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***Case study on working mother's parenting style
and the effect on child's social competence***

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Declaration

I declare that this dissertation hereby submitted to the The Hong Kong Institute of Education for the Bachelor of Education (Honours) (Early Childhood Education) (Four-year Full-time) is my original work and has not been submitted for another degree. All sources of information have been acknowledged by references.

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Date: 14-3-2016

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Abstract

<Case study on working mother's parenting style and the effect on child's social competence>

Maternal employment has increased rapidly due to different factors, which triggers off controversial debate on whether maternal employment positively or negatively determines children's social competence. To investigate these issues, the purpose of this study was to examine working mother's parenting style and the effect on child's social competence, targeting on the child's interpersonal skills and self-identity. The research was a case study design. Several research instruments were used to collect data from Mid November 2015 to Beginning of January 2016: Parenting Styles and Dimensions Questionnaire (PSDQ), observations (one out of five observations was carried out with intervention- drawing) and semi structure interview. It is found out that Mother E in the case adopted the authoritative parenting, which has a positive influence on Kelly's interpersonal skills and self-identity.

Case study on working mother's parenting style and the effect on child's social competence

1. Introduction

1.1 Research Background

Social competence is generally acknowledged as a crucial factor of development.

Children with advanced ability of social competence are more likely to lead to high

success in academic and career as well as promoting physical and mental health

(Whitbeck et al., 1997). There is not doubt that parenting style plays an important role

in shaping children's social competence (Cohn,Cowan, Cowan,& Pearson,1992;

Laukkanen,Ojansuu,Tolvanen, Alatupa, &Aunola,2014).With rapid socio-economical

development at 21st century, maternal employment has becomes common, which

triggers off controversial debate on whether maternal employment is positively or

negatively determine children's social competence. Researchers claimed that working

mothers who are away from their child on a regular basis might be less sensitive on

their child's cues and clues and thus weaken mother-child relationship

(Galinsky,1999;Hoffman & Youngblade,1999). Meanwhile, some scholars issued that

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parenting styles pose a significant association to the child's competence under quality time(Altay & Gure,2013; Schultheiss,2009; Semrud-Clikeman,2007).To examine these issues, the study aims at investigated the relationship between working mother's parenting style and social competence of children, targeting on self-identity and interpersonal skills.

1.2. Research questions:

- (i)What type of parenting style does working mother adopt?
- (ii)How does parenting style influence the interpersonal skills of the child?
- (iii) How does parenting style affect the self-identity of the child?

2. Literature review

2.1 Working mother

Working mother refers to mum of children who is employed with paid for part time or full time job (Hoffman & Youngblade,1999). Maternal employment has an increasing trend due to advanced education qualifications, high expectation on life satisfaction

and changing gender role in society etc. (Galinsky,1999) According to the survey from HK Economics(2014), about 60% of HK women participate in the labor force, with an rapid increasing within this 20 years. It proves that HK women are more independent, monetarily autonomous, and career-oriented than before in general.

2.2 Parenting styles

Parenting style is defined as styles, behaviors and characteristics of parents that describe parent-child interaction with certain parenting skills (Darling & Steinberg, 1993). Parenting styles are mainly determined by two aspects. The first dimension is parental responsiveness,determines whether the parents are sensitive to the needs of child with love and warmth; the second dimension is demandingness, refers to expectation on children to achieve certain standards (Darling & Steinberg, 1993). It is suggested that by categorizing different level on parental demandingness and responsiveness, four parenting styles can be classified as below (Baumrind,1967; Winsler, Madigan, & Aquilino, 2005):

(i) Authoritarian parents : They demand unrealistically and inappropriately on children . They are also unresponsive to children's needs.

(ii) Authoritative parents: They have high level in both demandingness and responsiveness with clear rules with consideration on children's need and ability.

(iii) Permissive parents: They are indulgent parents with high responsive but lack of demanding. They are warm but over-spoiled on their children.

(iv) Uninvolved parents: They are neglectful with low level in both responsiveness and demandingness that lack interaction with children.

2.3 Working mothers' parenting style

From the analysis of Hoffman and Youngblade's study (1999), it is presented that working mums were less authoritarian, permissive but more authoritative than non-employed mothers, the reason is that employed mums would encourage their children to be independent and so they provide more opportunities for children to join ECA. Also, it is proved that education modified the links between the practices of

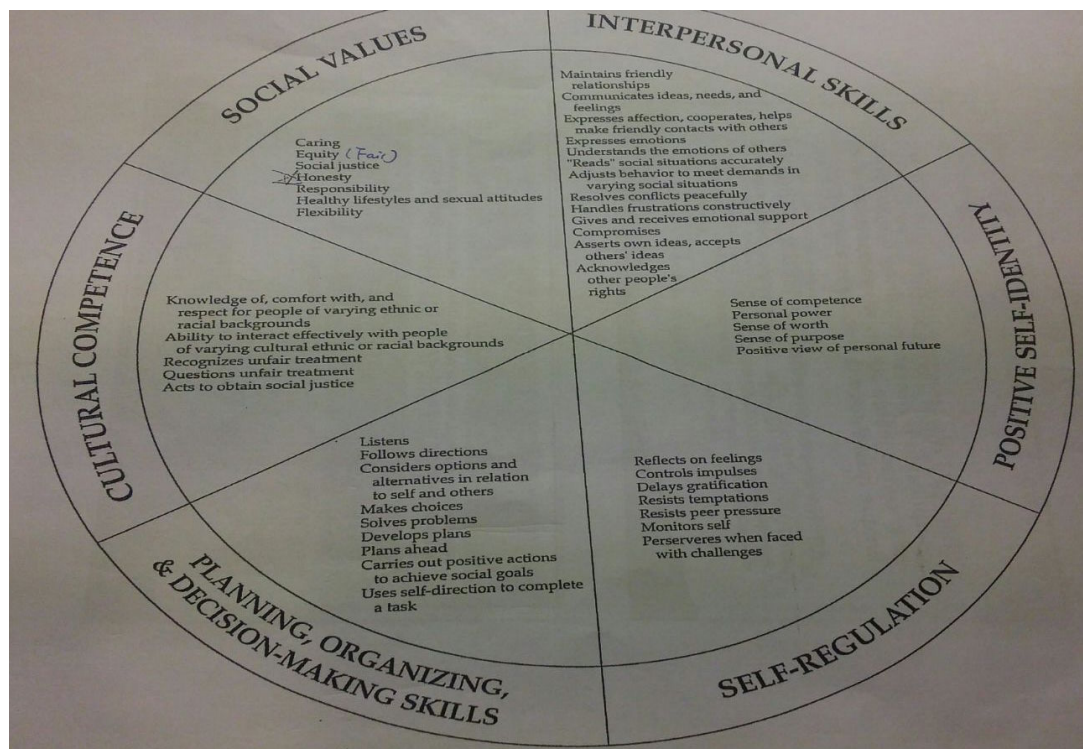
parenting style, employed mothers with higher education level were more authoritative than less education employed mothers (Hoffman & Youngblade,1999).However, present of recent studies have shown a regional difference of the parenting styles. The Korean employed mothers were permissive, as they fulfilled their children's material desires since they felt guilty and pity from their absence of home (Im, Kim & Sung, 2014). The working moms with Confucian beliefs tends to be more traditional and authoritarian, so more parental control would be involved, especially on children's conduct and behavior (Im et al.,2014; Kordi & Baharudin, 2010).

2.4 Social competence (Interpersonal skills & Self-identity)

Social competence is essential in physical, cognitive, and socio-emotional development, in which the existing studies highlight during middle childhood, aged at 6 to 11, a time of marked social and cognitive development when children increasingly develop a sense of self-identity (Kostelnik, Whiren, Soderman, Rupiper, & Gregory, 2014; Semrud-Clikeman, 2007). It encompasses six keys categories of

behavior associated with social competence, including social values, self-identity, interpersonal skills, self-regulation, and planning, organizing and decision-making and cultural competence (McCay & Keyes, 2002; Table 1).

Table 1: Six keys categories in social competence



The passage would focus on self-identity and interpersonal skills.

Interpersonal skills are life-long skills as what we use when we communicate and deal with other people face-to-face, which can either promote or hinder our relationships (French, 1993). These required numerous of specific and desirable

interpersonal skills, not only the words people used, but also included body language, listening-skills, cooperation techniques, behavior adjustment, negotiation etc. (French, 1993).

Self-identity refers to the descriptive characteristics, qualities, and abilities that people use to define themselves, such as sense of competence, personal power, sense of worth, sense of purpose, positive view of personal future (Guardo & Bohan, 1971;Warin,2010). Erikson's psychosocial theory (1959) has proposed the self-identity is formed during a series of internal conflicts, that are linked to developmental stages of lifespan, self-identity would be determined by the method how people resolve the crisis.

2.5 Relationship between parenting style and social competence

Although studies have either found no impact of maternal employment on children's socio-emotional development, proper parenting style correlates positively of the social competence of children(Altay & Gure, 2013 ; Hoffman & Youngblade,1999 ;

Kazemi, Ardabili & Solokian ,2010; Laukkanen et al.,2014;Schultheiss, 2009). Since parents, as interactive partner and instructor, are the primary source to develop children social competence in infancy, early, and middle or late childhood (Parke & Buriel,2004. Researchers have uncovered convincing links between parenting styles and children's outcome on social development as below (Altay & Gure, 2013, Lam,2015, Tong et al,2009):

(i)Children of authoritarian parents: They might feel undervalued and emotionally hampered. Sometimes, it is associated with the undesirable social outcome, like anti-social behavior.

(ii) Children of authoritative parents: They can maintain satisfactory social relationship with others and take others into account. They also have the appropriate assertiveness and willing to bear responsibility. Research indicates that supportive parenting styles promote positive empathy development, which is linked to positive social behavior into adolescence and adulthood.

(iii) Children of permissive parents: They tend to have positive self-identity and self-esteem but they are more easily drawn into negative social behavior because they are self-centered.

(iv) Children of uninvolved parents: They have the lowest ranking in emotional and empathy development, which is considered as the major significant factor with regard to social competence. They might find difficult to cooperate, interact and communicate with others.

3. Methodology

3.1 Introduction

The study was in a qualitative research design. Qualitative research appreciates complexity and multiple realities and designed to reveal a targets' range of behavior and perceptions that drive it with reference to specific issue (Suter, 2011). To focus on a single person or entity using an extensive variety of data, this study was conducted as a case study (Hatch, 2002; Johnson & Christensen, 2008). It is examined with details, rich and thick description to deepen intensively the specific behavior and

practices of the target (Hatch, 2002; Johnson & Christensen, 2008).

3.2 Design and procedure of the study

A. Participants

A typical working mother, worked as a private nurse (named as Mother E) and her 7 year-old daughter (named as Kelly) were invited to take part in the study (Table 2; Table 3). All participants were required to sign an informed consent form indicating that they were supportive and willing to participate in the study after the researcher explained about the study and procedures in details verbally (Appendix 1, Appendix 2). They also had their right to discontinue or withdraw participation at any time, and it was guaranteed that all findings would be kept as confidential.

Table 2: Background of the selected working mother

Selected working mother	Mother E
Age group	30-40
Occupation	Nurse
Education Background	Master holder of Nursing
Economic Status	Middle income family
Marital Status/ Family Background	Married , with 2 children

	<ul style="list-style-type: none"> - son is 10 years old - daughter (Kelly) is 7 years old - husband is fireman
Mother's attitude towards participating in this study and availability	Supportive and willing to participate and available

Table 3 : Background of the selected children of working mother

Name of the children	Kelly
Sex	Female
Age	7
School	Primary school in Sha Tin, attending in Primary 2
Sibling	With a elder brother
Caregiver	Parents, domestic maid
Child's attitude towards participating in this study and availability	Supportive and got the permission of the guardians (Mother E)

B. Procedures and data collection methods

A series of activities were carried out from Late November 2015 to Beginning of January 2016 (Table 4). Several research instruments were used: Parenting Styles and Dimensions Questionnaire (PSDQ) (Robinson, Mandleco, Olsen, & Hart, 2001), observation, drawing, interview...so as to avoid the bias and have a comprehensive understanding of the case.

Table 4: Summary of the data collection process

Date	Interventions /Activities	Aims
Distributed on 25/11/2015 (collected on 05/12/2015)	Distribute the parenting style dimension questionnaires to Mother E (Appendix 3)	Obtain the background information and the parenting style preference/dimension of Mother E
18/12/2015	Observation 1 (30-45 minute) * normal setting * interaction with adults	- Collect data 1. Observe the social competence of target child (interpersonal skills and self identity) 2. Observe parenting style adopted by Mother E.
22/12/2015	Observation 2(30-45 minute) * normal setting	
28/12/2015	Observation 3 (30-45 minute) *Drawing Self	
30/12/2015	Conduct a semi-structure interview with Mother E in depth (Appendix 4) (about 45 minute) -audio-taped	Based on the observation and PSDQ, gain information about the target’s background, parenting style and her daughter’s social competence
03/01/2016	Observation 4 (30-45 minute) * normal setting * interaction with sibling	- Collect data 1. Observe the social competence of target child (interpersonal skills and self identity) 2. Observe parenting style adopted by Mother E.
08/01/2016	Observation 5 (30-45 minute) * normal setting	
* Back up observation in case the target is sick or unavailable on certain day		

(i) *Parenting Styles and Dimensions Questionnaire (PSDQ)*

The PSDQ was designed to characterize parenting styles of Baumrind's (1967) three main typologies -authoritative, authoritarian, and permissive(Robinson et al.,2001).

The instrument included 18 questions in Likert Scale, scored on a 1-5 scale and the items were clustered into above parenting style dimensions. To enhance the applicability of the survey, some questions were eliminated and modified from the original questionnaire after seeking the advice from principal supervisor(Appendix 3).

Since the working mother was highly educated with master degree, the PSDQ were designed in English form, some of the specific terms were translated into Chinese to avoid misunderstanding. The use of survey could minimize the chance of impose individual views and perception of research (Beaty,2009).

(ii) *Observation*

Five observations were conducted starting from mid of December 2015. Each observation was lasted for 30 to 45 minutes. The observations were took place in target's home with normal setting, aims at assessing and evaluating Mother E's

parenting style and Kelly's interpersonal skills and self-identity. To avoid the observation is out of context, observations were done during interaction with brother and tutorial teacher as well as the time when Mother E got off work, so that it could observe the interaction among Kelly, Mother E and others.

One observation was carried out with intervention- drawing. Studies pointed out the illustrations and drawings of children give us a deeper understanding of the child's personality and self-identity because they are projections of the self (Leigh& Heidi, 2008). Kelly was asked to draw herself with plenty of art materials, such as crayons and color-pencils. Many western researchers found that children's drawings can be used to access children's explanations and experiences by listening to them as they draw and paying attention to their stories and interpretations (Leigh& Heidi,2008 ; Punch, 2002; Veale,2005). Therefore, after target child finished her drawings, researcher asked a few questions to provide her a platform to clarify or explain the ideas (Table 5).The interview with Kelly was conducted in Cantonese and transcribed into English. An audio recording was made of target child's responses to the questions.

Table 5 : Sample of the guided questions:

- Can you tell me about your picture and who is in it?
- Which part(s) do you like about your drawing? Why?
- How were you feeling when you made this drawing?

All observations were noted with anecdotal-records with the references of checklist (Appendix 5). The checklist was designed by the researcher based on the social attributes of interpersonal skills and self-identity under Home & Community Social Behavior Scales (McCay & Keyes, 2002; Merrell & Caldarella, 2002), with the guidance and feedbacks of principal supervisor. The checklist served as a guide for recording the anecdote happening during observation. By utilizing the anecdotal records, the researcher could catch an unexpected incident and it is open-ended with less restriction (Beaty, 2009).

(iii) Interview

Mother E was invited to participate in an interview for 45 minute. The interview was conducted in Cantonese based on the response on previous observation and her feedback of PSDQ. The interview was in form of semi-structure, as it allowed the researchers to develop a keen understanding of the topic to provide the

opportunity for identifying new ways of seeing and understanding the topic at hand (Beaty,2009).The designed interview questions were categorized into three parts, including the background information and parenting style and her views on Kelly's social competence (Appendix 4). An audio recording was made of Mother E's responses to the interview questions.

3.3 Analysis of data

The first step of analysis the data is to translate all the raw data, such as transcripts of interview, observation records into English. Then, the researcher reviewed the transcripts and texts, highlighted the key-terms and made comments on the margin of the note. After that, researcher began to identify patterns and categories of participants' responses; findings were merged in the form of themes. Crosschecking and proofreading were done to ensure the accuracy so as to enhance to the reliability.

3.4 Limitation

The data collection was carried out within a relatively short period of time- less than

two months, so the observation could only be done with 5 times. A longer observation with more than 3 months would be desirable as it could explore participants' practice and look for more evidences of target child's social competence and Mother E's parenting style. Another limitation is that social competence of target child could only be observed in certain setting at home. It would be more comprehensive if researcher would get the consent from target's primary school, and then conduct observation in target's class and interview teacher about her interpersonal skills in class and self-identity, the data collected would provide high degree of credibility.

4.Findings

4.1 Mother E's parenting style

Being a working mother, Mother E expressed her views on being a working mother:

'Working can utilize my skills...modern society, we need to be updated.'

< Appendix 7-Transcript of interview >

Mother E pointed out the reason from being a nurse in hospital into a private nurse:

'I worked as a nurse in hospital...more challenging, I like it ...welfare, career path...I am on shift work, I don't have much interaction time with my kids'

<Appendix 7-Transcript of interview>

By Interpreting the scores calculated in Parenting Styles and Dimension Questionnaire(PSCQ),it resulted that Mother E has the highest score on the 'authoritative-parenting' (Q7 to 12) than 'permissive-parenting'(Q1-6)and 'authoritarian parenting' (Q13-18) <Appendix 6-PSCQ>.

Findings in PSCQ related to 'item7: I give praise when our child is good.' is identical with the interview and observation as below:

'I always praise my child... encourage her to do better and feel worthy and valued, and she really has more motivation ...'

<Appendix 7-Transcript of interview>

'Mother E praised ' Wonderful, you write...very neat and tidy, I really appreciate, keep it up!'

<Appendix 12-Anecdotal Record (5)>

Besides, Mother E expressed that reference books and the parenting style adopted by her parents would determine her ways to raise children. She voiced out:

'My parents were so strict...tradition... punished me and beat me, without any reasons or explanations...I don't want to drift apart with

my kids, so I do not use the same method '

'When I have dinner with my kids, I ask them to share things happening in school...At nighttime, I read the story to my kids... not much homework...bring the kids to the park... play Lego ...do something she likes.'

<Appendix 7-Transcript of interview>

Instead, she shared the methods in monitoring children behavior:

'I have set a 'good behavior book' for Kelly ...collect the stamp and has an award.'

<Appendix 7-Transcript of interview>

To maintain the relationship with her child, Mother E shared the ways as below:

'My husband and I take roles alternatively to read the story to the kids before she goes to bed.She sometimes would be the story-teller and create the story with imaginative. Second way is listening, I give chances for her to share her feelings and her discoveries....sometimes what she shared is a bit weird... my response is keep nodding my head and said 'oh, how is it' ... not much boundaries...not afraid of telling me her secret.'

<Appendix 7-Transcript of interview>

Listening was adopted as following:

After the children arrived home from school, Mother E asked her children: 'How's today?'

<Appendix 12-Anecdotal Record (5)>

Facing the misconduct behavior of target child, Mother E indicated the following ways:

Example 1:

'not punish my children for their academic performance...stare at her and ask her what she did wrongly...not cooperate ... stand in the balcony for calm down and reflect... I will not directly blame her, but will ask her the reason why she has such a thought...understand it is inappropriate.'

<Appendix 7-Transcript of interview>

Example 2:

'Mother E asked ' Why are you lying on the sofa ? ' Kelly answered ' I am so tired. ' Mother E ... nodded her head. Kelly kept talking ' because today I swim in the swimming lesson, my arms are so tired ' Mother E suggested ' maybe I give you 10 minute break time, then you do the another assignment?'

<Appendix 12-Anecdotal Record (5)>

Example 3:

Mother E stared at her ,said "What do you need before you make food? ' Kelly immediately ...washing her hands. '

<Appendix 9-Anecdotal Record (2)>

The following observation recorded Mother E's way to encourage the children behavior:

'Kelly found it is difficult to control the spoon...Mother E encouraged "Look at me " she demonstrated... Kelly followed ... got a quite big dough Kelly worried " oh, mine is too big ,it is so difficult ," Mother E replied : "it is okay , practice more ! And this one can be a bigger size cookie!"'

<Appendix 9-Anecdotal Record (2)>

4.2 Kelly's social competence

A. Interpersonal skills

Mother E commented on Kelly's interpersonal skills:

'Kelly treasures friendship and loves her friends, so she always concerns others' feelings and is willing to share her favorite things.'

<Appendix 7-Transcript of interview>

The following scenes were the evidence showing Kelly can maintain friendly relationships with other and willing to share:

Scene 1:

Miss Ho stamped... Kelly replied 'Thank you' and then got a 'bookmark' ... ' Miss Ho, you always give me gifts, let me give you this Melody bookmark!' ... ' I know you like Melody! Please accept it!'

<Appendix 8-Anecdotal Record (1)>

Scene 2:

'Kelly treats domestic helper as a family member, e.g help her to carry the bags or clean the tables or tidy the toy...draw and makes some handicraft for domestic helper.'

<Appendix 7-Transcript of interview>

Moreover, the below example can show whether Kelly can adjust behavior appropriately in the social situation:

Example 1:

Kelly then helped mom to get the plastic bags...make cookies with Mother E ...get her the utensils she needs...stir... make the nuts and chocolate bar into small piece. ...cleaned up...

<Appendix 9-Anecdotal Record (2)>

Example 2:

Kelly saw her brother pouring the Lego out and said 'I want to play too !' She immediately got the Lego box ...

<Appendix 11-Anecdotal Record (4)>

Example 3:

'Mother E came back,... Kelly hugged her mum...took the hand bag onto the sofa.'

<Appendix 12-Anecdotal Record (5)>

Kelly used the following ways to seek help:

Kelly said ' Play it once more time please! ' ... Kelly asked 'Can I use your railway with my car ?... 'I don't know...can you help me renew it...?'

Brother said 'Okay, maybe building up a blue and pink railway?' then

*Kelly searched for the blue Lego and gave her brother
to connect and renew the railway.*

<Appendix 11-Anecdotal Record (4)>

When others expressed ideas, Kelly's response as below:

*Brother suggested 'maybe we combined two railway...' . Kelly agreed
and though it is a good idea. They connected two railway and
added some new Lego...*

<Appendix 11-Anecdotal Record (4)>

*'Kelly said ' I want' , Kelly's brother said ' it is my turn' Kelly said
' No way, last time you had lesson with Miss Ho first, and this time
should be my turn!'*

<Appendix 8-Anecdotal Record (1)>

*'Miss Ho asked Kelly to do the Chinese-comprehension...Kelly said
' Oh..... Is Chinese again...' Miss Ho explained ' No, remember what
you have promised last lesson...Kelly answered ' Okay, hope the
exercise is not so difficult !'*

<Appendix 8-Anecdotal Record (1)>

B. Self-identity

Kelly found the uniqueness of self based on the appearances and outfit. She stated:

'I have the shiny eyes! Like the comics character!'

'Mom said I wear the best in orange and yellow clothing...So beautiful!'

*'I like the picture very much, because I am so pretty. ...my favorite cartoon
...a green bag and Kobitos toy... bring these two with me ...my best friends!'*

<Appendix 10.1-Anecdotal Record (3)>

Kelly considered her value and ability with the appreciation of others.

*'My face is red! Because people praise me beautiful when I wear
the dress, so I feel a bit shy... love people praising me...'*

<Appendix 10.1-Anecdotal Record (3)>

*'Art is my favorite lesson, sometimes teacher pinned up my work,
...good at drawing human figures and Kobitos!'*

<Appendix 10.1-Anecdotal Record (3)>

*'It is rewarding-coupon... no missing homework and pay attention
for lesson ... only 5 people reward it !' ... 'Are you confident to get this
coupon next week?' Kelly said 'Of course !Do my best !' with a 'thumb-up' pose.*

<Appendix 8-Anecdotal Record (1)>

Furthermore, Mother E commented on Kelly's self identity:

*'happy girl ...loves people praising ... draw teachers' attention
...confident ...capable'*

<Appendix 7-Transcript of interview>

Moreover, it was observed that Kelly has the positive view of personal future:

'I want to be nurse, because I want to help my mum in the future !'

<Appendix 10.1-Anecdotal Record (3)>

Her self-esteem was presented :

*‘ two of my teeth fell out....Not so painful! I am a brave girl!
... getting older and older.’*

<Appendix 10.1-Anecdotal Record (3)>

5.Discussion

5.1 Working Mother adopts authoritative parenting

Mother E adopts the authoritative parenting that she has high level in both parental demands and response with clear boundaries set, appropriate expectations based on children's ability and express warmth and nurturance (Winsler.,2005). The finding is coordinated with Hoffman and Youngblade's study (1999) and Supple and Small's analysis (2006),which presented that education level has positive effects on the democratic and authoritative parenting. Mother E's advanced education level let her understand the importance of family education and use different strategies to strike a balance between work and home, so she changed her job as a private nurse from a hospital nurse to have more interaction time with her children. Moreover, high

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education level lead Mother E instead of blindly adopted her parents traditional and authoritarian parenting style or has the interpretation that “man are breadwinners and women are homemakers.”, she preferred working to utilize her skills. Nevertheless, she is willing and eager to look for more resources, such as books and blogs intrinsically to improve and reflect her parenting skills and strengthen the parent-child relationship.

5.2 Parenting style influences child's interpersonal skills positively

It is found out that the authoritative parenting adopted by Mother E contributes on Kelly's desirable and developmental appropriate interpersonal skills (Merrell & Gimpel, 2014). A study showed that children whose mums showing authoritative parenting style results in more positive social outcomes than the children whose parents showing permissive parenting style (Altay & Gure, 2012; Parke & Buriel, 2004). Through parent-child interactions, child acquires social skills from parents as parents take up three roles: interactive partner, a direct instructor and a provider of

opportunities for the child (Kostelni et al., 2014; Parke & Buriel, 2004). In this case study, Mother E has taken up the above three role responsibility through interaction, she would reinforce Kelly's positive pro-social behavior, provide options for choice, listens to Kelly's feelings from the kids' perspective and educate child's appropriate moral norms. Especially on the role of instructor, in which Mother E not only educate Kelly by using 'time-out' and active listening, the concrete of praise adopted by her help Kelly understand the reason why she is praising. This nurtures child's proper interpersonal behavior as well and more likely to internalize those positive messages as a habit.

Moreover, skills such as emotional encoding and understanding are linked to peer and social competence, these techniques are developed and rooted within family and later transferred to school, neighborhood and society (Semrud-Clikeman, 2007). Mother E's new job has more interactive time with Kelly, this can help Kelly to acquire different interpersonal skills by parent-child interaction on daily-basis. Meanwhile, Mother E acts as a role model to demonstrate the appropriate interpersonal strategies.

This can demonstrate Kelly that paying attention to others when they speak is an

important element of effective communication, so she would use the similar way as her mother when she interacts with peers, parents, or other adults.

5.3 Appropriate Parenting style affects child's self-identity in a desirable way

It is found that the authoritative parenting adopted by Mother E has a positive and healthy influence on Kelly's self-identity in which she considers her value and ability, understands her strength with the appreciation of Mother E. Self-identity is developing through experience; children would understand and develop ideas about their own capabilities based on interactions with others (Semrud-Clikeman, 2007). Parental involvement is the first base which has an effect on children's self concept development ,that cultivates children build up accurate and healthy self image (Rockhill, Vander, Mc Cauley, & Katon, 2009).To nurture self-trust and boost confidence of a child, encouragement and guidance is important especially parents encourage child to be a decision-maker, that would lead to a sense of belonging and strong awareness in a social context. (Warin,2010).In this case, Mother E can

promote Kelly's healthy self-esteem by showing encouragement. For example, Kelly found difficult to control the spoon and scoop, she encouraged and demonstrated for Kelly which in return helps Kelly understand her mother's love and guidance for her. Meanwhile, the ways of Mother E appreciation, such as 'keep it up', 'good job' can help Kelly understand how proud Mother E is of her growth and accomplishments. The use of appreciation can also help Kelly to realize, appreciate her strengths and become motivated to achieve better, thus she could value herself based on her unique capabilities, such as her athletic or artistic achievements. It shows encouragement can strengthen child's concept towards self-identity.

A combination of nurturance, encouragement, control and two-way communication provides socio-emotional context required for developing children achieve an optimum level in social competence (Katz & McClellan, 1997).Parents are suggested to raise a child by giving them reasonable expectations that considered on a child's age, ability, interest and development, such as distributing household duties can help kids feel more valuable and channel their energy into desirable behavior

(Katz & McClellan ,1997). Having reasonable expectations can help them to develop self-efficacy and gain satisfactory from mastery as well (Porter, L. (2007). From my interpretation, instead of helping her to do all the challenging tasks or assigning domestic helpers to help her, Mother E would promote Kelly's healthy self-identity by giving appropriate tasks for her. Kelly takes up different kinds of work, like helping the domestic maid to tidy up or do housework, helping her mum to make cookies, helping her mum to lift the heavy bag onto the sofa. Therefore, Kelly can learn the concept of responsibility to self and to family and extend to the social context through rich first-hand experiencing.

6. Conclusion

This study concluded that authoritative parenting adopted by Mother E has a positive influence on Kelly's interpersonal skills and self-identity, in the other word, the authoritative parenting has a desirable impact on child's social competence. The study limitation is lack of the generalities; future research should indicate a larger and more

diverse sample of working mothers and their children. Moreover, since maternal employment has become an irreversible trend, it is suggested that family education and parenting workshop for working mothers should be explicitly promoted among Hong Kong, if the parenting style is adopted properly, it leads a desirable impact on our future pillar.

Word count: 4335

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Appendix

Appendix 1-Consent form for working mother

(revised October 2014)

INSTRUCTIONS FOR USE

1. Consent to Participate for Data Collection Site/ School

The Project Investigator must prepare a set of Consent forms / Information sheets for school/ data collection sites so that the school / organization is aware of the research study and agrees in writing to allow the Project Investigator to run the study in the school/ organization.

2. Guidelines on Obtaining Consent for Minor Participants

Please note the following guidelines on obtaining consent for minor participants (extracted from the HREC Operational Guidelines, paragraph 29):

The following guidelines for obtaining consent should be adopted if the research participants are minors:

- *For children aged below 9, only the signature of their parents/guardians is required; completion of the task, after verbal explanation of its nature by the researcher, provides implied consent by the child;*
- *For children aged 9 to 15, signature of both the children and their parents/guardians is required; and*
- *For adolescents aged 16 to 17, signature of the adolescents is required and consent from their parents/guardians is optional for studies involving minimal risk.*

3. Language of the Information Sheet

- (a) Information Sheets should be written in simple language which is comprehensible to a non-specialist. A good rule of thumb is that the Information Sheet should be readable by a Grade 6 student.

- (b) Please be concise and indicate clearly in what procedures a participant will be involved.
- (c) Please do not include too many technical details that are not necessary to participants.
- (d) Typically one page should be sufficient for providing appropriate and adequate information on the project for purposes of informed consent.
- (e) If the consent form and information sheet are to be presented to participants/ parents in Chinese, please also provide a Chinese version to HREC for review, and ensure that there is consistency between the English or Chinese version.

THE HONG KONG INSTITUTE OF EDUCATION
Department of Early Childhood Education

CONSENT TO PARTICIPATE IN RESEARCH

**< Case study on working mother's parenting style
and the effect on child's social competence>**

I _____ hereby consent to my child participating in the captioned research supervised by Dr. TSUI King Yuk, Anita and conducted by TSUI Wing Lam.

I understand that information obtained from this research may be used in future research and may be published. However, my right to privacy will be retained, i.e., my personal details will not be revealed.

The procedure as set out in the **attached** information sheet has been fully explained. I understand the benefits and risks involved. My participation in the project is voluntary.

I acknowledge that I have the right to question any part of the procedure and can withdraw at any time without negative consequences.

Name of participant

Signature of participant

Date

Appendix 2 -Consent for child of working mother

INSTRUCTIONS FOR USE

1. Consent to Participate for Data Collection Site/ School

The Project Investigator must prepare a set of Consent forms / Information sheets for school/ data collection sites so that the school / organization is aware of the research study and agrees in writing to allow the Project Investigator to run the study in the school/ organization.

2. Guidelines on Obtaining Consent for Minor Participants

Please note the following guidelines on obtaining consent for minor participants (extracted from the HREC Operational Guidelines, paragraph 29):

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THE HONG KONG INSTITUTE OF EDUCATION
Department of Early Childhood Education

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and the effect on child's social competence >**

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The procedure as set out in the **attached** information sheet has been fully explained. I understand the benefits and risks involved. My child's participation in the project is voluntary.

I acknowledge that we have the right to question any part of the procedure and can withdraw at any time without negative consequences.

Name of participant

Signature of participant

Name of Parent or Guardian

Signature of Parent or

Guardian

Date

Project (A4B034 18A4)

Appendix 3-Design of Parenting Style and Dimension Questionnaire (PSPQ)

Instruction:

The following questions contain a list of behaviors that parents may exhibit when interacting with their children. The questions are designed to measure how often you exhibit certain behavior and your belief to your children. Use the following rating scale to rate how often you exhibit this behavior with your child.

I exhibit this behavior:

1=never

2= once in a while

3= about half of the time

4= very often

5=always

Never  Always

1	If I provide a good environment, children will pretty much raise themselves.	1	2	3	4	5
2	My child sometimes yells and shouts at me in a rude way.	1	2	3	4	5
3	Childhood is so short that parents should do everything to make it a happy time.	1	2	3	4	5
4	I find it difficult to discipline my child.	1	2	3	4	5
5	I wish my child wouldn't interrupt my conversations so often	1	2	3	4	5
6	I spoil my children to buy whatever she /he wants	1	2	3	4	5
7	I give praise when our child is good.	1	2	3	4	5
8	I give understanding and comfort when my child is upset.	1	2	3	4	5

9	I show patience with child.	1	2	3	4	5
10	I am responsive to my children's need and emotion.	1	2	3	4	5
11	I allow children to give input into family-rules.	1	2	3	4	5
12	I encourage my child to talk about their feelings and troubles.	1	2	3	4	5
13	I force my child to be the best.	1	2	3	4	5
14	I always punish my child without asking their feelings.	1	2	3	4	5
15	I appear to be more concern on my own feelings more than my child's feelings.	1	2	3	4	5
16	I grab my child when being disobedient.	1	2	3	4	5
17	I yell and scold my child without explanations.	1	2	3	4	5
18	I scold and criticize to make my child improve.	1	2	3	4	5

Appendix 4-Design of interview-questions

PART 1: Background information

- What do you think of working mother? Why?
- Do you prefer working or staying at home?
- How many hours do you spend with child a day?
- How often do you have family activities?
- What do you do with your kids when you off from work?
- What are your stresses between work and family? Can you share how you deal with the stresses?
- When you are working, will your kids try to find you? How do you manage it?

PART 2: Related parenting styles

- How did your parent raise you when you were small? Do you use the similar method to raise your kids?
- How do you maintain the relationship with your child?
- I saw you bought different books related with ways to communicate with kids, do you find it useful? How? Can you share the tips you talk with your children?
- When your child misconduct, what will you do? How will you react?
- How often do you praise/appreciate to your child? How? Buying gifts? Orally?
- What ECA activities do your kids join? Is your preference/their preference?

PART 3: Related to children's social competence(self identity/ interpersonal skill)

- What do you think of your child's social skill? Does she cooperate with other children well?
- How do your kids describe herself? Do you think she is confident?
- How does she interact with siblings? Or relatives?
- How does the teacher's feedback on Kylie's social competence?

Project (A4B034 18A4)

Appendix 5 Design of Observation record

Observation Sheet

Date:

Participants:

Venue:

Time:

Invention/ activities:

Researcher: TSUI Wing Lam

Anecdotal Records

Checklist(guides and areas for observe the anecdote)

Items (interpersonal skills)	Yes/No	Items(self identity)	Yes/No
Maintain friendly relationships with others		Sense of competence	
Communicates ideas, needs and feelings		Personal power	
Active listening		Sense of worth	
Express emotional		Sense of purpose	
Understands the emotions of others		Positive view of personal future	
Reads social situations accurately		Self-esteem	
Adjusts behaviors to meet demands in varying social situations		Uniqueness of self	
Resolve conflicts peacefully			
Give and receive emotional support			
Accept others ideas			

Appendix 6-Parenting Style and Dimension Questionnaire (PSDQ)

Instruction:

The following questions contain a list of behaviors that parents may exhibit when interacting with their children. The questions are designed to measure how often you exhibit certain behavior and your belief to your children. Use the following rating scale to rate how often you exhibit this behavior with your child.

I exhibit this behavior:

1=never

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3= about half of the time

4= very often

5=always

Never  Always

1	If I provide a good environment, children will pretty much raise themselves.	1	2	3	4	5
2	My child sometimes yells and shouts at me in a rude way.	1	2	3	4	5
3	Childhood is so short that parents should do everything to make it a happy time.	1	2	3	4	5
4	I find it difficult to discipline my child.	1	2	3	4	5
5	I wish my child wouldn't interrupt my conversations so often	1	2	3	4	5
6	I spoil my children to buy whatever she /he wants	1	2	3	4	5
7	I give praise when our child is good.	1	2	3	4	5
8	I give understanding and comfort when my child is upset.	1	2	3	4	5
9	I show patience with child.	1	2	3	4	5
10	I am responsive to my children's need and emotion.	1	2	3	4	5
11	I allow children to give input into family-rules.	1	2	3	4	5
12	I encourage my child to talk about their feelings and troubles.	1	2	3	4	5
13	I force my child to be the best.	1	2	3	4	5
14	I always punish my child without asking their feelings.	1	2	3	4	5
15	I appear to be more concern on my own feelings more than my child's feelings.	1	2	3	4	5
16	I grab my child when being disobedient.	1	2	3	4	5
17	I yell and scold my child without explanations.	1	2	3	4	5
18	I scold and criticize to make my child improve.	1	2	3	4	5

Appendix 7-Transcript of interview

Background information of the interview.

-Interview date: 30th December, 2015

-Time : 2010-2100

-Venue: Mother E's home

('A' refers to responses of Mother E)

PART 1: Background information

- *What do you think of working mother? Why?*

A: It is common nowadays, many of my friends are working mother, but working mothers in it nature, with no absolute good or bad, just depends.

-*Do you prefer working or staying at home?*

A: I prefer working. In case my husband can earn and make a living even I don't need to work, I would not choose to stay at home, maybe work for a part time job. I think working can utilize my skills and keep in touch with the society, in a modern society, we need to be updated.

-*How's your working time?*

A: I am now working in a private company as their nurse, usually I have 2 to 3 days holidays per week, I have morning shift (8am-3am) or afternoon shift, the latest off time is 7pm, so I can have dinner with my children. Before this job, I worked as a nurse in hospital, that job was more challenging, I like it very much, due to its welfare, career paths, but I am on shift, I don't have much interaction time with my kids. If my kids are promoted to secondary school, I may back to the hospital to work.

-*How often do you have family activities?*

A: We have at least one family day per week; for example, we go to hiking or picnic

or camping. We love travelling during long holidays.

- *What do you do with your kids when you get off from work?*

A: If I work in morning shift, I will pick my children up. Then, I ask the domestic helper or me to make some snacks for them as teatime. And do homework with Kelly. But for some easy homework, I just let her do it her own, and I may cook for dinner. When I have dinner with my kids at night, I ask them to share about their things happening in school, no matter it is happy or sad. At nighttime, I read the story to my kids, sometimes I read or my husband does. If there is not much homework or revision, we will bring the kids to the park, or watch cartoon at home or play Lego or drawing, at least have some free time to do something she likes.

- *What are your stresses between work and family? Can you share how you deal with the stresses?*

A: Time, especially my previous job in hospital. One time, my kid was ill and fever, however, my husband worked and I was in a hospital and I couldn't leave and ask for a leave because they are many nurses and assistant supervised by me. What I can do was seek help from my mom -bring my child to the hospital and see the doctor, but I cannot support or remedy immediately. Luckily, my husband and parents are supporting me and take care of the children when I am working. I have also change my job, and working as a private nurse in a company, the workload is not that heavy as hospital and can have more family time with the kids. Also, I and my husband will try to arrange some private time for children on their own, maybe I go to supermarket with Kelly, and her brother plays basketball with his dad.

- *When you are working, will your kids try to find you? How do you manage it?*

A: No, they know and get used to my working time, so they do not find me during my working hours. I pinned up my schedule on the board at home. But they will share with me what have happened in school once I come back to home.

PART 2: Related parenting styles

- *How did your parent raise you when you were small? Do you use the similar method to raise your kids?*

A: My parents were so strict, and they are typical and tradition parents, which punished me and beat me , without any reasons or explanations, so our relationship was not close when I was in childhood. I don't want to drift apart with my kids, so I do not use the same method to treat and raise my kids.

- *How do you maintain the relationship with your child?*

A: Story-time... My husband and I take roles alternatively to read the story to the kids before she goes to bed. Even the stories are repeated told, she still love it, and she sometimes would be the story teller and create the story with imaginative, I am impressed with that. The second way is listening, I give chances for her to share her feelings and her discoveries, even though sometimes what she shared is a bit weird and I don't understand, but I will keep on nodding my head and said 'oh, how is it?' She feels extremely happy and satisfied, so our relationship has not much boundaries, she does not afraid of telling me her secret.

- *I saw you got different books related to parenting, on your bookshelf, do you find it useful? How?*

A: Yes, I love reading books about parenting skills or some books like a diary or like a travelling diary with kids and family. I found it is very useful and I adopted some ideas from the books, for example, I have set a ' good behavior book' for Kelly and her brother, once she does good behavior, she can collect the stamp and have an award. The goals are mainly decided by me, like ' finish the homework before dinner', ' help domestic helper to wrap the clothes or water the plants'. When she collects 8 stamps, she can get what she wants, like buy her a pen with her favourite cartoon, or play Jumpin Gym or go to the park at night. But when she mishaves, the stamp will be deducted.

- *When your child misconduct, what will you do? How will you react?*

A: I will not punish my children for their academic performance, but I will stare at her and ask her what she did wrongly, if she is not cooperate, I will ask her to stand in the balcony for calm down herself and reflect what she did. Sometimes, if she said something bad or rude to hurt others, I will not directly blame her, but will ask her the reason why she has such a thought and explain to her and let her understand it is inappropriate.

- *How often do you praise/appreciate to your child? How? Buying gifts? Orally?*

A: I always praises my child, and it is a way to encourage her to do better and feel worthy and valued, and she really has more motivation to do the things better after parents and teachers' appreciation.

- *What ECA activities do your kids join? Is your preference/their preference?*

A: she chooses swimming lesson in school and ice-skating, but I choose language course for her, I arrange 1 to 1 phonics lesson to her, because she is weak in spelling , so phonics can help her to spell out and pronounce the word.

PART 3: Related to children's social competence(self identity/ interpersonal skill)

- *What do you think of your child's social skill? Does she cooperate with other children well?*

A: She treasures friendship and loves her friends, so she always conceded others and willing to share the favorite things. In P.1, she doesn't have many friends in school, but now has a great improvement, and she loves interact with peers, especially with my friends' kids.

- *How do you describe your child? Do you think she is confident?*

A: She is a happy girl, she loves people praising her and appreciating her, so sometimes she tries to draw teachers' attention. She is easily satisfied and thankful. She is confident on something she is capable, for example, she is good at sports and

she is proud of running fast, skating well than others. However if it is related to the academic performances, she is not that confident, because her strength is not on academic, but she will appreciate her friends who get a very outstanding result, so sometimes even she works hard and devotes lots of effort on some homework or project, she feels shy to share in class, but willing to share among family members.

- *How does she interact with siblings? Or others?*

A: My son and daughter argue sometimes, depends on their mood... but they often play together, like playing badminton, playing Lego, running... Kelly treats the domestic helper as a family member, e.g help her to carry the bags or clean the tables or tidy the toys. When she has leisure time, she will draw and makes some handicraft for domestic helper.

Appendix 8: Anecdotal Record (1)

Observation record

Date: 18th December, 2015

Participants: Kelly and her tutorial teacher(Miss Ho)

Venue: Kelly's home

Time: 1715-1800

Invention/ activities: normal setting

Researcher: TSUI Wing Lam

A teacher came to Kelly's home for tutorial class, Kelly and her brother discussed who would be the one to have lesson first. Kelly said ' I want', Kelly's brother said ' it is my turn' Kelly said ' No way, last time you had lesson with Miss Ho first, and this time should be mine!' Kelly's brother said ' Then you have 1 hour lesson first, and after that, at 6pm, I will have my lesson.' After that, Kelly immediately got her school bag and took all her homework and stationaries to room, she was so excited and told Miss Ho ' See!', she showed a 'coupon' to Miss Ho. Miss Ho was very curious and asked ' what is it?' Kelly said ' It is rewarding-coupon of my school! Since I have no missing homework and pay attention for lesson for a week, teacher will reward me this. Not everyone in class get it ! Only 5 people reward it !' Miss Ho smiled and said ' then you really do a good job! Are you confident to get this coupon next week!' Kelly said ' Of course! do my best !' with a 'thumb-up' pose. Miss Ho was surprised and asked ' wow, you know the term of 'do my best?' in English?' Kelly explained ' yes, Miss Renee (my class teacher) taught us this phrase !' After that, Miss Ho asked Kelly to do the Chinese-comprehension exercise, Kelly said ' oh.... Is Chinese again , I want to do Maths!' Miss Ho was serious and said ' no, remember what you have promised last lesson, last week we revised on Maths and today we are going to do Chinese.' Kelly answered ' okay, hope the exercise is not so difficult!' While doing the exercise, Kelly said ' I don't know the answer for three times', instead of giving her the answers; she gave some hints and encouragement to Kelly. Kelly felt happy when she got the praise from

Miss Ho, when she got mistakes, she didn't give up, and tried to find another ways to answer the questions. For example, she chose A for the answer, Miss Ho said 'the answer is not A, read it more carefully, and underline the keyword, the question is asking the NOT INCLUDED features' Kelly replied ' Oh! I misunderstand it ! I know the answer now! Is B ! I miss a 'NOT' .For some exercises, Kelly did well, and Miss Ho stamped on the exercise book, Kelly said 'Thank you' and then got a ' bookmark' from her pencil case and said ' Miss Ho, you always give me gifts, let me give you this Melody bookmark!' Miss Ho said 'Oh.. no need! It is your belongings' Kelly said ' I know you like Melody! Please accept it!' Miss Ho said ' you are so sweet' Kelly said ' maybe I signed on the memo and stick it on the bookmark.'

Appendix 9: Anecdotal Record (2)

Observation record

Date: 22th December,2015

Participants: Kelly, Mother E, Kelly's brother, domestic helper

Venue: Kelly's home

Time: 1600-1640

Invention/ activities: normal setting

Researcher: TSUI Wing Lam

It was holiday but Kelly's daddy needs to work. Kelly, her brother and the domestic maid were at home. Kelly mother went to the supermarket to do some shopping, since Kelly's brother prepared for his coming dictation, he stayed in the bedroom for revision while Kelly was playing the own toy at sitting room. Then, the door rang, Kelly actively ran to the door and told the domestic helper 'Yeah, mum is back!' when the door was opened, Kelly hugged her mother, and felt so welcome. However, mum carried a lot of bags, and said " Kelly, don't hug too tight, I nearly fall down! " Kelly then helped mom to get the plastic bag and said "oh, that is not so heavy " Mother E said "I will make the cookies, do you want to help?" Brother answered 'No! I need to revise!', and Kelly was too excited that to get all the ingredients from the plastic bags and put them on the table. Mother E stared at Kelly and said " What do you do before you cook? " Kelly immediately went to the bathroom for washing her hands. After Kelly washed her hands, Mother E took all the ingredients and utensils they need for making cookie with the help of domestic helper. Mother E was planned to make the chocolate and nuts cookies. Mother E mixed the butter, sugars, vanilla and eggs in large bowl. And she asked Kelly to get her the utensils she needs, like the spoon. Kelly helped her mum to stir the mixture. Kelly also helped to make the nuts and chocolate bar into small piece. At last, they dropped the dough by rounded tablespoonful to make the shape of cookie. Kelly

found it is difficult to control the spoon and the dough is very sticky, Mother E encouraged 'Look at me!' She demonstrated the way to get the dough from the spoon and put it onto baking sheet. Kelly followed it, but what she did is not similar as what her mum, as she got a quite big dough. Kelly worried 'Oh, mine is too big, it is so difficult!' Mother E replied 'It is okay, practice more! And this one can be a bigger size cookie!' Then they put the unbaked cookie dough into oven, brother came out and cleaned up the desk together with the Mother E, Kelly and domestic helper.

Appendix 10.1: Anecdotal Record (3)

Observation record

Date: 28th December, 2015

Participants: Kelly, researcher

Venue: Kelly's home

Time: 1400-1500

Invention/ activities: Drawing 'self'

Researcher: TSUI Wing Lam

This observation was carried out with the intervention activities-drawing, I provided plenty of art materials, such as crayons, colour-pencils etc. and ask the target Kelly to draw herself.

Kelly draws herself in the middle of the paper, in black hair. 'She' is dressed in an orange and floral dress. And 'she' carries a green bag with a heart shape. 'She' wears an orange hat and a red butterfly hair clip as well as a pair of red flat. 'She' walks on the grass of a park, behind it, it is the beach, with sand and sea. 'She' also draws two of her favorite cartoon character-Kobitos, which is held by her, and Gudetama at the back.

Target child's responses

-Can you tell me about your picture and who is in it?

I draw myself in the picture and my favorite Kobitos and Gudetama! I want to go to the park. But... I like beach very much because I like summer. So I go to the beach and park at the same time!

-Can you describe yourself, how do you feel?

I have the shiny eyes! Like the comics character! My face is red! Because people praises me beautiful when I wear the dress, so I feel a bit shy (are you happy) yes, I love people praising me and appreciating me.

-Why do you dress up like that? Is it your favorite outfit?

I like this dress very much , it is match with the hat, in orange color and with some floral pattern! Mom said i wear the best in orange and yellow clothing! (oh! Is it a hair-clip?) Yes! It is.. Can you see, it is a butterfly! So beautiful! (you really have this clip at home?) yes! I got it from my grandma, she bought me in Germany!

-Do you like this picture? How do you feel?

I like it very much, because I am so pretty. And it has my favourite cartoon! See the Gudetama is lying on the sea, so relaxing! It looks so adorable! I want to swim with Gudetama. (What do you hands holding?) It is a green bag and Kobitos toy, it is so representative! Because every time when I go out, I will bring these two with me wherever I visit my friends' home or go to shopping mall or supermarket, they are my best friends! (Do you feel happy ?) Yes , I love drawing, art is my favorite lesson, sometimes teacher pinned up my work, brother is good at sketching and drawing the housing and airplanes! But I am good at drawing human figures and kobitos! (Then you wish to be artist?) No! I want to be nurse, because I want to help my mum in the future! (Yes! I agree you draw well and details, I can see you are smiling!) I am happy! But it is a bit different from my outlook now, because two of my teeth were fell out. (Do you feel sad? Or painful?) Not so painful! I am a brave girl! And it means I am getting older and older.

Appendix 10.2: Drawing of Kelly



Appendix 11: Anecdotal Record (4)

Observation record

Date: 3 rd January, 2016

Participants: Kelly, Kelly's brother

Venue: Kelly's home (sitting room)

Time: 1330-1415

Invention/ activities: Building Lego-railway with sibling

Researcher: TSUI Wing Lam

Kelly's brother and Kelly got two new pull-back vehicles. Kelly's brother got the Legobox out and planned to build the railway for the vehicles. Before this happening, Kelly played the car on her own in sitting room, she found it is fun because she said 'It is the first time I played a car which is pull back. 'She saw his brother pouring the Lego out and said ' I want to play too !' She immediately got the Lego with her brother. Then they tried to play the Lego. Brother said 'See , I use this Lego with glass, this is transparent modern railway "Kelly said " Mine is pink railway"' Brother said ' Let compete and see which railway allow the vehicles drive without a strike. They were excited and pull the vehicles back on their newly built railway. Kelly's' brother railway is wide with less bending, so his car can move without a strike, but for Kelly, her is a bit narrow, so her car was stuck at the middle. Brother said 'Oh, I win!' Kelly said 'play it once more time please' and the same situation happened. Kelly asked his brother, can I use your railway with my car?' brother said no. Kelly expressed 'I don't know how to make it as nice as yours, can you help me renew it, there is not enough pink Lego' Brother said 'Okay, maybe blue and pink railway?' Then Kelly searched for the blue Lego and gave her brother to connect and renew the railway, this time, the railway is wide, so the car can move very smoothly. The railway they made is about 1 meter long, so it is quick to end the game, so brother suggested' maybe we combined two railway into one, and makes it longer, the ending stop is the door'. Kelly agreed and though it is a

good idea. They tried to connect two railways and added some new Lego in between to make it long. Suddenly, Kelly got the Bus (his brother's toy) out, and ‘ Put this transport onto the railway’ Brother shouted ‘No way! It is my toy! Put it back on my model box!’ Kelly said ‘ But only two pull back vehicles is not enough!’ Brother said ‘ But my bus toy cannot put on the floor! I afraid it might be broken!’ They argued, but their parents didn't interpret into their conversation. Kelly ran to her bedroom and got her toy out and said ‘ Then I used my own toy!’ Kelly played with her toys and pullback car on her own while her brother played his own. And suddenly Kelly said ‘ Maybe I put this small rabbit onto the vehicles!’ Brother said ‘ Let have a try!’ and they played happily and joyfully with some jokes.

Appendix 12: Anecdotal Record (5)

Observation record

Date: 8th January, 2016

Participants: Kelly, Mother E and Kelly's brother

Venue: Kelly's home

Time: 1700-1745

Invention/ activities: normal setting

Researcher: TSUI Wing Lam

Kelly and her brother came back from home, after they ate the fruit as snack, Mother E came back, Kelly was very excited and hugged her mum, meanwhile helped her mum to take the hand book onto the sofa. Mother E asked her children 'How's today?' Kelly said 'Very boring! The school mass is just praying and praying, we can only play for 1 hour in classroom!' Mother E said 'Then, who can get your present?' Kelly said 'my friend Chan Hoi Yan, and I got this photo-frame' (show it to her mother) 'Kelly's brother agreed that the school X'mas celebration was very dull and also expressed his worries on the mountain of holiday-assignment. Mother E said 'Okay, you two made the promise at the morning that you need to finish two homework today, so that we can go to Parknshop for buying ingredient for tomorrow Christmas party at home' Kelly didn't listen from her mother and played with her toys. Mother E said again 'It is okay if you play the toy now, but you only have a few hour left to finish two assignment, if you cannot finish, I will only go out with your brother.' Then, Kelly got her school bag and put the homework-folder onto the desk, and said 'Let me do the 'copy-book' first!'. Mother E smiled and encouraged them 'Wow, good job, brother is doing the Maths homework and Kelly is doing the Chinese exercise, let me go to the toilet first.' While mother E was in toilet, Kelly concentrated on her homework, and copied the words. Mother E praised 'Wonderful, you write the 1-3 vocabularies very neat and tidy, I really appreciate, keep it up!' Kelly asked 'Do

you think I can score a B+ this time?' Mother E answered ' I think you can get a B+++++++if you keep up, but don't just talking! Otherwise it will distract you!' Then, Kelly finished her work within 30 minute. After finished the first assignment, Kelly ran to the bedroom and found her brother and said ' Yoyo, I already finished my first assignment, how about you? ' ' Brother yelled 'My mathematic is a lot difficult than your homework! Don't be so noisy!' Kelly then jumped on the sofa and lied on it. Brother complained to mum ' Mum, sister doesn't do homework!' Mother E came out from the kitchen and asked Kelly ' Why are you lying on the sofa ?' Kelly answered ' I am so tired.' Mother E showed her understanding and nodded her head. Kelly kept talking ' because today I swam in the swimming lesson, my arms are so tired' Mother E suggested ' Maybe I give you 10 minute break time, then you do the another assignment? Maybe do this worksheet; only circle the answer but no need write many words' Kelly replied ' Okay!'