents sont nés.

Jamais vrai	Rarement Vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5.....

2. J'aime me tenir avec des enfants qui sont canadiens/québécois.

Jamais vrai	Rarement Vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5.....

3. Quelqu'un qui vit au Québec/Canada doit faire un effort pour parler la langue officielle.

Jamais vrai	Rarement Vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5.....

4. Ça ne me derange pas d'avoir des amis canadiens/quebecois.

Jamais vrai	Rarement Vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
-------------	------------------	-------------------------------------	-------------------------	------------------

1.....2.....3.....4.....5

5. J'aime écouter la musique qui est typique du pays où sont nés mes parents/grands-parents.

Jamais vrai	Rarement Vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
-------------	------------------	-------------------------------------	-------------------------	------------------

1.....2.....3.....4.....5

6. J'aimerais mieux me faire des amis parmi les enfants de mon propre groupe culturel.

Jamais vrai	Rarement Vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
-------------	------------------	-------------------------------------	-------------------------	------------------

1.....2.....3.....4.....5

7. Il est important pour moi de parler la langue maternelle de mes parents/grands-parents.

Jamais vrai	Rarement Vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
-------------	------------------	-------------------------------------	-------------------------	------------------

1.....2.....3.....4.....5

8. J'aime quand mes parents/grands-parents m'apprennent les traditions et les coutumes du pays où ils sont nés.

Jamais vrai	Rarement Vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
-------------	------------------	-------------------------------------	-------------------------	------------------

1.....2.....3.....4.....5

9. Lorsque je me fais des amis, l'origine ethnique n'a pas d'importance.

Jamais vrai	Rarement Vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
-------------	------------------	-------------------------------------	-------------------------	------------------

1.....2.....3.....4.....5

10. Les parents devraient apprendre a leurs enfants comment se comporter dans la société quebecoise/canadienne.

Jamais vrai	Rarement Vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
-------------	------------------	-------------------------------------	-------------------------	------------------

1.....2.....3.....4.....5

11. Puisque j'habite au Quebec/Canada, je n'ai pas besoin d'apprendre la langue maternelle de mes parents/grands/parents.

Jamais vrai	Rarement Vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
-------------	------------------	-------------------------------------	-------------------------	------------------

1.....2.....3.....4.....5

12. J'aime quand mes parents me racontent leurs propres souvenirs d'enfance, surtout ceux qui on rapport a la vie qu'ils avaient dans le pays où ils sont nés.

Jamais vrai	Rarement Vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
-------------	------------------	-------------------------------------	-------------------------	------------------

1.....2.....3.....4.....5

13. J'aime manger des repas canadiens/quebecois.

Jamais vrai	Rarement Vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
-------------	------------------	-------------------------------------	-------------------------	------------------

1.....2.....3.....4.....5

14. Je crois que les parents devraient aider leurs enfants à se faire des amis avec d'autres enfants quebecois/canadiens qui ne vont pas a la même école.

Jamais vrai	Rarement Vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
-------------	------------------	-------------------------------------	-------------------------	------------------

1.....2.....3.....4.....5

15. J'aime aller aux fetes qui sont typiques du pays où mes parents/grands-parents sont nés.

Jamais vrai	Rarement Vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
-------------	------------------	-------------------------------------	-------------------------	------------------

1.....2.....3.....4.....5

## Appendix J: Acculturation Scale for Adolescents

## Les Choses Qui Sont Importantes Pour Moi

Lis chacune des phrases suivantes attentivement, puis encercle le chiffre qui correspond le mieux à ta situation ou à ton opinion.

Par exemple:

- Si la phrase n'est jamais vraie pour toi, encercle le chiffre 1.
- Si la phrase est rarement vraie pour toi, tu peux encercler le chiffre 2.
- Si la phrase est parfois vraie et parfois pas vraie, encercle le chiffre 3.
- Si la phrase est le plus souvent vraie, mais pas toujours vraie, encercle le chiffre 4.
- Si la phrase est toujours vraie pour toi, tu peux encercler le chiffre 5.

1. J'aime manger des repas qui sont typiques du pays où mes parents et mes grands-parents sont nés.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5.....

2. J'aime me tenir avec des enfants qui sont canadiens/québécois.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5.....

3. Je pense que la liberté qu'ont les enfants québécois/canadiens de faire ce qu'ils veulent est une bonne chose.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5.....

4. Je trouve que les cours qu'on donne à l'école sur l'histoire et la géographie du Canada/Québec sont intéressants.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5.....



5. Quelqu'un qui vit au Québec/Canada doit faire un effort pour parler la langue officielle.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5

6. Je pense donner à mes enfants un nom qui est typique du pays de mes parents/grands-parents.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5

7. Ça ne me dérange pas d'avoir des amis canadiens/québécois.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5

8. Lorsque viendra le temps de quitter la maison de mes parents, je décorerai ma propre maison selon le style qui est typique du pays où sont nés mes parents/grands-parents.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5

9. J'aime aller à des fêtes canadiennes/québécoises.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5

10. Je crois que la façon dont les Québécois/Canadiens écoutent les enfants devrait être adoptée par tout le monde.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5

11. J'aime écouter la musique qui est typique du pays où sont nés mes parents/grands-parents.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5

12. Je pense qu'il est important de savoir ce qui se passe au Canada/Québec.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5

13. J'aimerais mieux me faire des amis parmi les enfants de mon propre groupe culturel.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5

14. Il est important de connaître l'histoire et la géographie du Canada/Québec, puisque c'est l'endroit où je vis.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5

15. Il est important que les gens qui viennent du pays où sont nés mes parents/grands-parents s'impliquent dans leurs propres associations ethniques.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5

16. Il est important pour moi de parler la langue maternelle de mes parents/grands-parents.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5

17. J'aime quand mes parents/grands-parents m'apprennent les traditions et les coutumes du pays où ils sont nés.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5

18. J'aime aller aux fêtes qui sont typiques du pays où mes parents/grands-parents sont nés.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5

19. J'aime bien regarder les émissions de télévision sur le pays où mes parents/grands-parents sont nés et sur la manière de vivre là-bas. Je trouve ça intéressant.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5

20. Il est important que la culture de mes parents et de mes grands-parents soit conservée de génération en génération.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5

21. Lorsque viendra le temps de quitter la maison de mes parents, je décorerai ma propre maison selon le style québécois/canadien.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5

22. Lorsque je me fais des amis, l'origine ethnique n'a pas d'importance.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5

23. J'aime la façon dont les Canadiens/Québécois se comportent en public.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5.....

(Avant de répondre aux deux questions suivantes, commence par écrire l'origine ethnique de tes parents/grands-parents sur les lignes.)

24. Il est important que les parents aident leurs enfants à se faire des amis avec des gens \_\_\_\_\_ à l'extérieur de la maison.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5.....

25. Je veux garder mon identité et rester \_\_\_\_\_.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5.....

26. Il est important de connaître l'histoire et la géographie du pays où mes parents/grands-parents sont nés.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5.....

27. Les parents devraient apprendre à leurs enfants comment se comporter dans la société québécoise/canadienne.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5.....

28. Je trouve important de savoir ce qui se passe dans le pays où mes parents/grands-parents sont nés.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5

29. La manière dont les Canadiens/Québécois expriment leur sentiments et leurs pensées est quelque chose que j'aimerais apprendre à mes enfants.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5

30. Puisque j'habite au Québec/Canada, je n'ai pas besoin d'apprendre la langue maternelle de mes parents/grands-parents.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5

31. J'aime quand mes parents me racontent leurs propres souvenirs d'enfance, surtout ceux qui ont rapport à la vie qu'ils avaient dans le pays où ils sont nés.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5

32. J'aime manger des repas canadiens/québécois.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5

33. Lorsque mes professeurs me demandent de faire une présentation orale, je profite de l'occasion pour en apprendre plus sur certains aspects de la culture de mes parents/grands-parents.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5.....

34. Je crois que les parents devraient aider leurs enfants à se faire des amis avec d'autres enfants québécois/canadiens qui ne vont pas à la même école.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5.....

35. Puisque nous vivons au Québec, nous devons faire un effort pour parler le français.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5.....

36. Je désire adopter la manière de vivre des Canadiens/Québécois.

Jamais vrai	Rarement vrai	Parfois vrai et parfois pas vrai	Le plus souvent vrai	Toujours vrai
1.....	2.....	3.....	4.....	5.....

**Appendix K: Crandall, Crandall & Katkovsky Social Desirability Scale for Children**

Voici quelques questions à propos de choses qui arrivent à tous les enfants de ton âge. A chaque question, encercle OUI ou NON. Assure-toi d'avoir répondu à toutes les questions.

- |     |     |     |   |
|-----|-----|-----|---|
| OUI | NON | 1.  | Est-ce que ça te dérange parfois de partager tes choses avec tes ami(e)s?                                     |
| OUI | NON | 2.  | T'arrive-t-il de frapper une fille ou un garçon plus petit que toi?   |
| OUI | NON | 3.  | T'arrive-t-il de répondre de façon insolente ou "baveuse" à ton père ou à ta mère?                            |
| OUI | NON | 4.  | T'arrive-t-il de laisser quelqu'un d'autre être blâmé lorsque tu as fait quelque chose de mal?                |
| OUI | NON | 5.  | Fais-tu toujours attention pour garder tes vêtements propres et ta chambre en ordre?                          |
| OUI | NON | 6.  | Aides-tu toujours les gens qui ont besoin d'aide?   |
| OUI | NON | 7.  | T'arrive-t-il de te chicaner avec ta mère pour pouvoir faire quelque chose qu'elle ne veut pas que tu fasses? |
| OUI | NON | 8.  | T'arrive-t-il de dire des choses qui pourraient faire de la peine à quelqu'un?                                |
| OUI | NON | 9.  | Es-tu toujours poli(c), même avec les gens qui ne sont pas très gentils?                                      |
| OUI | NON | 10. | Obeis-tu toujours à tes parents?  |
| OUI | NON | 11. | T'arrive-t-il d'oublier de dire "s'il-vous-plait" et "merci"?   |
| OUI | NON | 12. | Souhaites-tu parfois pouvoir juste t'amuser, plutôt que d'aller à l'école?                                    |
| OUI | NON | 13. | Te laves-tu toujours les mains avant chaque repas?  |
| OUI | NON | 14. | As-tu déjà désobéi à un règlement?  |
| OUI | NON | 15. | Essayes-tu de te venger parfois quand on te fait quelque chose que tu n'aimes pas?                            |
| OUI | NON | 16. | Te mets-tu en colère parfois quand tu ne peux pas en faire à ta tête?   |
| OUI | NON | 17. | T'arrive-t-il d'avoir envie de te moquer des autres?  |
| OUI | NON | 18. | Es-tu toujours heureux(se) de coopérer avec les autres?   |
| OUI | NON | 19. | Y a-t-il des fois où tu n'aimes pas qu'un(e) autre te demande de faire des choses pour lui/elle?              |
| OUI | NON | 20. | Te fâches-tu parfois quand les autres ne font pas ce que tu veux?   |



## Appendix L: Social Desirability Scale for Adolescents

Ce questionnaire liste une série d'expériences qu'ont la plupart des enfants à un moment ou l'autre. Lis attentivement chacune de ces expériences. Après avoir lu une de celles-ci, décide si tu as déjà eu cette expérience. Si ta réponse est "oui", écris un "O" (pour oui) devant cette phrase, mais si ta réponse est "non", écris plutôt un "N" (pour non). Fais bien attention d'avoir donné une réponse pour toutes les expériences.

- \_\_\_ 1. Parfois, je n'ai pas envie de partager mes choses avec mes ami(e)s.
- \_\_\_ 2. Je ne frapperai jamais une fille ou un garçon plus petit que moi.
- \_\_\_ 3. Je ne réponds jamais de façon insolente ou "baveuse" à mon père ou à ma mère.
- \_\_\_ 4. Je ne laisse jamais quelqu'un d'autre être blâmé lorsque j'ai fait quelque chose de mal.
- \_\_\_ 5. Je fais toujours attention pour garder mes vêtements propres et ma chambre en ordre.
- \_\_\_ 6. J'aide toujours les gens qui ont besoin d'aide.
- \_\_\_ 7. Je me chicane parfois avec ma mère pour qu'elle me laisse faire quelque chose qu'elle ne veut pas que je fasse.
- \_\_\_ 8. Je ne dis jamais des choses qui pourraient faire de la peine à quelqu'un.
- \_\_\_ 9. Je suis toujours poli(e), même avec les gens qui ne sont pas très gentils.
- \_\_\_ 10. J'obéis toujours à mes parents.
- \_\_\_ 11. Je n'oublie jamais de dire "s'il-vous-plait" et "merci".
- \_\_\_ 12. Parfois, je souhaiterais pouvoir juste "niaiser" et perdre mon temps, plutôt que d'aller à l'école.
- \_\_\_ 13. Je me lave toujours les mains avant chaque repas.
- \_\_\_ 14. Je n'ai jamais été tenté(e) de désobéir à un règlement ou à la loi.
- \_\_\_ 15. J'essaye parfois de me venger quand on me fait quelque chose que je n'aime pas.
- \_\_\_ 16. Je me mets parfois en colère quand je ne peux pas en faire à ma tête.
- \_\_\_ 17. J'ai parfois envie de me moquer des autres.
- \_\_\_ 18. Je suis toujours heureux(se) de coopérer avec les autres.
- \_\_\_ 19. Parfois, je n'aime pas qu'un(e) autre me demande de faire des choses pour lui/elle.
- \_\_\_ 20. Parfois, je me fâche quand les autres ne font pas ce que je veux.

**Appendix M: Phase I Letter to Parents**



Le 11er Fevrier, 1996

Chers parents,

Nous vous écrivons pour vous demander la permission de laisser votre enfant participer, à son école, à une des parties d'un projet de recherche approuvé par la Commission scolaire Laurenlval.

Nous, au Centre de recherches en développement humain, étudions le développement social des enfants depuis plus d'une décennie. Grâce au soutien du Conseil de recherche en sciences sociales et humaines du Canada et du Fonds pour la formation des chercheurs et l'aide à la recherche du Québec, nous découvrons présentement comment les amitiés des enfants se développent. Parmi les facteurs impliqués se retrouvent les relations familiales, les réseaux sociaux et l'héritage culturel. Nous cherchons à comprendre comment la famille, les camarades de classe et les antécédents culturels influencent l'importance des amis pour les enfants. Cette recherche est importante parce que les relations positives avec la famille et d'autres enfants contribuent au sentiment de bien-être ainsi qu'à la réussite scolaire de l'enfant.

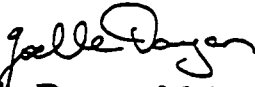
Nous travaillons avec des enfants de la 4e année au Secondaire V. Pour un des volets de notre étude, nous aimerions que votre enfant énumère ses ami(e)s de son année scolaire ainsi que ses préférences en terme d'amitié. Mais pour que notre étude soit valable, il est important que tous les enfants de la classe participent à cette tâche. La plupart des enfants aiment penser à leurs amis et prennent plaisir à faire cette tâche qui se déroulera dans la classe même et qui dure, au plus, 30 minutes. Soyez assurés que toute l'information recueillie restera strictement confidentielle et accessible seulement à l'équipe de recherche.

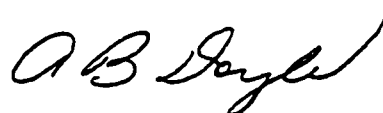
Nous espérons que vous permettrez à votre enfant de participer à cette tâche. Veuillez nous communiquer votre décision en remplissant le formulaire ci-inclus et en demandant à votre enfant de le ramener à son professeur. Nous aimerions connaître votre réponse, que vous permettiez ou non à votre enfant de participer. En guise de remerciement, chaque enfant retournant ce formulaire courra la chance de gagner un des certificats cadeaux pour des laissez-passer aux Cineplex Odéon. Il y aura un prix par classe.

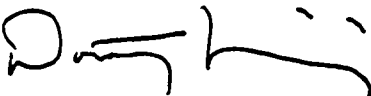
Si vous avez des questions ou désirez avoir plus d'informations, n'hésitez pas à nous téléphoner aux numéros ci-dessous.

Nous apprécions votre coopération et nous vous en remercions.

Sincèrement vôtre,

  
Joelle Dayan, M.A.  
Étudiante au doctorat  
(848-7560)

  
Anna-Beth Doyle, Ph.D.  
Professeure de psychologie  
(848-7538)

  
Dorothy Markiewicz, Ph.D.  
Professeure associée de  
science sociale appliquée  
et de psychologie  
(848-3889)



February 1., 1996

Dear Parents:

We are writing to ask permission for your child to participate, at school, in a part of a project approved by the Laurenval School Commission.

We at the Centre for Research in Human Development have been studying children's social development for over a decade. With support from the Social Sciences and Humanities Research Council of Canada and the Fonds pour la Formation des Chercheurs et l'Aide à la Recherche of Quebec, we are currently learning how children's friendships develop. Among the factors are family relationships, social networks and cultural heritage. We want to understand how family, classmates and cultural background influence the importance of friends for children. This work is important because positive relations with family and other children contribute to the child's sense of well-being and school achievement.

We are working with children in Grades 4 to 11. As a small part of our study, we would like your child to list his/her friends and friendship preferences in his/her grade. In order for our research to be meaningful, it is important that all children in the class participate in this task which is done in the classroom with confidential responses. Most children like thinking about their friends and enjoy the task, which takes at most 30 minutes. All information will remain confidential to the research team.

We hope that you will allow your child to participate in this task. Please have your child return the enclosed form to the teacher with your decision. We would like your answer whether or not you agree to your child's participation. To encourage your child to return the enclosed form, all children returning forms will be eligible for a raffle of gift certificates for Cineplex Odeon movie passes. There will be one prize per class.

If you have any questions or wish further information, please call us at the numbers below.

We appreciate and thank you for your assistance.

Sincerely,



Joelle Dayan, M.A.  
Graduate Student  
(848-7560)



Anna-Beth Doyle, Ph.D.  
Professor of Psychology  
(848-7538)



Dorothy Markiewicz, Ph.D.  
Associate professor of Applied  
Social Science and of Psychology  
(848-3889)

## Appendix N: Phase I Consent Form





**Concordia**  
UNIVERSITY

**Formulaire de consentement**

Nom de l'enfant: .....

Nom du professeur: .....

École: .....

Année scolaire: .....

**Ne cochez qu'une option**

\_\_\_\_\_ Je consens à laisser mon enfant participer à la tâche de nomination des amis d'une durée de 30 minutes et faisant partie de l'étude dirigée par Joelle Dayan et supervisée par Anna-Beth Doyle, Ph.D. et Dorothy Markiewicz, Ph.D.

**ou**

\_\_\_\_\_ Je ne consens pas à la participation de mon enfant.

J'ai été informé(e) que mon enfant est libre de mettre fin à sa participation en tout temps.

\_\_\_\_\_  
Nom du parent ou tuteur(e)  
(En lettres moulées S.V.P)

\_\_\_\_\_  
Signature du parent ou tuteur

\_\_\_\_\_  
Date

**Veuillez faire parvenir ce formulaire au professeur titulaire dès que possible.**



**Consent Form**

Child's Name:.....

Teacher's Name:.....

School:.....

Grade:.....

**Check one alternative**

\_\_\_\_\_ I agree to allow my child to participate in the 30 minute friendship nomination task as part of the research project conducted by Joelle Dayan and Drs. Anna-Beth Doyle and Dorothy Markiewicz.

**OR**

\_\_\_\_\_ I do not agree to the above

I have been informed that my child is free to discontinue at any time.

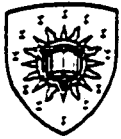
\_\_\_\_\_  
Name of Parent or Guardian (Please Print)

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

**Please return this form to the home room teacher as soon as possible**

## Appendix O: Phase II Letter to Parents



# Concordia

UNIVERSITY

Le 18 mars, 1996

Chers parents,

Nous vous remercions d'avoir permis à votre fils/fille de participer à la première partie de notre étude portant sur les amitiés. Comme nous vous l'avons mentionné auparavant, ce projet est subventionné par le Conseil de recherche en sciences sociales et humaines du Canada et le Fonds pour la formation des chercheurs et l'aide à la recherche du Québec. Dans la première partie de l'étude, nous avons demandé à votre enfant d'énumérer ses préférences en terme d'amitiés. Nous vous écrivons maintenant pour vous demander de permettre à votre enfant de participer à la deuxième partie de l'étude. Cette partie concerne les changements qui se produisent en vieillissant dans les relations des jeunes avec leur famille et les autres jeunes, et l'influence qu'a leur héritage culturel sur ces changements. Cette recherche est importante parce que les relations positives des enfants avec leur famille et leurs pairs contribuent à leur sentiment de bien-être et à leur réussite scolaire.

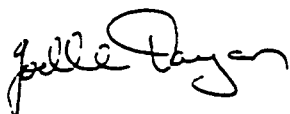
Nous vous demandons donc la permission de faire remplir des questionnaires à votre enfant à l'école. Ceux-ci portent sur leur héritage culturel, leurs relations avec leur famille et les autres jeunes et sur leurs perceptions d'eux-mêmes. Ces questionnaires seront complétés en deux périodes d'environ 45 minutes chacune. Un grand nombre d'enfants ont rempli ces questionnaires et la plupart y ont pris plaisir. Les enfants les rempliront en petits groupes lorsque leur professeur ne verra pas d'inconvénient à ce qu'ils quittent la classe. Bien entendu, personne ne sera obligé de participer et toutes les réponses sont confidentielles. Ils nous fera plaisir de vous envoyer les résultats de groupe de l'étude lorsqu'elle sera complétée.

Nous espérons que vous consentirez à ce que votre enfant participe à ce projet. C'est grâce à l'aide de parents tels que vous que les professionnels apprennent comment venir en aide aux familles pour améliorer le développement social des enfants. Veuillez nous communiquer votre décision en remplissant le formulaire ci-inclus et, comme auparavant, en demandant à votre enfant de le ramener à son professeur. Nous aimerions connaître votre réponse, que vous permettiez ou non à votre enfant de participer. En guise de remerciement, chaque

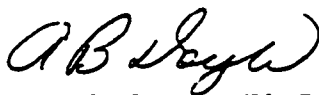
enfant retournant ce formulaire courra de nouveau la chance de gagner un des certificats cadeaux pour des laissez-passer aux Cineplex Odéon.

Si vous avez des questions ou désirez avoir plus d'informations, il nous ferait grand plaisir de parler du projet avec vous. N'hésitez pas à inclure votre numéro de téléphone sur le formulaire ou à contacter l'une de nous aux numéros ci-dessous. Merci encore pour votre coopération.

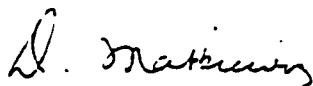
Sincèrement vôtre,



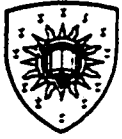
Joelle Dayan, M.A.  
Étudiante au doctorat  
(848-7560)



Anna-Beth Doyle, Ph.D.  
Professeure de psychologie  
(848-7538)



Dorothy Markiewicz, Ph.D.  
Professeure associée de  
science sociale appliquée  
et de psychologie  
(848-3889)



# Concordia

UNIVERSITY

March 18, 1996

Dear Parents,

Thank you for permitting your son/daughter to participate in the first part of our study about friendships. As you recall, this project is funded by the Social Sciences and Humanities Research Council of Canada and by the Fonds pour la Formation des Chercheurs et l'Aide à la Recherche of Quebec. In the first part of this study, your child was asked to list his or her friendship preferences. We are now writing to ask for your child to participate in the second part of the study. This part concerns changes with age in children's relationships with their family and other children and the contribution of their cultural heritage to these changes. This work is important because positive relationships with family and peers foster the child's sense of well-being and school achievement.

We are asking permission for your child to complete questionnaires at school. The questionnaires ask students about their cultural heritage, their relationships in the family and with other children, and their self-perceptions. The questionnaires will be completed in two sessions of about 45 minutes each. Many children have completed similar questionnaires and most enjoy them. The students will complete these questionnaires at times which are convenient for the teacher to excuse small groups from class. Of course no one is ever forced to participate and all answers are confidential. We will be pleased to send you a summary of the group results of the study when completed.

We hope that you will give your child consent to participate in this project. It is through the help of parents like yourselves that professionals learn how to assist families in improving children's social development. Please return the enclosed participation form to your child's teacher indicating your decision. We would like to know your decision even if you do not agree to your child's participation. Once again, to encourage a reply, all children returning forms will be entered in a draw for a Cineplex Odeon movie pass.

If you have questions or wish further information, we would be most pleased to

Speak with you about the project. Please indicate a convenient telephone number on the form. Also, please do not hesitate to call any one of us at the numbers below. Thank you once again for your assistance.

Sincerely,



Joelle Dayan, M.A.  
Graduate Student  
(848-7560)



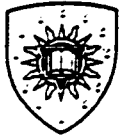
Anna-Beth Doyle, Ph.D.  
Professor of Psychology  
(848-7538)



Dorothy Markiewicz, Ph.D.  
Associate Professor of Applied  
Social Science & of Psychology  
(848-3889)

## Appendix P: Phase II Consent Form





**Concordia**  
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### Formulaire de consentement

Nom de l'enfant: .....

Nom du professeur: .....

École: .....

Année scolaire: .....

#### Cochez la ou les cases appropriées

\_\_\_\_\_ Je consens à laisser mon enfant participer à la deuxième partie de l'étude sur l'amitié dirigée par Joelle Dayan et supervisée par Anna-Beth Doyle, Ph.D et Dorothy Markiewicz, Ph.D, et qui implique mon enfant à remplir quelques questionnaires portant sur son héritage culturel, ses relations avec sa famille et avec les jeunes de sa classe, et qui seront complétés en deux sessions de 45 minutes.

et/ou

\_\_\_\_\_ J'ai des questions à propos de l'étude et j'aimerais qu'on m'appelle.

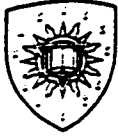
\_\_\_\_\_  
Nom du parent ou tuteur(e)  
(En lettres moulées S.V.P)

\_\_\_\_\_  
Numéro de téléphone

ou

\_\_\_\_\_ Je ne consent pas à la participation de mon enfant.

**Veillez faire parvenir ce formulaire au professeur titulaire le plus tôt possible.**



**Concordia**  
UNIVERSITY

**Consent Form**

Child's name:.....

Teacher's name:.....

School:.....

Grade:.....

**Check where applicable**

\_\_\_\_\_ I agree to my child's participation in the second part of the friendship study by Joelle Dayan and by Drs. A.B. Doyle and D. Markiewicz, which involves the completion of questionnaires regarding cultural heritage, family and peer relationships, and self-perceptions.

Or

\_\_\_\_\_ I have questions about the project and wish to be called.

\_\_\_\_\_  
Parent's Name (Please print)

\_\_\_\_\_  
Phone number

Or

\_\_\_\_\_ I do not agree to the above.

**I have been informed that my child is free to discontinue at any time.**

**Please return this form to the home room teacher as soon as possible.**

## Appendix Q: School x Sex Effects on Major Independent and Dependent Variables

## Appendix Q

School (2) x Sex (2) ANCOVA on Socioeconomic Status with Social Desirability as a Covariate

Variable	df	F
Social Desirability	1	5.69*
School	1	1.41
Sex	1	.82
School x Sex	1	.06
Error	179	

\*  $p < .05$

## Appendix Q

School (2) x Sex (2) ANCOVA on Individualism/Collectivism with Social Desirability as a Covariate

Variable	df	F
Social Desirability	1	9.57**
School	1	.07
Sex	1	1.02
School x Sex	1	1.12
Error	217	

\*\*  $p < .01$

## Appendix Q

School (2) x Sex (2) MANCOVA for Social Support from Mother, Father, Best Friend,  
Classmates, Cousins and Adult Relatives with Social Desirability as a Covariate

Variable	df	F
Social Desirability	6	5.21**
School	6	1.32
Sex	6	1.53
School x Sex	6	.92
Error	208	

\*\*  $p < .01$

## Appendix Q

School (2) x Sex (2) MANCOVA for Negative Interactions with Mother, Father, Best Friend, Classmates, Cousins, and Adult Relatives with Social Desirability as a Covariate

Variable	df	F
Social Desirability	6	7.82**
School	6	1.90
Sex	6	1.98
School x Sex	6	1.13
Error	207	

\*\*  $p < .01$

## Appendix Q

School (2) x Sex (2) ANCOVA for Global Self-Esteem with Social Desirability as a Covariate

Variable	df	F
Social Desirability	1	12.23**
School	1	.54
Sex	1	.11
School x Sex	1	.02
Error	216	

\*\*  $p < .01$



#### Appendix R: Ethnicity (4) Effects on Socioeconomic Status

## Appendix R

Ethnicity (4) Effects on Socioeconomic Status

Variable	df	F
Ethnicity	3	2.01
Error	380	

**Appendix S:**  
**Means (M), Standard Deviations (SD), Skewness, and Kurtosis**  
**on subscales of the Network of Relationships Inventory and**  
**Global Self-Esteem for the Total Sample (N=424)**

## Appendix S

Means (M), Standard Deviations (SD), Skewness, and Kurtosis on subscales of the  
Network of Relationships Inventory and Global Self-Esteem for the Total Sample  
(N=424)

Variable	M	SD	Skewness	Kurtosis
<b>Admiration:</b>				
best friend	12.64	2.43	- 6.69	0.02
classmate	10.25	2.85	- 3.21	- 1.64
cousin	11.19	3.00	- 6.82	0.70
mother	12.84	2.81	-14.60	9.95
father	12.27	3.19	-11.50	3.76
relative	11.46	3.15	- 7.00	- 0.64
<b>Affection:</b>				
best friend	12.65	2.36	- 9.02	3.61
classmate	10.30	2.90	- 3.31	- 0.56
cousin	12.07	2.93	- 9.64	3.29
mother	13.96	2.19	-25.04	38.00
father	13.53	2.74	-20.70	22.84
relative	12.46	3.01	-11.59	5.11
<b>Companionship:</b>				
best friend	12.59	2.29	- 10.79	8.31
classmate	9.97	2.89	- 2.68	- 2.60
cousin	10.11	3.19	- 4.20	- 2.22
mother	11.45	3.09	- 6.46	- 1.83
father	10.69	3.43	- 5.63	- 2.79
relative	9.08	3.42	- 1.18	- 4.53
<b>Instrumental Aid:</b>				
best friend	10.91	2.74	- 4.84	- 0.41
classmate	8.68	2.86	0.92	- 2.74
cousin	9.10	3.40	- 0.89	- 3.99
mother	12.29	2.82	- 9.55	2.51
father	11.75	3.18	- 9.02	1.49
relative	9.25	3.57	- 0.87	- 4.66

Means (M), Standard Deviations (SD), Skewness, and Kurtosis on subscales of the

Network of Relationships Inventory and Global Self-Esteem for the Total Sample

(N=424) (Cont'd)

Variable	M	SD	Skewness	Kurtosis
<b>Intimacy:</b>				
best friend	11.47	3.35	- 6.34	- 2.08
classmate	7.31	3.15	4.52	- 1.99
cousin	8.34	3.74	1.50	- 5.00
mother	10.22	3.95	- 3.60	- 4.97
father	8.60	3.98	- 0.80	- 5.68
relative	7.07	3.57	4.64	- 3.88
<b>Nurturance:</b>				
best friend	11.72	2.78	- 6.47	- 0.68
classmate	9.40	3.06	- 0.42	- 3.37
cousin	10.40	3.29	- 3.97	- 2.12
mother	12.17	2.82	- 8.93	2.05
father	11.31	3.28	- 7.47	- 0.05
relative	10.06	3.45	- 3.31	- 3.42
<b>Reliable Alliance:</b>				
best friend	12.15	2.81	- 8.23	1.34
classmate	9.57	3.32	- 1.23	- 3.24
cousin	11.97	3.31	- 9.07	0.84
mother	13.61	2.48	-18.45	18.71
father	13.04	3.09	-15.22	-10.04
relative	12.04	3.32	- 9.29	- 0.88

Means (M), Standard Deviations (SD), Skewness, and Kurtosis on subscales of the  
Network of Relationships Inventory and Global Self-Esteem for the Total Sample  
(N=424) (Cont'd)

Variable	M	SD	Skewness	Kurtosis
<b>Satisfaction:</b>				
best friend	12.77	2.37	-11.50	8.00
classmate	10.63	2.90	- 3.69	- 1.45
cousin	11.52	3.27	- 8.30	0.58
mother	12.98	2.81	-14.42	9.15
father	12.26	3.28	-10.88	2.82
relative	11.44	3.36	- 7.89	- 0.51
<b>Conflict:</b>				
best friend	6.44	2.57	5.69	- 0.41
classmate	6.82	2.56	5.36	0.19
cousin	5.67	2.44	8.32	2.20
mother	7.79	3.26	4.26	- 2.78
father	7.15	3.04	4.57	- 1.80
relative	5.18	2.43	11.06	4.48
<b>Global Self Esteem:</b>	3.18	.68	- 7.00	0.73

## Appendix T

### Correlation Matrix of Independent and Dependent Variables

## Appendix T

Correlation Matrix of Major Independent and Dependent Variables

	SCSUPBF	SCSUPCL	SCSUPCN	SCSUPD	SCSUPM	SCSUPR
SCSUPBF		.54**	.29**	.14**	.15**	.15**
SCSUPCL			.36**	.15**	.16**	.26**
SCSUPCN				.35**	.31**	.56**
SCSUPD					.60**	.48**
SCSUPM						.49**
AGE	.11*	-0.07	-.12**	-.28**	-.23**	-.36**
INDCOL	.27**	.26**	.22**	.23**	.33**	.23**
GLOBAL	.14**	.16**	.18**	.25**	.30**	.19**

SCSUPBF = Social Support from Best Friend

SCSUPCL = Social Support from Classmate

SCSUPCN = Social Support from Cousin

SCSUPD = Social Support from Father

SCSUPM = Social Support from Mother

SCSUPR = Social Support from Adult Relatives

INDCOL = Individualism/Collectivism

GLOBAL = Global Self Esteem

\* &lt;.05

\*\* &lt;.01



	NGINTBF	NGINTCL	NGINTCN	NGINTD	NGINTM	NGINTR
NGINTBF		.61**	.50**	.27**	.27**	.47**
NGINTCL			.47**	.23**	.17**	.39**
NGINTCN				.25**	.24**	.62**
NGINTD					.60**	.26**
NGINTM						.31**
AGE	-0.03	-.21**	-0.06	.17**	.21**	-0.02
INDCOL	-.14**	-.14**	-0.07	-.15**	-.22**	-.13**
GLOBAL	-.12**	-.15**	-.10*	-.19**	-.21**	-.11*

NGINTBF = Negative Interactions with Best Friend

NGINTCL = Negative Interactions with Classmates

NGINTCN = Negative Interactions with Cousins

NGINTD = Negative Interactions with Father

NGINTM = Negative Interactions with Mother

NGINTR = Negative Interactions with Adult Relatives

\* <.05

\*\* <.01

	ADMBF	ADMCL	ADMCN	ADMD	ADMM	ADMR
ADMBF		.60**	.40**	.31**	.30**	.31**
ADMCL			.45**	.24**	.23**	.36**
ADMCN				.43**	.42**	.66**
ADMD					.73**	.56**
ADMM						.56**
AGE	.10*	0.01	-.09*	-.25**	-.21**	-.28**
INDCOL	.26**	.27**	.18**	.19**	.27**	.22**

ADMBF = Admiration from Best Friend

ADMCL = Admiration from Classmates

ADMCN = Admiration from Cousin

ADMD = Admiration from Father

ADMM =Admiration from Mother

ADMR =Admiration from Adult Relatives

\* <.05

\*\* <.01

	COMPBF	COMPCL	COMPCN	COMPD	COMPM	COMPR
COMPBF		.43**	.26**	0.06	0.06	0.07
COMPCL			.29**	.15**	.16**	.22**
COMPCN				.30**	.30**	.47**
COMPD					.67**	.53**
COMPM						.54**
AGE	.09*	-.14**	-.11*	-.35**	-.32**	-.39**
INDCOL	.17**	.13**	.15**	.17**	.22**	.09*

COMPBF = Companionship with best friend  
 COMPCL = Companionship with Classmates  
 COMPCN = Companionship with Cousin  
 COMPD = Companionship with Father  
 COMPM = Companionship with Mother  
 COMPR = Companionship with Adult Relatives

\*  $p < .05$

\*\*  $p < .01$

	INAIDBF	INAIDCL	INAIDCN	INAIDD	INAIDM	INAIDR
INAIDBF		.58**	.41**	.28**	.30**	.28**
INAIDCL			.43**	.26**	.27**	.33**
INAIDCN				.35**	.31**	.58**
INAIDD					.58**	.46**
INAIDM						.46**
AGE	0	-.17**	-.17**	-.23**	-.19**	-.36**
INDCOL	.24**	.18**	.18**	.24**	.32**	.19**

INAIDBF = Instrumental Aid with Best Friend

INAIDCL = Instrumental Aid with Classmates

INAIDCN = Instrumental Aid with Cousin

INAIDD = Instrumental Aid with Father

INAIDM = Instrumental Aid with Mother

INAIDR = Instrumental Aid with Adult Relatives

\*  $p < .05$

\*\*  $p < .01$

	INTBF	INTCL	INTCN	INTD	INTM	INTR
INTBF		.45**	.21**	-0.08	-0.02	0.01
INTCL			.31**	0.04	0.04	.17**
INTCN				.23**	.16**	.35**
INTD					0.67	.52**
INTM						.46**
AGE	.13**	0.01	-0.05	-.30**	-.24**	-.33**
INDCOL	.24**	.21**	.14**	.16**	.23**	.12**

INTBF = Intimacy with Best Friend

INTCL = Intimacy with Classmates

INTCN = Intimacy with Cousins

INTD = Intimacy with Father

INTM = Intimacy with Mother

INTR = Intimacy with Adult Relatives

\*  $p < .05$

\*\*  $p < .01$

	RABF	RACL	RACN	RAD	RAM	RAR
RABF		.55**	.47**	.33**	.36**	.41**
RACL			.40**	.19**	.21**	.35**
RACN				.49**	.51**	.71**
RAD					.61**	.46**
RAM						.51**
AGE	0.03	-.14**	-0.06	-0.02	0.07	-.15**
INDCOL	.22**	.22**	.25**	.24**	.30**	.26**

RABF = Reliable Alliance with Best Friend

RACL = Reliable Alliance with Classmates

RACN = Reliable Alliance with Cousins

RAD = Reliable Alliance with Father

RAM = Reliable Alliance with Mother

RAR = Reliable Alliance with Adult Relatives

\*  $p < .05$

\*\*  $p < .01$

Appendix U: Age Group (2) x Sex (2) x Ethnicity (4) MANCOVA for  
Individualism/Collectivism with reference to Friends, Classmates  
Neighbours, Kin, and Parents

## Appendix U

Age Group (2) x Sex (2) x Ethnicity (4) MANCOVA for Individualism/Collectivism with reference to Friends, Classmates, Neighbours, Kin, and Parents

Variable	df	Multi F
Social Desirability	5	5.94**
Age Group	5	3.32**
Sex	5	2.05
Ethnicity	15	1.39
Age Group x Ethnicity	15	1.22
Age Group x Sex	5	1.93
Ethnicity x Sex	15	.78
Age Group x Ethnicity x Sex	15	1.34
** $p < .01$		



**Appendix V:**  
**IndCol (2) x Age Group (2) x Sex (2) ANOVA**  
**on Socioeconomic Status**

## Appendix V

IndCol (2) x Age Group (2) x Sex (2) ANOVA on Socioeconomic Status

Variable	df	F
Socdes	1	4.12*
IndCol	1	.41
Age Group	1	.31
Sex	1	.14
IndCol x Age Group	1	2.60
IndCol x Sex	1	2.73
Age Group x Sex	1	2.80
IndCol x Age Group x Sex	1	1.98
Error	336	

\*p &lt;.05

**Appendix W: IndCol x Age Group x Sex MANOVA on Acculturation**

**Attitudes toward Own and Canadian Cultures**

## Appendix W

IndCol x Age Group x Sex MANOVA on Acculturation Attitudes toward Own and Canadian Cultures

Variable	df	F
IndCol	2	8.66**
Age Group	2	23.60**
Sex	2	2.93
IndCol x Age Group	2	.56
IndCol x Sex	2	.80
Age Group x Sex	2	3.04
IndCol x Age Group x Sex	2	.85
Error	297	

\*\*  $p < .01$

**Appendix X: Means and Standard Deviations on Sociability-Leadership and Cooperation  
for Individualist and Collectivist, Elementary and High School, Boys and Girls**

## Appendix X

Means and Standard Deviations on Sociability-Leadership and Cooperation forIndividualist and Collectivist, Elementary (ES) and High School (HS), Boys and Girls

	Individualist		Collectivist	
	ES	HS	ES	HS
<b>Sociability-Leadership</b>				
Boys	4.84 (5.33)	3.05 (3.43)	5.23 (6.67)	4.61 (5.01)
Girls	4.33 (4.29)	5.45 (4.93)	5.82 (6.95)	3.69 (3.61)
<b>Cooperation</b>				
Boys	1.21 (1.39)	.98 (1.27)	.91 (1.16)	1.11 (1.43)
Girls	1.10 (1.20)	1.17 (1.46)	1.53 (1.84)	1.05 (1.37)