

Short Title: POSITIVE PARENTING AND CHILD SOCIAL COMPETENCE

Social Competence of Elementary School Children:

Relationships to Maternal Authoritativeness, Supportive Maternal Responses and

Children's Coping Strategies

Siu Mui Chan¹

Keywords: Chinese children, authoritative parenting, maternal responses, coping strategies, prosocial behavior, peer acceptance.

¹ PhD, Lecturer, Department of Psychological Studies, Hong Kong Institute of Education, Hong Kong, China. Email: smho@ied.edu.hk. Fax: 852 2948 7794. Tel.: 852 2948 7802. Mailing address: 10 Lo Ping Road, Tai Po, Hong Kong.

Abstract

Background: Although the influences of parenting on children's development of social competence have been well established, research on the underlying mechanisms of this link is relatively limited. The present study examined children's coping strategies as a mediator of the effects of maternal authoritativeness and maternal inductive responses on their social competence.

Method: The mothers of 183 Hong Kong Chinese children aged six to eight (89 girls and 94 boys) reported on their adoption of authoritative parenting and their responses to their children's expressions of emotion, and rated their children's adoption of constructive coping strategies. The children's teachers reported on the children's prosocial behavior, and rated their level of peer acceptance at school.

Results: A model of maternal authoritativeness and supportive maternal responses affecting children's social competence is presented. The study results show that the effects of authoritative parenting on children's adoption of constructive coping strategies were mediated by supportive maternal responses to children's expression of emotion, and that the effects of maternal authoritativeness and maternal responses on children's social competence were mediated by children's coping strategies.

These results suggest that school personnel should organize training programs on emotional coping strategies for both parents and children.

Conclusion: The findings imply that positive parenting facilitates children's acquisition of constructive emotion coping strategies. Programs on emotion coping strategies should be introduced for both parents and school children.

Social Competence of Elementary School Children: Relationships to Maternal Authoritativeness, Supportive Maternal Responses and Children's Coping Strategies

When children start formal education, their social circle begins to widen. Since a high level of emotional arousal is a characteristic of peer interaction (Garner & Estep, 2001), one important developmental task for children in their early school years is to learn constructive emotional coping strategies to regulate the emotions aroused during interactions with peers (Jones & Garner, 1998). This implies that social competence is closely related to emotion regulation. Problems in regulating emotion may result in social and behavioral problems (Jones, Eisenberg, Fabes, & MacKinnon, 2002). For this reason, it is important to identify factors affecting children's acquisition of social competence.

Studies have found that children's social competence in their peer relationships is linked to parenting attributes (Mize, Pettit, & Meece, 2000). A high level of social competence in children is associated with such positive parenting attributes as an authoritative parenting style (Baumrind, 1989), parental responsiveness and warmth (Davidov & Grusec, 2006), secure parent-child attachment (Kerns, Klepac, & Cole, 1996), and positive parental responses to children's expression of emotion (Jones et al., 2002). Although the parenting-peer competence link has been well established, research on the mechanisms underlying this link is relatively limited (Contreras,

Kerns, Weimer, Gentzler, & Tomich, 2000; Mize et al., 2000).

Researchers have proposed different theoretical linkages to account for the association between children's social competence and positive parenting, including social information processing, social learning, emotional understanding, emotion regulation, and an internal working model (see Mize et al., 2000 for a review).

Although these proposals have clear and distinctive theoretical standpoints, they are not mutually exclusive (Mize et al.). For example, studies on the internal working model and those on the social learning model both examine how parents affect their children's degree of social competence by influencing their style of emotion regulation. Eisenberg, Cumberland, & Spinrad (1998) introduced a heuristic model of emotion socialization in which parenting influences children's emotion regulation which in turns affects children's social competence. The study reported herein thus aimed to investigate the mediating role played by children's emotion coping strategies on the association between positive parenting and children's social competence. For emotion regulation to mediate the influences of positive parenting on children's peer competence, it must be related to both.

Positive Parenting and Emotion Regulation

Findings have confirmed that warm and supportive parental attributes are related to children's emotion regulation. For example, maternal acceptance and

support have been found to be associated with children's successful coping (Kliewer, Fearnow, & Miller, 1996), and positive maternal expressivity and warmth have been shown to predict children's effortful control (Eisenberg et al., 2005). Researchers have proposed different explanations for this. It is argued that children who have warm and supportive parents would tend to perceive that their parents care about their well-being and so comply with their demands and teaching (Eisenberg et al., 2003). Grusec and Goodnow (1994) asserted that children are more likely to process and internalize their parents' demands for desirable behavior when their parents are warm, supportive and responsive to their needs. Parental warmth and responsiveness also elicit positive emotions in children which help them to process self-relevant information and to regulate their attention, both of which facilitate emotion regulation. In addition, when children are in a good mood, they maintain an appropriate level of emotion arousal during which they are more responsive and receptive to their parents' guidance and coaching (Eisenberg et al., 2005).

Authoritative parents are warm, supportive and responsive to children's needs (Baumrind, 1989). It follows then that children of authoritative parents are expected to be receptive to parental teaching on how to handle emotions.

Other than parenting style, parental practices also exert influences on children's development (Darling & Steinberg, 1993). When parents react to their children's

expression of emotions with positive responses, children may model these responses and transfer them to the peer interaction context. For example, when involved in a stressful situation, if parents assist their children to deal with the problem instrumentally, then they are teaching their children specific skills to regulate negative feelings constructively (Eisenberg et al., 1998). If parents comfort their children and encourage them to express their emotions, the latter would learn how to express their emotions appropriately (Eisenberg & Fabes, 1992). Bryant (1987) suggested that if parents accept and acknowledge their children's expression of distress, they can buffer them against stress and facilitate their prosocial development. Studies have demonstrated that parental responses to children's expression of emotion are also related to children's emotion coping strategies. Mothers' adoption of expression-enhancing and problem-focused responses were found to be associated with children's use of verbal objection, which is regarded as a constructive coping strategy in children (Eisenberg & Fabes, 1994) and maternal problem-focused reactions to be positively associated with children's constructive coping strategies and popularity, as reported by mothers (Eisenberg, Fabes, & Murphy, 1996). Parents' problem- and emotion-focused and emotion expression encouragement responses were reported as positive predictors of children's constructive coping strategies reported by parents (Gentzler, Contreras-Grau, Kerns,

and Weimer, 2005).

Notwithstanding the rich literature reviewed above, there is a research gap in the parenting-child's emotion coping link. The studies discussed above investigated either separate general parenting attributions or parental responses to children's emotions but not both. In a few which did include both, the two were merged (Davidov & Grusec, 2006). For example, in the study conducted by Eisenberg and her colleagues (Eisenberg et al., 2003, Eisenberg et al., 2005), parental warmth and positive expressivity were combined to form a single measure of parenting which was found to relate to children's effortful control. However, it is important to separate the effects of general parenting from those of parental behavior that is specifically related to emotions (Gondoli & Braungart-Rieker, 1998). The present study included both authoritative parenting style and supportive maternal responses to children's emotions and it was expected that their inclusion would enable us to better understand how the two are related to children's coping strategies both independently and jointly.

Darling and Steinberg (1993) asserted that in order to examine the effects of parenting on child outcomes, both parenting styles and parental practices have to be included. The researchers explained that parental practices convey to the child the parent's attitudes concerning his or her behavior and thus have direct effects on the

child's behavior whereas parenting styles, which create the emotional climate of the parent-child relationship, exert an indirect effect on the child development through affecting the effectiveness of parental practices. The implication is that examining parent's responses to their responses to children's emotions may provide a means to understanding how the general parenting style is associated with children's emotion-related competence.

Coping and Social Competence

Children's appropriate reactions to emotion play a salient role in their successful interaction with peers and in establishing peer status (Denham et al., 2001). Children who cannot control their emotions appropriately get over-aroused easily, tend to be self-focused, and are less likely to exhibit prosocial behavior (Spinrad et al., 2006). Research findings show that children's abilities to regulate their emotions affect their peer relationships. For instance, children who were able to shift their attention to neutral or positive stimuli in anger- or anxiety-arousing situations (a cognitive avoidance coping strategy) have been found to be more positive in social interactions (Eisenberg et al., 1997). Boys' ability to cope constructively with negative emotions has been associated with their social status (Eisenberg et al., 1993). Children's good management of emotion and emotion-related behavior has also been shown to be related to the display of

appropriate behavior and social competence at school (Eisenberg et al., 1997). These findings support that children's emotion regulation abilities, including emotion coping strategies, are related to their degree of social competence.

Emotional Regulation as a Mediator of a Positive Parenting-social Competence

Link

Since children's emotion regulation is related to both parenting and their own social competence, it is likely that emotion regulation is the mediator of the parenting-social competence link. Several studies have investigated this mediation model. Contreras et al. (2000), for example, found that the association between mother-child attachment and peer relationships was partly mediated by children's constructive emotion coping strategies. In another study, Eisenberg et al. (2005) found that effortful control mediated the influences of parental warmth and positive expressivity on children's externalizing problems at school. The influence of parental warmth on children's externalizing problem behavior has been found to be partly mediated by children's emotion regulation (Eisenberg et al., 2001). Children's emotion regulation has also been reported to be a mediator between parental positive emotional expressivity and children's socio-emotional functioning (Eisenberg et al., 2003).

Despite the aforementioned findings, the studies on the mediating role of

emotion regulation is small in number. In addition, the studies were conducted with parents and children in the States. Asian population is sparsely researched in this area. The meanings of parenting and social competence to Chinese may be different from those to their Western counterparts (Chao, 1994; Chen, Chen, Li, & Wang, 2009). A study examining the mediation model with a Chinese sample would potentially generate valuable knowledge in the field of child development.

The Current Study

The main objective of the current study was to examine the mediation role of children's emotion coping on the relationship between positive parenting and children's social competence. The present study also aimed to investigate whether parenting style and parental practices affect children's emotion coping independently or jointly. The following is the hypotheses of the study:

1. Both maternal authoritative parenting style and supportive responses to children's emotion have direct effects on children's constructive emotion coping strategies.
2. Mothers' supportive responses to children's emotions mediated the effects of authoritative parenting style on children's constructive emotion coping strategies.
3. Children's constructive emotion coping strategies mediate the effects of

maternal authoritative style and supportive responses on children's social competence.

In the Chinese culture, mothers are primarily charged with child-rearing responsibilities (Shek, 2000). Young people in Hong Kong also reported that their mother was the more influential than their father in their growing up (Chan & Chan, 2007). Therefore the present study focused on the effects of maternal parenting on children's social competence.

Method

Participants

The participants were 183 Hong Kong-resident Chinese mothers with children aged six to eight (89 girls and 94 boys) and these children's teachers. The mean age of the children was 7.14 years ($SD = .72$). Most of the mothers in the sample (91.8%) were between 30 and 44 years of age. Only 3.8% were younger than 30 years old, and only 4.3% were aged 45 or above. The majority had been educated to secondary school level (80.9%). Of the remainder, 19 (10.4%) had a primary school education or below, and 16 (8.7%) had post secondary education. All of the mothers were of Chinese origin, literate in Chinese, and spoke Cantonese at home.

The sample was a convenient sample. The author contacted all the school principals and chairpersons of the school-parent associations she and her colleagues

knew which was 42 in number. Sixteen schools agreed to join the study. There were 482 primary schools in Hong Kong and the sample comprised 4% of the total number. An information sheet explaining the aims and methods of the study were sent to mothers of all primary one and two students in these 16 schools. The total number of primary one and two students in these 16 schools ranged from 24 to 246. The number of mothers who agreed to participate varied from four to 16 at each school, depending on the number of mothers who returned consent forms and followed through with the interview.

Data Collection

The author, who is a native speaker of Cantonese, conducted a group interview with the mothers in their local schools in that language. The rating scale was explained to them, and they were reminded to answer all of the questions with reference to the child through whom they had been recruited. The author then read the questionnaire items aloud one by one, and the mothers provided individual responses on their copy of the questionnaire.

Measures

Children's social competence. Each child's class teacher rated the child's prosocial behavior and level of peer acceptance. Prosocial behavior was measured by the Prosocial Behavior subscale of the Teacher Checklist on Children's Social

Behavior (Coie, Terry, Dodge, & Underwood, 1993). A sample item was “This child is a leader, and can tell others what should be done but is not too bossy.” The Cronbach alpha in the present study was .73. The teachers also rated the child’s level of peer acceptance with seven items. Sample items included “This child is well accepted by classmates” and “It is easy for this child to join a group for group work.” The teacher rated how accurately the items in these two scales described the child from 1 (*very inaccurate*) to 4 (*very accurate*). The internal consistency of these seven items was .95.

Children’s constructive coping strategies. Problem situations are always emotion-laden, especially for children. The ability to cope with daily problem situations was therefore used as a measure of emotional coping strategies. Following the studies carried out by Eisenberg and her colleagues (Eisenberg et al., 1993, 1997; Jones et al., 2002), these strategies were assessed in two ways: global ratings of the use of various coping strategies in stressful situations in general and ratings of coping ability in one scenario involving social conflict (“When this child is hurt or angry because other children at school make fun of him or her, he or she is likely to . . .”).

The mothers were asked to rate the likelihood that their child would engage in each of five general types of coping behavior when confronted with a problem

situation: (1) instrumental coping (taking some constructive action to solve a problem); (2) instrumental intervention (asking an adult or another child to help solve the problem); (3) instrumental support (talking with a friend or an adult about the problem to find a solution); (4) cognitive restructuring (trying to think about the situation in a positive way); and (5) emotional support (talking about their problems with friends or a teacher in hopes of gaining support). Instrumental coping, instrumental intervention, and instrumental support were averaged to obtain an instrumental composite score for the global ratings. The mothers rated their children's adoption of these coping skills on a 6-point scale ranging from 1 (*never*) to 6 (*always*). The global rating and scenario rating were averaged to provide measures of the children's adoption of instrumental coping, emotional support, and cognitive restructuring strategies which formed the three indicators of children's adoption of constructive emotion coping strategies.

*Maternal authoritative*ness. Maternal authoritative

ness was measured by the Authoritative Parenting subscale of the short form of the Parental Behavior Questionnaire (PBQ) (Russell, Hart, Robinson, & Olsen, 2003). The Authoritative Parenting Style subscale consists of 15 items (e.g., "Take child's desires into account before asking the child to do something"), and the mothers reported their adoption of an authoritative parenting style by rating on a scale ranging from 1 (*never*) to 6

(*always*). The Cronbach alpha was .83.

Maternal responses to children's expression of emotion. The mothers were given 12 scenarios adapted from the Parent Attitude toward Children's Expressiveness Scale (Saarni, 1985) and the Coping with Children's Negative Emotions Scale (Fabes, Poulin, Eisenberg, & Madden-Derdich, 2002). For each scenario, they were asked to rate how likely it would be for them to adopt each of three types of responses: a problem-solving response, reflecting the degree to which they would adopt problem-solving strategies to help their children solve an emotion-eliciting problem; an emotion-focused response, reflecting the degree to which they would respond with emotion-oriented strategies meant to comfort their children; and an expression-encouraging response, reflecting the degree to which they would validate and encourage their children to express emotions. The mothers rated themselves on a scale ranging from 1 (*never*) to 6 (*always*). A sample scenario was: "If my child is at a park and appears on the verge of tears because the other children are mean to him/her and won't let him/her play with them, then I . . ." The scores of the mothers' ratings in the 12 scenarios were averaged for each type of response.

Results

Preliminary Analyses

The means, standard deviations, and correlation coefficients of the variables are presented in Table 1. The mean of maternal authoritative was 4.79, thus indicating that the mothers in this study were inclined to adopt an authoritative parenting style, a result confirming previous findings of such authoritative among Hong Kong parents (Chan & Chan, 2007). It was also found that the mothers in this study tended to adopt supportive responses to their children's expression of emotion ($M = 4.44$, $SD = .44$). Generally speaking, Hong Kong Chinese mothers appear to be warm and responsive toward their children. With regard to children's outcomes, the means for constructive coping strategies, prosocial behavior, and peer acceptance were all above the mid-point.

[Insert Table 1 about here]

Simultaneous Structural Equation Modeling

The correlational results showed that maternal authoritative, supportive maternal responses, and children's constructive coping strategies were all correlated, which satisfied the basic condition that a mediated relationship may exist among the three variables (Baron & Kenny, 1986). In addition, children's adoption of constructive coping strategies, prosocial behavior, and their level of peer acceptance were also found to be correlated. Therefore, the mediating role of prosocial behavior on the relationship between constructive coping strategies and peer acceptance was

examined as a post hoc analysis.

The hypotheses were tested simultaneously by conducting structural equation modeling, the results of which are presented in Figure 1. To facilitate interpretation, standard scores are presented in this figure. The goodness-of-fit indexes support a good model fit; $X^2(96, N = 185) = 130.156, p = .12, CFI = .98, TLI (IIFI) = .97, IFI = .98,$ and $RMSEA = .044$. Although the chi square is significant, the model is supported by other indexes, and the ratio of the chi square to the degree of freedom is acceptable (Bollen, 1989).

[Insert Figure 1 about here]

The results show that only supportive responses but not maternal authoritativeness had significant direct effects on children's adoption of coping strategies ($\beta = .05, p = .72$). Therefore, the first hypothesis was only partially confirmed. Maternal authoritativeness had direct effects on mothers' adoption of supportive responses to their children's expression of emotions ($\beta = .71, p < .001$), which predicted children's adoption of constructive coping strategies ($\beta = .56, p = .002$). These results confirm the second hypothesis that the effects of maternal authoritativeness on children's adoption of constructive coping strategies were mediated by supportive maternal responses to children's expression of emotions.

Neither maternal authoritativeness nor supportive maternal responses was

found to have direct effects on children's prosocial behavior. The only significant predictor of children's prosocial behavior was found to be their constructive coping strategies ($\beta = .37, p = .02$). Thus the third hypothesis that children's emotion coping strategies mediated the effects of positive parenting on children's social competence was confirmed but structural equation modeling results show that children's constructive coping strategies did not predict their level of peer acceptance. Rather, their effects on peer acceptance was mediated by prosocial behavior ($\beta = .89, p < .001$).

In summary, the model adopted herein shows that maternal responses mediate the influences of maternal authoritative parenting on children's adoption of constructive coping strategies, which, in turn, predicts children's prosocial behavior. This behavior also mediates the influences of children's constructive coping strategies on their acceptance by their peers.

Discussion

Structural equation modeling results confirmed that authoritative parenting style did not have significant direct effects on children's learning of constructive emotion coping strategies. Rather, its effects were mediated by mothers' supportive responses to children's expression of emotions. Furthermore, the results also supported that children's constructive emotion coping strategies mediated the effects

of positive parenting (authoritative parenting and supportive maternal responses) on children's prosocial behavior.

Mediating Effects of Parental Responses to Children's Emotion

Whereas previous studies have established that warm and supportive parenting facilitates children's adoption of constructive coping strategies, the present study helps to disentangle the effects of parenting style and parental practices. The findings show that, although maternal authoritativeness was positively related to children's constructive coping strategies, its effects on children's constructive coping strategies was non-significant in the structural equation model. To be precise, the effects were mediated by supportive maternal responses to children's expression of emotion. The more authoritative the mothers were, the more likely they were inclined to react to their children's expression of emotions in positive ways, and the more likely their children were to adopt constructive emotion coping strategies when they experienced stress, including seeking emotional comfort, cognitive restructuring, or solving problems instrumentally. Seeking emotional comfort can be considered as a constructive coping strategy for children in the early grades when we take into consideration their cognitive abilities and limited resources.

The mediating role of supportive maternal response indicates that it was the underlying mechanism of the effects of authoritative parenting style on children's

adoption of constructive emotion coping strategies. Researchers have argued that under warm and supportive parenting, children acquire constructive emotion regulation strategies because they are more receptive to parent's guidance and coaching and are then more ready to process and internalize their parents' teaching (e.g., Eisenberg et al., 2003; Grusec & Goodnow, 1994). In other words, an important variable is what the parent teaches the child or what behavior the parent demonstrates and this variable should be the mediating variable.

The mediating variable identified in this study was mothers' supportive responses to children's emotions. When the mothers reported comforting their children, encouraging them to express their emotions or teaching their children how to solve emotion-eliciting problems, their children were reported to be more likely to seek emotional comfort, to use cognitive restructuring, or to solve problems instrumentally. It is obvious that when the mother encourages her child to express emotion or tries to pacify the child when he or she experiences negative emotions, the mother is reinforcing her child to seek emotional support from them or other adults. At the same time, it is also likely that with the warm and supportive parent-child relationship embedded in authoritative parenting, the child can process the teaching and internalize it readily.

In previous studies conducted with parents and children living in the United

States, parents' problem-focused responses and expression-enhancing responses were found to be positively related to children's constructive coping strategies (Eisenberg et al., 1996), and maternal comforting responses have been shown to be related to children's constructive anger reactions (Eisenberg & Fabes, 1994). The current findings demonstrate that the association found between parental emotion-related responses and children's emotional coping strategies with Western samples is applicable to Chinese samples.

Mediating Effects of Children's Emotion-coping Strategies

Although Mize et al. (2000) commented that very few studies testing family-peer mediators have confirmed significant mediator effects, the present findings show that children's constructive coping strategies play a significant mediating role. The direct effects of neither maternal authoritativeness nor supportive maternal responses on children's prosocial behavior was found to be significant, thus indicating that children's coping strategies is the full mediator. Since maternal authoritativeness had no direct effects on children's adoption of constructive coping strategies, it can be concluded that children's coping strategies mediated the effects of only supportive maternal responses but not authoritative parenting style on children's prosocial behavior.

Peer interactions, including peer conflicts, play activities, and competition,

usually involve high levels of emotional arousal. A low degree of emotion regulation would be associated with aggression, overreaction to frustration, regression under stress, jealousy, crying easily, and low levels of cooperative and prosocial behavior. The ability to manage emotional arousal in social interaction contexts thus enhances a child's social competence.

Children's constructive emotion coping strategies have been found to be linked to their social competence and social status. For example, children who cope with anger by pursuing revenge, venting their emotions, or tattling to adults tend to be less popular than those who deal more constructively with their anger by asserting themselves (Fabes & Eisenberg, 1992). On the contrary, cognitive restructuring and instrumental problem solving have been found to be related to popularity (Losoya, Eisenberg, & Fabes, 1998), and seeking instrumental and emotional support were associated with teachers' reports of social competence (Kliewer & Sandler, 1993). In the current study, children's constructive coping did not directly predict peer acceptance. Results show that its effects on peer acceptance were mediated by children's prosocial behavior. It is reasonable to assume that not all children who adopt constructive coping strategies would manifest prosocial behavior. For children in the early grades, only those who display such types of prosocial behavior as leadership skills and sharing are likely to be chosen as friends.

The current study contributes to the literature by confirming that authoritative parenting facilitates children's development of constructive coping strategies through supportive parental responses to children's emotions. It also pinpoints children's emotion coping strategies as the process that accounts for the link between positive parenting and children's social competence. Programs organized to help children at risk of peer difficulties usually focus on social skills training. The present findings indicate, however, that the effectiveness of such training programs could be enhanced by broadening children's repertoire of emotion coping strategies. They could be designed to help children in the elementary grades to develop various strategies that are appropriate to their developmental level. For example, teachers could help them to expand their vocabulary of emotions and encourage them to express their emotions verbally when in conflict with peers. This would help to raise children's awareness of their own emotions and enhance their ability to ventilate their emotions in a socially acceptable way. Such positive thinking as regarding forgiveness of others and non-calculating behavior as signs of maturity could also be taught to young children. When these children experience strong emotions, it is difficult for them to use the social skills they have learned. Emotion coping strategies would thus help to enhance the effectiveness of social skills training programs.

Limitations

Although data on the independent and criterion variables were collected from independent sources in this study, the parenting measures would be enhanced by considering the child's perspective, as children's development is affected by their perceptions. Children's social competence was assessed by their teachers rather than their peers because the children considered were from different classes in different schools, and the author did not have sufficient resources to obtain peer ratings. However, such assessment would certainly be enhanced by peer ratings, as peers are children's partners in social interactions.

Another limitation of the present study is that only mothers but not fathers were included. Although Chinese mothers play a major role in taking care of their children, Chinese parents also endorse the concept of "kind mother and stern father" which implies that Chinese fathers may handle or react to their children's emotions in ways different from Chinese mothers. An important next step is to include fathers in future studies on Chinese parenting and emotion socialization.

Since the sample was a convenient sample, there is a possibility that mothers who agreed to participate were those who were more concerned about the social development of their children. Hence, it must be noted that this may limit the applicability of the results. Future studies should aim at a larger sample which also

allows separate models for girls and boys to be tested.

Key messages

- We should raise mothers awareness of the fact that their children learn how to deal with their emotions from the way in which their mothers react to those emotions.
- Introducing parenting programs that help mothers to broaden their strategies for coping with their children's emotions would certainly help both mothers and children.
- The effectiveness of training programs designed for children at risk of peer difficulties could be enhanced by broadening children's repertoire of emotion coping strategies.

Acknowledgements

This study was supported by a grant from the Hong Kong Institute of Education (A775) to the author. The kind assistance of the school principals and the participation of the mothers and teachers are gratefully acknowledged. I would also like to express my sincere gratitude to Nancy Eisenberg for sending me the Checklist of Children's Coping Responses and Fu-mei Chen for permission to use the Chinese version of the short form of the Parental Behavior Questionnaire.

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Table 1 *Means, Standard Deviations and Correlation Coefficients of Maternal Authoritativeness, Supportive Maternal Responses to Children's Emotions, and Children's Coping Strategies, Prosocial Behavior and Peer Acceptance.*

	1	2	3	4	5
1. Maternal authoritativeness (P)	1				
2. Supportive maternal responses (P)	.62***	1			
3. Constructive coping strategies (P)	.33***	.44***	1		
4. Prosocial behavior (T)	.01	.07	.22**	1	
5. Peer acceptance (T)	.02	.06	.20**	.71***	1
Mean	4.79	4.44	3.99	3.40	2.61
Standard deviation	.45	.44	.64	.91	.58

Note. *, **, and *** represent significance at the 5%, 1%, and .01% levels, respectively. P = Parents' reports; T = Teachers' report.

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