
Abstract:
The role of self-efficacy beliefs as a mediator and moderator of the relation between the home environment and well-being was examined for both European American and African American children ages 10 through 15. There was evidence that self-efficacy beliefs pertaining to school and to family functioned as a mediator between EA-HOME scores and social behavior and also between EA-HOME scores and an overall problems index. The effects occurred in both ethnic groups but more often in European American adolescents. Likewise, self-efficacy beliefs pertaining to peers and to family served to moderate the relation between HOME scores and social behavior, achievement test scores, and the overall problems index. Again, however, the effects were largely restricted to European Americans.


Abstract:
Four hundred twenty-six white male and female, ninth and eleventh graders completed questionnaires that evaluated race, homosexual, HIV/AIDS, and fat prejudice, and sex-role stereotyping. A factor of intolerance was determined using all five scales. Regression analyses evaluated whether the association of prejudice attitudes among friends was conditional on friendship reciprocity, closeness, having one versus two friends, congruity of friends' prejudices, authoritative parenting, and degree of prejudice of the target adolescent. Friends' prejudices and stereotypes were not associated. Possible explanations were offered, including: discussions of prejudice and stereotyping may be rare among students; adolescents assume that their friends have similar attitudes to their own and thus don't question apparent differences; and adolescents may influence each other's behaviors, but not prejudices or stereotypes.


Abstract:
Variations in amounts of nonparental care across infancy, preschool, early elementary school, and early adolescence were examined in a longitudinal sample (N = 438). Of interest was (a) continuity in use of the different arrangements, (b) whether the arrangements were additively and cumulatively associated with children's externalizing behavior problems, and (c) whether predictive relations were accounted for by social-ecological (socioeconomic status, mothers' employment status, marital status) and social-experiential (parenting quality, exposure to aggressive peers) factors. Correlations among overall amounts of care provided little evidence of cross-time continuity. Consistent with the cumulative risk perspective, Grade 1 self-care and Grade 6 unsupervised peer contact incrementally predicted Grade 6 externalizing problems. Most of the predictive associations were accounted for by family background and social relationship factors.

Abstract:
This study explored pathways of influence linking parenting practices, child perceptions of their parents and peers, and social adjustment. Two dimensions of parenting practices were assessed from both parent and child reports: warmth/support and hostility/control. Child perceptions of peers also were assessed along these same dimensions. Parenting practices were related to peer-reported social behavior, peer dislike, and child social problem solving. Children's perceptions of their parenting experiences were related to their social problem solving and their reported social distress. In some cases, child perceptions of peer relations mediated the associations. The findings are discussed in terms of the importance of both the family and peer domains for child social development and the influence that child perceptions may have for psychological well-being.


Abstract:
The study examined the relevancy of group social functioning to individual social, academic, and psychological adjustment. From a sample of elementary and high school students in China, 323 children were identified as group members. Information concerning social functioning, social preference, leadership, school-related competence and problems, academic achievement, and psychological adjustment including loneliness, depression, and perceived social competence was obtained from multiple sources. It was found that social functioning, including sociability, aggression, and shyness-inhibition, of group peers had unique contributions to individual social and school adjustment and adjustment problems, over and above the child's self social functioning. It also was found that the contributions of peer social functioning to individual school adjustment might depend on the child's social characteristics, and that the relations between child social functioning and socio-emotional adjustment might be moderated by group context.


Abstract:
Individual differences in young children's understanding of emotion and potential correlates in the domain of family experiences were examined. Self-report questionnaires concerning the expression of emotion, management of marital conflict, and marital satisfaction were obtained from the mothers of children who had been given an emotion expression interpretation task and an assessment of their understanding of hidden negative emotions. Results indicated that individual differences in children's understanding of negative emotions were related to specific aspects of family experiences. These data suggest complex influences of family functioning on children's understanding of the emotional aspects of social relationships.