

AN INVESTIGATION INTO THE RELATIONSHIP OF ETHNICITY
AND GENDER ON THE SOCIAL COMPETENCIES AND
SOCIAL RESPONSIBILITIES OF 4-YEAR-OLDS

A DISSERTATION
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF EDUCATION
IN THE GRADUATE SCHOOL OF THE
TEXAS WOMAN'S UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN ECOLOGY

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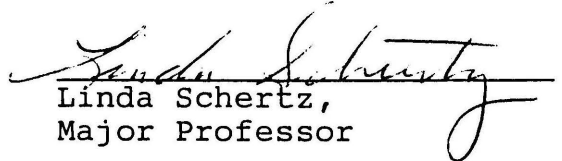
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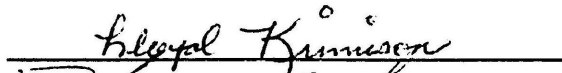
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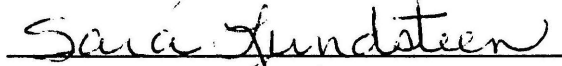
I am submitting herewith a dissertation written by Marilyn A. S. Jackson entitled "An Investigation Into the Relationship of Ethnicity and Gender on the Social Competencies and Social Responsibilities of 4-Year-Olds." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Early Childhood Education.

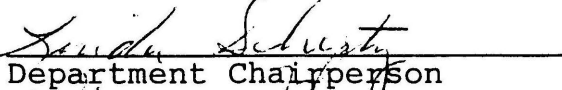

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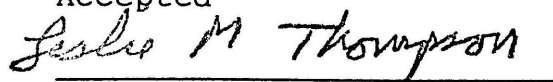

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ACKNOWLEDGMENTS

This endeavor was supported, encouraged, and nurtured by so many. The love and friendship I received from my committee, family, and friends made this degree and dissertation possible.

Thank you God, my family, friends far and near including those at W. J. Turner Elementary, Washington Heights Elementary, Central Elementary, Parkview Elementary, and Cathedral of Light. Thank you also to my committee members, Dr. Linda Schertz, Dr. Howard Stone, Dr. Jane Irons, and Dr. Sara Lundsteen. Thanks also to Doris Laing, my typist. This degree and dissertation is a testament to all of you.

AN INVESTIGATION INTO THE RELATIONSHIP OF ETHNICITY
AND GENDER ON THE SOCIAL COMPETENCIES AND
SOCIAL RESPONSIBILITIES OF 4-YEAR-OLDS

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May 1999

ABSTRACT

A study was conducted to investigate the relationship of ethnicity and gender on the social competencies and social responsibilities of 4-year-olds. The sample consisted of 59 African-American, Mexican-American, and Caucasian children of both genders enrolled in an NAEYC accredited child care facility. The social competencies and social responsibilities were assessed through the teacher rating on the California Preschool Social Competency Scale (1969). Teachers rated the subject on 30 items. Each of the items contained 4 descriptive statements of a specific social behavior, ranging from minimal to maximum abilities.

Statistical analysis was performed using ANOVA and Newman-Keuls at the $p < .05$ level. Results indicated that the mean scores of Mexican-American subjects were significantly higher for 8 items. These items were

in categories relating to socialization with others, self-control, following instructions, and safety. Suggestions from this study included that female subjects obtained significantly higher mean scores on 4 items. These items pertained to socialization with others, following instructions, self-control, and communicating wants.

Results of this study provide support for the influence of ethnicity on young children's social behavior. This study also supports the influence of gender on the social behavior of young children.

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CHAPTER I

INTRODUCTION

An investigation into the possible differences in social competency among 4-year-olds from the perspective of ethnicity and gender was the purpose of this study. During the past decade, there have been changes in the literature that suggest the need to narrow the field of research from general age studies to specific groups. A review of the literature indicated that social competency and social responsibilities of young children needed to be measured and compared.

Social competency and social responsibility are two aspects of behavior that educators and parents hope to observe in young children (Breenberg, 1992; Granlinski & Kopp, 1993; Reissland, 1995; Wittmer & Honig, 1994). Social competency is defined as the adequacy of preschool children's behavior contributing to the degree they assume social responsibility (Levine, Elzey, & Lewis, 1969). Benefits of young children having positive social competency and social responsibility skills are numerous. While Strayhorn (1993) claimed that interaction skills training is one way of preventing mental and behavioral

disorders in school, Shure and DiGeronimo (1994) contended that teaching children to solve everyday problems that involve others is extremely beneficial in a variety of ways. Research from these authors suggested that children with problem solving intervention had less impulsive behavior in later grades, were less likely to show adjustment problems in kindergarten, and had more academic success.

Factors which influence social competency and social responsibility are many. These influences may include peers (Ladd & Coleman, 1993), family (Canning & Lyon, 1991), academic setting (Cooper, 1991), gender (Langlois, Gottfried & Seay, 1993), and ethnicity (Morrison, 1991).

Rationale

Appropriate social behavior is anticipated and expected by parents and educators of children (Loeber, 1990; Rubin & Krasnor, 1991). Prosocial behaviors are considered to be goals for young children in child-care programs (Levine et al., 1969) and are measured in the California Preschool Social Competency Scale (1969) which they developed. While the factors which influence social behavior in young children are many, the two most important factors may be gender and ethnicity (Langlois

et al., 1993). One way to investigate any social differences and similarities between gender and ethnicity may be addressed through a survey of social skills using 4-year-old children of different genders and ethnicities. This study was a result of preschool teachers' evaluation of their students' social competency and social responsibility, from the perspective of being female, male, African-American, Mexican-American, and Caucasian.

Statement of the Problem

A need for the determination of social competency and social responsibility differences in 4-year-olds among male and female African-American, Mexican-American, and Caucasian children has been identified. The aspects of whether one is male and African-American, Mexican-American, or Caucasian with regard to the development of social competency has not been compared to females of comparable cultures. Although there is significant research to suggest gender differences in language development and social behavior (Sheldow, 1990), the studies are limited in the reports of social competency (Nicoloupoulou, Scales, & Weintraub, 1993).

Purpose of the Study

The purpose of this study was to examine ethnicity and gender differences of the social competency and social responsibility of 4-year-old female and male African-American, Mexican-American, and Caucasian children. The California Preschool School Social Competency Scale (Levine et al., 1969) was used to determine the social competency and social responsibilities of the subjects by observing specific behaviors. These behaviors included actions such as response to routine, response to the unfamiliar, following instructions, making explanations, sharing, helping others, initiating activities, giving direction to activities, reaction to frustration, and accepting limits (Levine et al., 1969).

Definition of Terms

The following definition of terms are presented as they were operationalized for this study.

Accepting Limits--the frequency to which the child accepts limits on activity, play space, and use of material (Levine et al., 1969).

Assisting Others--the degree to which the child helps another child who is having difficulty using

equipment, dressing, or other similar activities (Levine et al., 1969).

Borrowing--the behaviors used in requesting the use of another's objects (Levine et al., 1969).

Changes in Routine--the frequency of resistance to change in daily schedule and resistance (Levine et al., 1969).

Communication of Wants--the measurement of verbal behavior of expressive desires (Levine et al., 1969).

Continuity of Activities--the measurement of an individual's ability to complete an assigned activity (Levine et al., 1969).

Dependence upon Adults--the frequency in which the child continues in an activity on his own without having an adult participate or offer encouragement (Levine et al., 1969).

Effecting Transitions--the degree of adult intervention in the child's changing from one activity to another (Levine et al., 1969).

Ethnicity-- a totality of values, beliefs, and behaviors common to a large group of people. People of the same ethnicity may share language, folklore, ideas, thinking patterns, communication, shelter, food, and the "truths" accepted by the group (Tiedt & Tiedt, 1990).

Explanation to Peers--the degree to which a child is capable of expressing directions to peers (Levine et al., 1969).

Following New Directions--the degree to which the child demonstrates success with unfamiliar tasks (Levine et al., 1969).

Giving Directions to Play--the frequency of making suggestions and directions for playing with others (Levine et al., 1969).

Identification of Peers--the degree of which a child uses verbal recognition of classmates (Levine et al., 1969).

Initiating Group Activities--the frequency of initiating small or large group activities (Levine et al., 1969).

Initiating Self Involvement--the frequency of initiating self-involvement in an ongoing activity (Levine et al., 1969).

Playing with Others--the degree to which the child plays with herself or himself, a small group, or large group of children (Levine et al., 1969).

Reaction to Frustration--the level of acceptance or rejection when a child does not get what she or he wants or situations do not go well (Levine et al., 1969).

Reassurance in Public Places--the frequency of adult physical or verbal reassurance in public places (Levine et al., 1969).

Remembering Instructions--the degree of transference and application of previous instructions for familiar tasks (Levine et al., 1969).

Response in Unfamiliar Situations--the degree of joining or not joining other children or activities that are unfamiliar (Levine et al., 1969).

Response to Accidents--the degree of competency to which a child responds to accidental situations in the school setting (Levine et al., 1969).

Response to Unfamiliar Adults--the degree of initial contact with unfamiliar adults (Levine et al., 1969).

Returning Property--the degree of demonstrative behaviors exhibited when returning borrowed objects (Levine et al., 1969).

Safe Use of Equipment--the demonstration of environmental awareness with regard to personal and group hazards (Levine et al., 1969).

Seeking Assistance--the degree to which a child continues in an activity before seeking or accepting assistance from another (Levine et al., 1969).

Sharing--the degree to which the child allows free use of her or his personal objects and materials to other children (Levine et al., 1969).

Social Competency--the adequacy or inadequacy of preschool children's interpersonal behavior and the degree in which they assume social responsibility (Levine et al., 1969).

Social Greetings--the physical and verbal expression of cognitive recognition (Levine et al., 1969).

Social Responsibility--the implementation of behaviors that conform to the expectations of a group or a society (Santrock, 1998).

Taking Turns--the degree of acceptance or rejection of a child while waiting for her or his turn at an activity (Levine et al., 1969).

Task Performance--the measure of degree to which a child self-initiates a task and self-actualizes closure (Levine et al., 1969).

Use of Names--the expressive language measure used to classify individuals by proper names (Levine et al., 1969).

Verbal Instructions--the demonstration of behaviors in response to receptive language (Levine et al., 1969).

Limitations

The sample of this study consisted of 59 children from six locations of KinderCare Learning Center, Inc. of Texas. The KinderCare curriculum is consistent in its academic and social programs. Teachers and aides are required to have regular staff and inservice training. Teachers are required to have college degrees, however, teacher certification is not required.

This study was limited to 4-year-old African-American, Mexican-American, and Caucasian children. There were 26 girls and 33 boys who participated in the research. The composition of the ethnicity is presented in Table 1.

Table 1

Composition of Ethnicity of Participants

Ethnicity	Number	Percent
African-American	20	33.9
Mexican-American	19	32.2
Caucasian	20	33.9

Total	59	100.0

The data were gathered during May, June, and July of 1998. Teachers were used to gather data. The instrument was introduced to the teachers by the primary investigator. No additional training was necessary according to the California Preschool Social Competency Scale Manual (Levine et al., 1969).

Summary

Children demonstrate social responsibility based on their social competencies. Although much research has been done to explore gender differences in young children, there is a need for research to investigate and compare possible gender differences in social competencies and social responsibilities among African-American, Mexican-American, and Caucasian preschool children. This study examined 30 social strategies used by young children as indicators of social competence and social responsibility.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Several recent studies indicate the importance of social competence and social responsibility with young children (Ladd, 1990; Phillipsen & Howes, 1990; Shure & DiGeronimo, 1994). According to Phillipsen and Howes (1990), having and maintaining friendships early in life is an important vehicle for learning social skills. This research suggested that children who were friends engaged in more developmentally mature types of social interaction than those who were not friends, leading the researchers to believe that friendships may help nurture social skills. Ladd (1990) contended that having the social competency and social responsibility to maintain friendships in the classroom aids children in more positive feelings concerning school. Maintaining school friendships also is associated with gains in school performance. A suggestion from Ladd (1990) was that kindergarten teachers may need to develop curriculum which teaches prosocial skills. Curriculum of this nature

may be helpful in facilitating later academic success. Ladd stated that early peer rejection forecasted less favorable school perception, higher levels of school avoidance and lower performance levels. Shure and DiGeronimo (1994) developed a program teaching children everyday problem solving techniques. This program discovered that children taught to solve problems that involved others, had less impulsive behavior, showed an easier transition into Kindergarten, and had better academic performance.

This review of literature explored the following areas: identification of social competency and social responsibility skills, and the influences of gender and ethnicity on young children.

Social Competency and Social Responsibility

Definitions of social competency and social responsibility are numerous and varied. While some researchers choose to describe social competency and social responsibility in words (Levine et al., 1969), others list or describe the behaviors (Rubin, Booth-Krasnor, & Mills, 1995; Rubin & Krasnor, 1991).

Rubin and Krasnor (1991) defined social competency as the ability to achieve personal goals in social

interactions while simultaneously maintaining positive relationships with significant others. The researchers in this article, claimed that aggression in young children could be curtailed by the achievement of social problem solving skills.

One instrument that attempted to measure social competency and social responsibility was the California Preschool Social Competency Scale (CPSCS) (Levine et al., 1969). This rating of young children looked at the actions that are critical to social functioning at child care facilities. By rating the items on the scale, teachers were able to determine the social competency and social responsibility of children from ages 2 through 5. In the manual for the CPSCS (1969), the authors defined social competency as the adequacy of preschool children's interpersonal behavior and the degree to which they assure social responsibility. This definition is the one upon which this study is based.

Rubin, Booth-Krasnor, and Mills (1995) wrote about social relationships and social skills. The focus of the article was the association between close relationships and social emotional development. After close analysis, the authors determined that social competency was composed of several distinct but closely

related components. These components consisted of social goals, the ability to evaluate the social situation, selecting a strategy to meet one's goals, implementing the strategy, ability to achieve success, and the ability to respond to failure. Studies cited in this article indicated that socially competent child behavior is positively associated with secure mother-child relations, especially within stress-free and supportive situations.

When explaining some characteristics of a prosocial child and some major factors which influence a young child's social behavior, Eisenberg (1992) stated that prosocial children are friendly to others and know which behaviors to use in a social setting. Research from this study suggested that the typical American child spent more time in front of the television than with parents, teachers, and peers. Children were influenced by the content of television programming because television characters model behaviors, verbalize values and attitudes, and communicate standards. Eisenberg claimed that the media could be used to foster positive social behavior, although the effects of viewing prosocial television programming appears to be weaker than the effects of viewing violent programming. Also describing characteristics of prosocial children were Wittmer and

Honig (1994). In order to promote positive social development, Wittmer and Honig recommended that parents, teachers, schools, and communities should emphasize consideration for others' needs, model prosocial behavior, label and identify prosocial and antisocial behavior, and acknowledge prosocial behavior in each child. In addition, ways to promote positive social development were by noticing and positively encouraging prosocial behavior but not to over use external rewards, acknowledging and encouraging the expression of other's feelings, engaging in role playing, and pointing out the consequences of children's behaviors.

Tello (1992) explained that adults communicated values to children by what they said and did, and how well the words and actions matched. Further discussion by Tello was that children reflected what adults teach them through their spoken words and ideas. Suggestions are that adults can further develop a sense of values by discussing the reasons behind the principles. As children get older, adults need to take an even more active role in counteracting the confusing messages society gives them. Tello suggested that adults needed to teach dignity, respect, honesty, trust, love, generosity, and forgiveness.

Some researchers believed that the best way to teach social development was through peer interaction (Argyle, 1992; Hartup & Moore, 1990; Langlois et al., 1993; Munsen-Miller, 1993). Hartup and Moore (1993) discovered that the peer group is an important area in which children learn the give-and-take that is important for mature successful social interaction. Munsen-Miller (1993) also believed that having peer interaction was the basis for gauging social competence. Through ratings and nominations, the 4- and 5-year-olds were measured on acceptance by peers and problem solving skills. Indications from this study were that girls and boys had different criteria for social acceptance and different problem solving techniques.

Langlois et al. (1993) found that the composition of the peer group was important to the social behavior of the preschool child. The 3- and 5-year-old African-American children were tested using the Gottfried and Seay Categorical Observational System (1973). The level of social behavior was higher for girls when the peers were of the same gender. The indications in this research were that boys were more social when the peers were of a different gender.

Not only the gender composition but the ethnic composition is important in any study. A recent study conducted by Cooper (1991) researched the impact of child care on the socialization of African-American children. The author claimed that child care centers and schools impede the socialization of African-American children. According to this study, these institutions support the dominance of Euro-American culture while discouraging the African-American culture. There are some factors which actually encourage the African-American culture and should be present in all centers. These characteristics which would benefit all young children are an acceptance of an elastic family, multiple parenting, strong family bonds, role flexibility, work orientation, child centeredness, and strong religious orientation. Another study using African-American preschool children as subjects was conducted by Goodman (1990). This study addressed prosocial behavior, perspective taking, and empathy. Subjects were socioeconomically deprived preschoolers and were evaluated naturalistically and formally. Results indicated that there are some differences in the scores, and that these differences were probably based on a combination of ethnicity and income.

Another study with minority preschoolers as subjects was one developed by Delgado-Gaitan (1994). This study attempted to observe how young Mexican-American children were socialized from an intergenerational perspective. Indications from the study were that Mexican-American parents wanted their children to successfully adapt to the school system. The parent/community organization made changes in the home to insure success at school. The community organization helped to accomplish this by aiding parents in learning English. The rationale for speaking English was so they could help the children at home with their schoolwork. Another benefit of learning English was so the parents would gain respect for themselves and their accomplishments.

Stevenson (1991) conducted a study investigating the prosocial behavior of Chinese and Japanese children. Information from this research suggested that parents and teachers were responsible for high moral character not religious leaders. Behaviors that were emphasized within a group setting were cooperation and competition. It also was discovered that a high level of academic achievement was aided by a cooperative attitude toward others.

Blake (1994) conducted a study of socialization and language development in which the subjects were from three different ethnic groups. Although there were some significant differences in the results of the study, the researcher cautioned others to rethink the claim that poverty is the only cause of performance differences. The researcher added that the cultural content needed to be studied more with children of the same income level.

Gender

Maccoby (1990), one of the most prolific researchers of gender differences, suggested that it is wrong to look for differences simply as a function of gender. According to this author, different social situations may suppress or heighten gender differences in behavior. These behaviors vary depending on the group composition by gender and number.

The arena of play offers many instances to observe gender differences. Maccoby (1990) claimed that young girls and boys prefer to play with children of the same gender, but that these preferences decrease with age. Maccoby reported that same-sex play partners segregate naturally and are therefore more compatible. Observations revealed that gender segregation most often occurred in

sex-typed activities, and that the segregation appeared to be prominent in highly structured classrooms, and not as strong on the playground. Maccoby (1991) found that boy's rough and tumble play style oriented toward issues of competition and dominance. Boys appeared to play in large groups with language having an egotistical function influenced by demand and aggression. In this research, Maccoby showed that girls engaged more in small groups with lots of agreeing language as a social bonding process influenced by problem solving.

Flatter (1998) discovered that preference for same-sex play partners developed around age $2\frac{1}{2}$. Between the ages of $2\frac{1}{2}$ to 4 years of age, children may interact strongly with the same-sex parent and strongly emulate their dress and behavior. Research from this study indicated that by age 4 young children understand gender differences relating to dress, play, and behavior. They also seem to understand that gender will not change.

Langlois et al. (1993) also found that the gender of peers had an effect on the social behavior of preschoolers. Subjects in this study were middle-income African-American children between the ages of 3 and 5 years of age. The instrument used to assess these students was the Gottfried and Seay Categorical Observational

System (1973). Findings from this study indicated that the girls had higher levels of social development when the peer interaction group was of the same gender. The boys in the study were more social when the other children in the social setting were of a different gender.

The language young children use in their play interactions allows for many insights into gender differences. Scales and Cook (1993) give insight into the role of gender in young children's narrative play. According to this study gender is not just physical to children. For young children the social aspect of gender is not how adults see it. Gender for young children depends on a sense of self, cognitive development, and other social skills.

This research elicited some general characteristics concerning young children's oral story telling. Girls appeared to use a coherent plot that was continuous and with a thematic element. Characters in the girl's stories were also more stable. Boys on the other hand, created stories that were less likely to have a stable cast of characters or a clear plot line. Stories by boys were marked by physical movement and vivid descriptions with vague settings. The researchers speculated that despite educators' attempts to create and promote equality in

the classroom it is natural for children to create a gender-centered world.

For young children, the classroom is their world. Silverson (1996) observed some distinct gender characteristics in classrooms. In academic activities, girls appeared to be better at noticing and ranking the position of objects in complex arrangements. This skill may be the reasoning as to why girls could locate missing objects better than the boys and the differences in the ability to navigate directions. According to this study, girls were more likely to find their way around by using landmarks, where as boys depended more on maps.

Halpern (1996) investigated when and how gender and language are connected to each other in academic settings. This author claimed that in general girls had better verbal skills than boys. Part of this superiority was caused by girls starting to talk at an earlier age and could therefore more naturally put together more complex and varied sentences. These more advanced language skills accounted for girls performing better in reading, comprehension, spelling, vocabulary, grammar, and writing. Research from this study indicated that although boys soon catch up to girls in language skills, girls gain an edge in vocabulary again from grades 4 through 12.

The differences in ways girls and boys behave in the classroom was important to Thorne (1993).

Investigations revealed that the mixed gender interactions were theoretically and practically important. While some of the groups were formed by adults and others by the children themselves, adults can promote cooperative relations between the genders. Thorne discovered that the most important issue was not to form groups based on gender and ethnicity alone. Suggestions were that to reinforce the value of cooperation, adults needed to have groups that were small in number, teach relevant skills in a gender neutral way, and directly intervene to challenge displays of stereotyping and control.

The ultimate ramifications of gender differences may be in the attitudes and choices they generate concerning future occupations. Bigler and Liben (1990) targeted occupational choices of 6- to 11-year-olds. The interest and skill levels were assessed by sorting of photographs. In this study, the experimental group showed less stereotypical responses, but individual career aspirations were still gender related. Gender bias was also investigated by Powlishta (1995), this time focused on personality traits. Subjects, who were 8 to 10 years of age, were asked to evaluate 48 traits in terms of

masculinity/femininity and negativity/positivity. Findings of this study were that children's ratings showed a strong bias favoring their own gender.

Some researchers, however, remain unconvinced that there exist clear and definite gender differences among young children. Idle (1993) investigated interaction and gender role socialization in toy play situations. The subjects in this study were mothers and fathers with their daughters and sons. The 20 pair of child/parent play partners showed no stereotyping in their play by gender. Eisenberg (1992) wrote a book, The Caring Child, claiming that although girls may perform some types of prosocial behaviors more than boys do, there are no clear gender differences in positive social interactions. Eisenberg explained that if there are any differences, they may stem from the fact that in many cultures nurturing and helpfulness are considered to be more appropriate for girls than boys. Another aspect may be that girls are reinforced for prosocial behavior more than boys are. Eisenberg contended that girls and boys may prefer to engage in somewhat different types of prosocial behavior because of the way they are encouraged and supported by others when they behave in particular ways. Examples were that girls preferred giving physical

and psychological comfort to other people, whereas boys felt more comfortable providing instructional assistance. Echoing these ideas were the beliefs of Tanner (1990). When looking at the conversations of best friends, Tanner discovered that there were some slight gender differences, but that children's gender perceptions were often more reflective of the ethnic culture. Poulishta, Serbin, Doyle, and White (1994) attempted to gauge gender and ethnic body type bias. Subjects in this study were children between grades Kindergarten and 6. Results from this study indicated that although children had clear biases against groups that did not belong, the attitudes were flexible and prejudices declined somewhat with age. There was also no evidence that prejudice represented a general characteristic that differentiated the genders. Doescher and Sugawara (1990) also discovered no significant differences among preschool children in their prosocial behavior. The focus of their investigation was how gender, age, I.Q., and sex-role flexibility contributed to positive social interactions. In this study with subjects being 3 to 5 years old, results indicated that social role flexibility and prosocial behaviors among boys were significant and positively

related. The girls in this study, however, showed no significant relationship.

Ethnicity

According to Tiedt and Tiedt (1990), a culture is "a totality of values, beliefs, and a behavior common to a large group of people" (p. 10). Some aspects of culture are sharing, language, folklore, ideas, thinking patterns, communication, and styles of "truth" accepted by the members of the group. Using this definition, a person can belong to numerous culture groups, including ones associated with age, gender, religion, geography, occupation, or ethnicity. It is therefore possible for an individual to be a member of many cultures all at the same time. While all of these cultures are important factors in shaping an individual's personality, ethnic culture may be one of the most influential (Morrison, 1991). Costillo (1996) defined ethnicity as "the truths, background, allegiance, or association to a racial group" (p. 78).

An individual's ethnic culture is responsible for many aspects of their behavior. Necoloupoulou et al. (1993) claimed that cultural diversity is apparent in children's classroom and community behaviors. These

researchers noted that by age 4 children actively absorb cultural images and concepts. They, then, manipulate these images and concepts to their own ends. These images and concepts seem to contain many gender differences, particularly in the symbolic imagination in oral and written stories.

While looking at the conversations between best friends, Tannen (1990) found that children's perceptions were reflective of their ethnic culture at-large. This study was focused on children's ability to remain on the same topic when conversing. The differences in how girls and boys interpret verbal interaction with others may be due more to their gender than to their being from different ethnic groups.

Several researchers attest to the value of ethnicity on the social behavior of young children. Edwards (1992), Edwards (1993), Eisenberg (1992), Kanton, Elgas, and Fernie (1993) wrote concerning how family and peer relations were influenced by several different ethnic cultures. Edwards (1992) believed that cultural factors determine the details of what parents want from their children's peer relations. This research also claimed that there was a compatability around the world in the generic behaviors children bring to the peer interactions.

Some similar attitudes were held by Kanton et al. (1993) claiming that access to general cultural knowledge of specific groups is in part what makes a young child socially competent. Eisenberg (1992) however holds a different opinion. This author conducted research that claimed there are differences among ethnic cultures that are considered cooperative and prosocial behavior. These differences seem to be associated with the degree to which children are supported and nurtured. Eisenberg also claimed that young children are assigned chores that significantly contribute to the well-being of the family and, through these, are taught ethnic cultural values.

Some examples of how ethnic and regional culture effect social behavior in young children are offered by Fuller (1994), Kelley and Tseng (1992), Parcell and Geschwender (1995). The issue of Latin parents and the low use of preschool was addressed by Fuller (1994). The rationale why Latin parents chose to forego sending their children to preschool appears to be based on the mother's employment and formal education and family income. The Latin parents who did choose child care for their young children tended to be two-parent families, have more than one child, and be more educated. When

surveyed, these mothers and fathers explained that they were concerned with learning, socialization, and school readiness. When comparing the child rearing practices of different ethnic cultures, Kelley and Tseng (1992) found some similarities and differences. The subjects in this study were middle-income Chinese immigrant mothers and Caucasian mothers of 8-year-old children. While many child rearing practices were similar, the Chinese-American mothers relied on traditional Chinese methods as a basis for socialization.

Ethnic culture has some distinct facets. Within the scope of ethnicity are the areas such as religion, language, region, age, gender, and education (Costello, 1996). Using the Peabody Picture Vocabulary Test, Parcel and Geschwender (1995) sought to explain the results as to why Southern children have a verbal disadvantage in verbal facilities. Subjects in this study, 3 to 6 years of age, from the Northeast, West, and border South states scored higher than subjects from the deep South. The results indicated that the children from the deep southern states scored lower on the test than the other because of regional differences in maternal characteristics and attitudes. Other reasoning for the

lower scores was attributed to large family composition, parental working conditions, and home environment.

Summary

A recent review of the literature revealed an abundance of information on the social competence of young children. The characteristics of socially competent young children are similar, although from different sources. The literature on gender and ethnicity influences on young children was also reviewed. While some studies showed significant differences in social behavior based on gender and/or ethnicity, other research indicated that any differences were small if at all. The gender of peers within social interactions, however, does appear to effect social competence in young children.

CHAPTER III

METHODOLOGY

This study investigated the gender and ethnic differences among social competencies and social responsibilities of 4-year-old children. The instrument used was the California Preschool Social Competency Scale (CPSCS, 1969). The study sought to explore the measure of adequacy of interpersonal behaviors and the degree to which social responsibilities toward others was assured. The items comprising the CPSCS are those judged by early childhood educators as important to children's social competency. The items on the scale are representative samples of critical behavior in a young child's social functioning that have been developed to be observable within the context of a preschool program. The format of this chapter utilizes the following headings: (a) Subjects, (b) Instrument, (c) Site, (d) Field Study, (d) Research Hypotheses, (e) Research Design, and (f) Procedures.

Subjects

The subjects in this study included fifty-nine 4-year-old children enrolled in Kinder Care Learning Center, Inc. in Fort Worth and San Antonio, Texas, whose parents allowed their children to participate. The subjects were enrolled at six different Kinder Care Learning Center Inc. sites at the following locations: Marquieta Drive, Fort Worth (site A), Kingswood Drive, Fort Worth (site B), Westcreek Drive, Fort Worth (site C), Patricia Drive, San Antonio (site D), Mossrock Lane, San Antonio (site E), and Evers Road, San Antonio (site F). Of the subjects who participated, 26 were female and 33 were males.

Table 2 illustrates the subjects by gender. Inequality of the genders was due to the availability of children enrolled in the preschool program of interest. Children who were not in attendance were on summer vacation and were not available to participate in this study.

Table 2

Gender of Sample by Percent--N = 59

Gender	Number	Percent
Female	26	44.1
Male	33	55.9
	—	—
Total	59	100.0

Ethnicity of the subjects included 20 African-Americans, 19 Mexican-Americans, and 20 Caucasians. Table 3 shows the ethnicity of the subjects. While the study was originally planned for an urban area in North Texas, the lack of Mexican-American subjects at one exclusive site prompted the study to be extended to an urban area in South Texas.

Table 3

Ethnicity of Sample by Percent--N = 59

Ethnicity	Number	Percent
African-American	20	33.9
Mexican-American	19	32.2
Caucasian	20	33.9
	—	—
Total	59	100.0

All subjects were 4 years of age and had been enrolled at the Kinder Care Learning Center site of interest for at least 6 months. All subjects were English-dominant speakers, as were the parents, although some did speak Spanish at home occasionally. Being bilingual was not an issue in this study since the language spoken by the director, teacher, and subjects at Kinder Care Learning Center, Inc. was always English.

Site Description

Kinder Care Learning Center, Inc. was chosen for the study for several reasons. The most compelling criteria were National Association of Education of Young Children accreditation and ethnic diversity. The high standards required for NAEYC affiliation ensured that developmentally appropriate practices were in place at the facilities.

Since no one site included the required number of subjects or the ethnic diversity required for this study, six different sites in two different cities were included. The African-American and Caucasian subjects were all located in the three Fort Worth Kinder Care Learning Centers (sites A, B, and C). Because these facilities only enrolled 5 Mexican-American 4-year-olds, three

Kinder Care Learning Centers in San Antonio (sites D, E, and F) were asked to participate. All of the participating sites worked under the guidelines of Kinder Care Learning Center, Inc. The directors of each of the individual sites met together at least monthly to discuss procedures and address concerns mandated by the corporate offices. All six programs utilized identical philosophies, curriculum, discipline policies, training and orientation of teachers, procedures, and schedules. The six sites were also physically identical. The outdoor play equipment, swimming pools, storage areas, furniture, tables, bathroom facilities, curriculum materials, and directors' offices were all identical.

The participating directors and teachers voluntarily assisted in the recruitment of subjects for the study. The teachers distributed a cover letter and parent consent form to 120 potential participants (see Appendices D and E). Teachers also completed a teacher consent form (see Appendix F). Parents who did not return a signed consent form were given a second form. Because of the frequency of children being absent or the form was not returned, a third cover letter and parent consent form was sent home. A total of 120 parent consent forms were

distributed, 59 were signed and returned yielding a 49% return rate.

Instrument

The instrument used in this study was the California Preschool Social Competency Scale (Levine, Elzey, & Lewis, 1969). The items in this instrument were written by preschool educators and Early Childhood Education graduate students. Observation items were written using eight specific criteria: (a) the child's performance and interaction must be observable within the preschool setting or within activities provided by the preschool; (b) the behaviors should be applicable to both female and male; (c) the content of each item must be unidimensional, the various levels within the item must reflect different levels of competence for the same behavior; (d) each item must permit scaling in at least four levels to allow relative discrimination in social competency among young children; (e) there must be high-rank order agreement in the ordering of the levels within each item on the area of social competence; (f) the items must contain objective behavioral statements which minimize value judgments and do not reflect particular cultural overtures; (g) the content of the item should

be judged by early childhood educators as important to the child's social competence development; and (h) the item levels should show age differentiation.

The original items were subsequently revised but the above guidelines remained. The 30 items used on the CPSCS (1969) are considered representative samplings of the critical behaviors in the preschool child's social functioning. The items cover a wide range of behaviors such as response to routine, response to the unfamiliar, following instructions, making explanations, sharing, helping others, initiating activities, giving directions to activities, reaction to frustration, and accepting limitations. Each item contains four descriptive statements which represent varying degrees of competence relative to the behavior measured by that item. These items require observation of actual performances rather than inferences about presumed abilities or behaviors.

The CPSCS (1969) was designed to measure the adequacy of preschool children's interpersonal behavior and the degree to which they assume social responsibility. Of great importance in this definition is the concept of independence. The scale was explicitly developed to be used within a preschool program for children 2.6 to 5.6 years of age. Although national norms were based upon

teacher ratings, the individual using the scale does not need to be a teacher in order to obtain an objective evaluation of the child's social competence status. The rater only needs to be familiar with the content areas in the scale and the ordering of competency levels within each item. The rater should have had considerable opportunity to observe the child in a variety of situations. The ratings are to be based on cumulative observations of the child in a preschool environment. Each item is independently rated regardless of the rating made on any other item.

The descriptive statements within each item are ordered by level of competency and numbered 1 through 4. Level 1 represents the lowest degree of competence and level 4 the highest. The rater determines the appropriate level and circles the number which represents the rating for that item. A total social competence score and individual item scores also are available, along with a percentile rank.

The percentile norms were established by determining the percentile rank of the social competency raw score, grouped by chronological age, gender, and parents' occupation. The mean and standard deviation of the raw scores at each age level at each group were used for

the computation of the means. The mean of each group was set at the 50th percentile, and using the standard deviation of the scores of each group, the standard normal deviate for each raw score interval was established; the midpoint. The percentage ranks were then determined from the table of normal curves.

Only formal face validity was given in the analysis of variance of scores resulting from a sample of 800 children. The design used was a 3-way design of age, gender, and parents' occupation. Validity was established by a panel of experts' review. In the process of determining the final items for inclusion in the scale, an item-by-item review was conducted by teacher groups in graduate Early Childhood Education programs.

A criticism of the CPSCS is that there should have been other validity studies conducted. Concurrent validity to compare similar type scales would be appropriate. Proger (1974) suggested that predictive validity to show how the CPSCS scores would predict later academic or social success should have been performed.

Levine et al. (1969) reported reliability data from three different studies in Texas, Minnesota, and California. A reliability study was done with the raters. In the Texas study, three ratings were obtained from

the classroom teacher, the director of the program, and the consultant to the program. In Minnesota, the teacher and the director were the raters. In California, raters were the teacher and the assistant teacher. The second reliability study was done through the use of odd-even reliability coefficients. These odd-even coefficients were computed for age, gender, and parents' occupation. Coefficient values ranged from .90 to .98 after correction by the Spearman-Brown formula. The third test of reliability was conducted to determine correlation between each item and the total score. Of the 30 items, 21 had a higher correlation for girls than for boys. Over 80% of the items showed correlation of .50 or above, with the total score. This indicated that high or low ratings on any particular items should not be taken as good indicators of overall social competence.

Criticism of the CPSCS is varied. Proger (1974) questioned the usefulness of the scale. His main concern is with the interpretation as to what the percentile score means. Since the authors of the scale do not give any indication, the concepts of normal versus atypical development are left up to the rater. Another issue is that according to Proger (1974), the scale has little

value for use with children who are functioning well socially.

Some aspects of the scale which are positive are that the CPSCS is good at examining group skills and analyzing the group atmosphere. Children with social problems could be identified by the scale and the particular deficient social skills recognized. The scale is also helpful in identifying problems that had previously been overlooked. The scales most important function is that it provides a relative index of the child's social competence, permitting comparison with children of the same age, gender, and parents' occupation. Also of value is that the CPSCS can help in program planning to assess cognitive, physical, and social development. One other purpose of this scale is its ability to evaluate the curriculum and program direction in regard to social competence.

The CPSCS was selected for this study due to its content and reliability. To determine the effectiveness of the instrument in the current study, the researcher engaged in a review of content and construct validity using a panel of experts. The panel consisted of early childhood professionals and diagnosticians who

analyzed the content validity relevance and currency of the instrument.

Field Study

A preliminary field study was conducted to determine the timing procedures and the relevance of the questions on the instrument. Two prekindergarten and two kindergarten classes were used for this study. An N of 10 children was used. A panel of experts (see Appendix H) reviewed the pilot study and cross referenced the California Preschool Social Competency Scale. It was determined that the content validity of the instrument was consistent and current.

This instrument was selected because of the range of social behaviors which are necessary for successful functioning in a preschool program. The social behaviors are inclusive of the many types of actions relevant to developmentally appropriate behavior of 4-year-olds in a preschool situation.

Research Questions

Several questions led to the development of the hypotheses for the current study. These questions included:

1. Do differences exist in the social competency behaviors of 4-year-old African-American children on the CPSCS?

2. Do differences exist in the social competency behaviors of 4-year-old Mexican-American children on the CPSCS?

3. Do differences exist in the social competency behaviors of 4-year-old Caucasian children on the CPSCS?

4. Do differences exist in the social competency behaviors of 4-year-old female children on the CPSCS?

5. Do differences exist in the social competency behaviors of 4-year-old male children on the CPSCS?

Hypotheses

Ho1. There is no significant difference among 4-year-old African-Americans, Mexican-Americans, and Caucasians in social competencies and social responsibilities as measured by the California Preschool Social Competency Scale.

Ho2. There is no significant difference among 4-year-old females and males in social competencies and social responsibilities as measured by the California Preschool Social Competency Scale.

Research Design

The study was quasi-experimental, with a 3 x 2 x 1 factorial design. The two hypotheses were analyzed using a 3-way (ANOVA) analysis of variance. The three levels of ethnicity (African-American, Mexican-American, and Caucasian) were the independent variables, along with the two levels of gender. The dependent variable comprised teacher ratings on 30 items of the California Preschool Social Competency Scale. The following is a representation of the 3 x 2 x 1 factorial design.

Independent Variables		Social Competency
African-American	$\frac{M}{F}$	Social Competency
Mexican-American	$\frac{M}{F}$	Social Competency
Caucasian	$\frac{M}{F}$	Social Competency
ANOVA 3x 2 x 1		

Figure 1. Research Design

Procedures

The methodology procedures for this study included: (a) training, (b) data collection, and (c) data analysis

training. No special training was required for the teacher/rater to complete the CPSCS. The manual claims that the individual using the scale need not be a teacher to obtain an objective evaluation of the child's social competence status. According to Levine et al. (1969), the rater needs only to be familiar with the content areas covered, the scale itself, and have had considerable opportunity to observe the child in a variety of situations. The field study confirmed the ability of teachers to follow the directions without difficulty. The instrument has a 2-sentence set of directions for the rater printed on the front page. These directions were read to the directors of each site and the teachers/raters of the subjects. The 30 items of the instrument were previewed by the rater and researcher together. Time was allowed for each teacher/rater to read the items and to ask questions about the instrument or the study. Several of the teachers and directors of the sites expressed an interest in receiving information on group results. Sufficient copies of the CPSCS, teacher consent forms, cover letters, and parent consent forms were left with the director of each site.

Data Collections

The first set of cover letters and parent consent forms were distributed the second week of May, 1998. As a parent consent form was returned to the Kinder Care site, the assigned teacher completed a CPSCS on that child. The completed CPSCS were collected the first week of July, 1998. The primary investigator then completed a Profile Sheet for each subject. These Profile Sheets were then used in the statistical analysis.

Data Analysis

The study was quasi-experimental with a $3 \times 2 \times 1$ factorial design. The two hypotheses were analyzed using a 3-way (ANOVA analysis of variance).

Independent variables were the three levels of ethnicity, African-American, Mexican-American, and Caucasian. Gender included two levels of female and male. The dependent variable was the rating on the California Preschool Social Competency Scale (CPSCS, 1969).

For statistical analysis, an analysis of variance (ANOVA) was utilized to compare the three ethnic groups. A t-test was used to compare the genders. The numeric value for the ANOVA and t-test were generated by using the Statistical Package Software System (SPSS) which

was developed by Statistical Package Software System Incorporated. When looking at each instrument item in relation to the two hypotheses, if the mean difference was greater than .05 the difference was not significant and the null hypotheses was accepted. If the mean difference was less than .05 the difference was significant and the null hypotheses was rejected.

CHAPTER IV

RESULTS

This study was designed to investigate the effects of ethnicity and gender on the social competency and social responsibility of 4-year-old children. The instrument used to measure these social competencies and social responsibilities was the California Preschool Social Competency Scale (CPSCS) (1969).

The results were compared by three ethnic groups including African-American, Mexican-American, and Caucasian. Also analyzed was the variable of gender. Analysis and discussion of the research findings will include characteristics of the sample (see Table 4), significant ANOVA results (see Tables 5 and 6), and significant Newman-Keuls results (see Table 7), and hypotheses.

There were 33 male subjects which comprised the sample. There were 26 female subjects. African-American subjects were 34% of the sample. Mexican-Americans were 43% of the sample and Caucasians comprised 34% of the sample.

Table 4

Characteristics of 4-Year-Old Subjects by Gender,
Ethnicity, and Percent of Sample--N = 59

Gender	<u>N</u>	Ethnicity	<u>N</u>	Percent of Sample
Female	26	African-American	20	34
Male	33	Mexican-American	19	32
		Caucasian	20	34

Analysis of Variance

Analysis of variance is used to determine whether the between group variance is significantly greater or lesser than the within group variance. Analysis of variance enables the researcher to determine how much of the total score variance can be attributed to each of the variables. The analysis of variance may be used to analyze existing differences between different populations.

For this study, an analysis of variance was used to determine how much of the total score variance was attributed to the variables of ethnicity and gender.

The scores by gender appear to be relatively close, suggesting limited variance in responses. The 26 female students obtained a mean score of 2.69 with a standard deviation of .84. The 33 male students had a mean score of 2.58 with a standard deviation of .79. The mean scores and standard deviations of both ethnic groups are extremely close, indicating a slight variance in responses (see Table 5).

Table 5

Mean Responses by Gender--N = 59

Gender	<u>N</u>	Mean	<u>sd</u>
Female	26	2.69	.84
Male	33	2.58	.79
Total	59	2.63	.81

The 20 African-American subjects obtained a mean response score of 2.60 with a standard deviation of .75. The 19 Mexican-American subjects obtained a mean score of 2.84 with a standard deviation of 1.07. The Caucasian subjects had a mean score of 2.45 with a standard deviation of .81. While the Mexican-American population had the highest mean score and the highest standard

deviation, the Caucasian population had the lowest mean score and the highest variance among scores. Table 6 illustrates the analysis of variance for ethnicity as significant at the .05 level. A F ratio between groups was reported as 41108.

Table 6

Mean Responses by Ethnicity--N = 59

Ethnicity	<u>N</u>	Mean	<u>sd</u>
Caucasian	20	2.45	.51
African-American	20	2.60	.75
Mexican-American	19	2.84	1.07
Total Across Group	59	2.63	.81

Source	<u>df</u>	Sum of Square	Mean Square	<u>F</u> Ratio	Sig.
Between groups	2	7.610.7006	3805.3503	41108	.0216*
Within groups	56	01839.2316	925.7006		
Total	56	59449.9322			

Table 6 suggests there is a significant difference in the mean scores with respect to ethnicity.

In order to determine where the significant differences lie after the significant F was obtained, the Newman-Keuls post-hoc test with a significance level of .05 was used. A Newman-Keuls multiple comparison was initiated to analyze each possible pair different from one another (see Table 7).

Table 7

Newman-Kuels Comparison by Ethnicity

Newman-Keuls Mean	Ethnicity
40.4000	Caucasian
41.900	African-American
65.4211	Mexican-American

According to the Student-Newman-Keuls test, there was no significant difference in the mean scores of African-American and Caucasian subjects. There was, however, a significant difference in the mean score of the three ethnic groups. Mexican-American subjects had a higher mean score than the other two ethnic groups.

Hypotheses

This study was designed to research two null hypotheses:

Ho1. There is no significant difference in 4-year-old African-Americans, Mexican-Americans, and Caucasians in social competency and social responsibility as measured by the California Preschool Social Competency Scale.

Ho2. There is no significant difference in 4-year-old females and males in social competency and social responsibility as measured by the California Preschool Social Competency Scale.

Ho1 was rejected for items 3, 4, 8, 9, 11, 15, 22, and 26. Ho2 was rejected for items 2, 10, 12, and 26.

Results

Item 2: Uses the names of virtually all children and adults when interacting with those around him or her (see Table 8).

Table 8

Results of Item 2

	Mean	sd	sum of square	cases	
female	3.6923	.6177	9.5385	26	
male	3.2727	.8394	22.5455	36	
within groups total	3.4576	.7503	32.0834	59	

	Sum of Square	df	Mean Square	F	Sig.
between groups	2.5602	1	2.5602	4.5483	.0373*
within groups	32.0839	57	.5629		

Eta = .2718 Eta squared = .0739

$p < .05$

The ANOVA results indicated there was a significant difference in the mean score of .0373 by gender on the California Preschool Social Competency Scale. Using a criteria of $p < .05$, female subjects obtained a mean score of 3.6923 and a standard deviation of .6177. In comparison, male subjects had a mean score rating of 3.2727 with a standard deviation of .8394. These data

could be interpreted to mean that females were more prolific in using the correct names of other children and adults than the males in the study.

Ho1, which suggested that there was no significant difference in 4-year-old females and males in social competency and social responsibility as measured on the CPSCS (1969), was rejected for this item. The female subjects did show a significantly higher mean score than the males.

Item 3: When a new child joins a group, he or she nearly always makes verbal contact with the child without physical contact (see Table 9).

Table 9

Results of Item 3

	Mean	sd	Sum of Squares	Cases
African-American	2.8000	1.0052	19.2000	20
Mexican-American	3.4211	.6070	6.6316	19
Caucasian	3.2500	.7164	9.7500	20
Within group total	3.1525	.7971	35.5816	59

Table 9 (cont)

Results of Item 3

	Sum of Square	df	Mean Square	F	Sig.
between groups	4.0455	2	2.0228	3.1835	.0490*
linearity	2.0250	1	2.0250	3.1870	.0796
Dev. from linearity	2.0205	1	2.0205	3.1800	.0800
R = .2261		R squared = .0511			
within groups	35.5816	56	.6354		
Eta = .3195		Eta squared = .1021			

$p < .05$

Analysis of ANOVA at .05 indicates there was a significant difference in the mean score by ethnicity. Mexican-American subjects obtained a higher mean score than African-American and Caucasian subjects at $p .0490$. Mexican-American subjects obtained a mean score of 3.4211 with a standard deviation of .6070. Caucasian subjects obtained a mean score of 3.2500 with a standard deviation of .7164. African-American subjects obtained a mean score of 2.8000 with a standard deviation of 1.0052. These mean scores suggest that when greeting a new child, Mexican-American subjects were noted as more often making

a verbal contact without physical contact than were African-American and Caucasian subjects.

Newman-Keuls post-hoc test results also suggested that there was not significant difference in the scores of African-American and Caucasian children. However, Mexican-American children obtained significantly different higher mean scores, followed by African-American and then Caucasian children.

Ho2, which stated that there was no significant difference in ethnicity groups in social competency and social responsibility, was rejected for this item. Mexican-American children obtained higher mean scores than the other ethnic groups.

Item 4: The child corrects hazards involving height, weight, and distance or seeks help before proceeding with the activity (see Table 10).

Table 10

Results of Item 4

	Mean	sd	Sum of Square	Cases
African-American	2.7500	1.1180	23.7500	20
Mexican-American	3.5263	.7723	10.7368	19
Caucasian	2.4500	1.0990	22.9500	59
Within group totals	2.8983	1.0127	57.4368	59

Table 10 (cont)

Results of Item 4

	Sum of Squares	<u>df</u>	Mean Square	<u>F</u>	Sig.
Between Groups	11.9530	2	5.9765	5.8270	.0050*
Linearity	.9000	1	.9000	.8775	.3529
Dev. from linearity	11.0530	1	11.0530	10.7765	.0018
R = -.1139		R squared = .0130			

$p < .05$

Using ANOVA and Newman-Keuls post-hoc test at .05, there was a significant difference at $p .0050$ for the Mexican-American population. Analysis suggested a difference between African-American subjects with a mean score of 3.7500 and a standard deviation of 1.1180. Caucasian subjects obtained a mean score of 2.8983 with a standard deviation of 1.0127. There was a significant difference between the Mexican-American subjects and the African-American and Caucasian subjects. The Mexican-American population obtained a mean score of 3.5263 with a standard deviation of .7723.

ANOVA and Newman-Keuls indicated that Mexican-American children were more likely than the children of the other ethnic groups to correct hazards

involving height, weight, and distance or seek help before proceeding with the activity.

Ho1 was rejected for this item since Mexican-American students obtained a higher mean score than African-Americans and Caucasians.

Item 8: Child can follow verbal instructions without a demonstration when it involves three or more instruction (see Table 11).

Table 11

Results of Item 8

	Mean	sd	Sum of Squares	Cases
African-American	2.2000	.8335	13.2000	20
Mexican-American	3.1053	.8093	11.7895	19
Caucasian	2.3500	1.0894	22.5500	20
Within group totals	2.5424	.9214	47.5395	59

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	9.1046	2	4.5523	5.3625	.0074*
Linearity	.2250	1	.2250	.2650	.6087
Dev. from Linearity	8.8796	1	8.8796	10.4599	.0026
	R = .0630		R squared = .0040		
Within groups	47.5395	56	.8489		
	Eta = .4009		eta squared = .1607		

$p < .05$

ANOVA results at .05 indicate there was a significant difference in the ratings of African-American, Mexican-American, and Caucasian students on the CPSCS at $p=.0074$. Mexican-American subjects obtained a mean score of 3.2053 with a standard deviation of .8093. The analysis of variance results for African-American subjects showed a mean score of 2.2000 with a standard deviation of .8335. Results for Caucasian subjects yielded a mean score of 2.3500 with a standard deviation of 1.0894.

According to the ANOVA and Newman-Keuls post-hoc test, Mexican-American subjects were rated as being able to follow verbal instructions without a demonstration when it involved three or more instructions more than the other two ethnic groups. H_01 was rejected for this item since there were significant differences in the scores by ethnicity, with Mexican-American subjects obtaining the highest score.

Item 9: Child follows several new instructions, given on at a time, as well as familiar ones (see Table 12).

Table 12

Results of Item 9

	Mean	sd	Sum of Squares	Cases
African-American	2.6500	.8751	14.5500	20
Mexican-American	3.2105	.9177	15.1579	19
Caucasian	2.500	1.0000	19.0000	20
Within group totals	2.7797	.9326	48.7079	59

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	5.4277	2	2.7138	3.1201	.0519*
Linearity	.2250	1	.2250	.2587	.6130
Dev. from Linearity	5.1017	1	5.2027	5.9816	.0176
R = -.0645		R squared = .0042			
Within Groups	48.7079	56	.8698		
Eta = .3166		Eta squared = .1003			

$p < .05$

Findings using ANOVA at .05 indicate that there was a significant difference in the mean score of how a child follows new instructions, given one at a time as well as familiar ones. Mexican-American subjects obtained a score of 3.2105 with a standard deviation of .9177. African-American subjects obtained a mean score of 2.6500 with a standard deviation of .8751. Caucasian subjects

were analyzed to have a mean score of 2.5000 with a standard deviation of 1.000.

Results from Newman-Keuls verify Mexican-American 4-year-olds as having the highest mean score on following verbal instructions. These scores were higher than the scores of the African-American and Caucasian subjects. H_{01} , which claims that there is no significant difference in African-American, Mexican-American, and Caucasian social competency and social responsibility behaviors, was rejected for this item.

Item 10: Child performs an activity without requiring repetition of instructions (see Table 13).

Table 13

Results of Item 10

	Mean	sd	Sum of Squares	Cases
Female	3.2692	.6038	9.1154	26
Male	2.7813	.8701	23.4688	33
Within group totals	3.000	.7628	32.5841	59

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	3.4159	1	3.4159	5.8706	.0187*
with fewer than three groups the relationship is linear					
Within groups	32.5841	56	.5819		
Eta = .3080		Eta squared = .949			

$p < .05$

ANOVA at .05 level suggests that there is a significant difference in the mean score comparison with respect to gender. Females obtained the higher ratings with a mean score of 3.2692 with a standard deviation of .6038. Males obtained a mean square of 2.7843 with a standard deviation of .8701. Results indicate that females perform an activity without requiring repetition more often than males. Ho2, which claims there are no significant differences in the female and male scored, was rejected by this item.

Item 11: When attempting to explain to another child how to do something, the primary child gives a complete explanation with specific details (see Table 14).

Table 14

Results of Item 11

	Mean	sd	Sum of Square	Cases
African-American	2.8500	.8127	12.5500	20
Mexican-American	3.2632	.8719	13.6842	19
Caucasian	2.6000	.6806	8.8000	20
Within group				
totals	2.8983	.7910	35.0342	59

Table 14 (cont)

Results of Item 11

	Sum of Squares	<u>df</u>	Mean Square	<u>F</u>	Sig.
Between groups	4.3556	2	2.1778	3.4811	.0376*
Linearity	.6250	1	.6250	.9990	.3218
Dev. from Linearity	3.7306	1	3.7306	5.9632	.0178
R = -.1260		R squared = .0159			
Within groups	35.0342	56	.6256		
Eta = .3325		Eta squared = .1106			

$p < .05$

Ho1 states that there is no significant difference in 4-year-old African-Americans, Mexican-Americans, and Caucasians in social competency and social responsibility as measured by the CPSCS. Results from the ANOVA and Newman-Keuls post-hoc test reveal that there is a significant difference in the mean scores. The Mexican-American population with a mean score of 3.2632 and a standard deviation of .8719 had the highest mean score of the three ethnic groups. African-American subjects had a mean score of 2.8500 with a standard deviation of .8127. Caucasian subjects had a mean score of 2.600 with a standard deviation of .6806.

This item relates to a child attempting to explain something to another child. According to statistical analysis, when the primary child is MexicanAmerican, he or she more often gave a complete explanation than if the primary child had been African-American or Caucasian.

Item 12: Child nearly always verbalizes wants without pulling, pointing, or crying (see Table 15).

Table 15

Results of Item 12

	Mean	sd	Sum of Squares	Cases
Female	3.3600	.7572	13.7600	26
Male	2.7576	.9024	26.0606	33
Within group totals	3.0172	.8433	39.8206	59

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	5.1622	1	5.1622	7.2596	.0093

with fewer than three groups, the relationship is linear

Within groups	39.8206	56	.7111
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Eta = .3388

Eta squared = .1148

$p < .05$

ANOVA results indicate that there is a significant difference in the mean score for this item in regards to gender ratings. Female subjects obtained a mean of 3.3600 with a standard deviation of .7572. Male subjects obtained a mean score of 2.7576 with a standard deviation of .9024. Utilizing the CPSCS as the dependent variable, the significant difference between the genders was at $p=.0093$. The female subjects were more likely to verbalize wants than males. The 26 female subjects in this study were rated by their teachers to have higher mean scores than the 33 male subjects; therefore, H_{02} was rejected for this item.

Item 15: Child shares willingly with other children.

Table 16

Results of Item 15

	Mean	sd	Sum of Square	Cases
African-American	3.1500	.8751	14.5500	20
Mexican-American	3.5789	.6070	6.6316	19
Caucasian	2.9000	.7182	9.8000	20
Within group totals	3.2034	.7438	30.9816	59

Table 16 (cont)

Results of Item 15

	Sum of Squares	<u>df</u>	Mean Square	<u>F</u>	Sig.
Between groups	4.5777	2	2.889	4.1372	.0211*
Linearity	.6250	1	.6250	1.297	.2924
Dev. from Linearity	3.9527	1	3.9527	7.1447	.0098
R = -.1326		R squared = .0176			
Within groups	30.9816	56	.5532		
Eta = .3588		Eta squared = .1287			

$p < .05$

Ho1 suggests there are no significant differences in 4-year-old African-Americans, Mexican-Americans, and Caucasians in social competency and social responsibility as measured by the CPSCS. With $p.05$, there was a significant difference in the mean score by ethnic group. The Mexican-American population obtained a mean score of 3.5789 and a standard deviation of .6070. African-American subjects obtained a mean score of 3.1500 with a standard deviation of .6070. Caucasian subjects had a mean score of 2.900 with a standard deviation of .7182.

This item was in relation to a child willing to share with other children. Although there was no

significant difference of ethnicity, there was one for gender. This item rejects Ho2 because of the significantly higher mean score of Mexican-American subjects.

Item 22: When the child doesn't get what he or she wants or things are not going well, the child seeks help from others in solving the problem after making an effort to solve it himself or herself (see Table 17).

Table 17

Results of Item 22

	Mean	sd	Sum of Squares	Cases
African-American	2.9500	1.0501	20.9500	20
Mexican-American	3.4737	.9048	14.7368	19
Caucasian	2.5000	1.1471	25.0000	20
Within group totals	2.9661	1.0410	60.6868	59

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	9.2454	2	4.6227	4.2657	.0189*
Linearity	2.0250	1	2.0250	1.8686	.1771
Dev. from Linearity	7.2204	1	7.2204	6.6627	.0125
R = -.1702		R squared = .0290			
Within groups	60.6868	56	1.0837		
Eta = .3636		Eta squared = .1322			

Ho1, which claims there is no significant difference by ethnicity, was rejected by this item. The Mexican-American population obtained a significant difference at $p .0189$. The Mexican-American subjects obtained a mean score of 3.437 with a standard deviation of .9048. African-American subjects obtained a mean score of 2.9500 with a standard deviation of 1.0501. Caucasian subjects obtained a mean score of 2.500 with a standard deviation of 1.0410.

According to the ANOVA analysis, Mexican-American subjects obtained the highest mean score when the topic was seeking help when the self efforts were unsuccessful.

Item 26: Child usually accepts changes in routine such as daily schedule, room arrangement, and adults without becoming upset (see Tables 18 and 19).

Table 18

Results of Item 26 for Ethnicity

	Mean	sd	Sum of Squares	Cases
African-American	3.1000	1.0208	19.8000	20
Mexican-American	3.5789	.6070	6.6316	19
Caucasian	2.8500	1.0894	22.5500	20
Within group totals	3.1695	.9352	48.9816	59

Table 18 (cont)

Results of Item 26 for Ethnicity

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	5.3253	2	2.6618	2.0431	.0556*
Linearity	.6250	1	.6250	.7146	.4015
Dev. from Linearity	4.6985	1	4.6985	5.3717	.0241
R = -.1073		R squared = .0115			
Within groups	48.9816	56	.8747		
Eta = 3.31		Eta squared = .0115			

$p < .05$

Table 19

Results of Item 26 for Gender

	Mean	sd	Sum of Squares	Cases
Female	3.4615	.8115	16.4615	26
Male	2.9394	1.0289	33.8788	33
Within group totals	3.1695	.9398	50.3403	59

Table 19 (cont)

Results of Item 26 for Gender

	Sum of Squares	<u>df</u>	Mean Square	<u>F</u>	Sig.
Between groups	3.9648	1	3.9648	4.4893	.0385*
with fewer than three groups, the relationship is linear					
Within groups	50.3403	57	.8832		
Eta = .2702		Eta squared = .0730			

$p < .05$

There was a significant difference in the mean score of the three ethnic groups at the $p.05$ level. Mexican-American subjects had the highest mean score of 3.5789 with a standard deviation of .6070. The African-American subjects obtained a mean score of 3.1000 with a standard deviation of 1.0208. The Caucasian subjects had a mean score of 2.8500 with a standard deviation of 1.894. The ANOVA and Newman-Keuls post-hoc test indicated a significant difference at $p.0056$. This item reflects the child's ability to accept changes in the preschool setting without becoming upset. H_01 was rejected because the Mexican-American population had a mean score that was significantly higher than the African-American or Caucasian population.

This item was also rejected for Ho2 which is concerned with no significant differences in gender. Female subjects showed a significant difference of .0385. The mean score for females on this item was 3.4625 with a standard deviation of .8115. Males obtained a lower mean score of 2.9304 with a standard deviation of 1.0289.

Summary

This study was conducted to investigate the effects of ethnicity and gender upon teachers' ratings of social competency and social responsibility of 4-year-olds. Independent variables were the ethnic groups of African-Americans, Mexican-Americans, and Caucasians, along with the two levels of gender. The two hypotheses were analyzed for each of the 30 items. On 8 of the items, Ho1 was rejected because the Mexican-American population obtained a significantly higher mean score than the African-American and Caucasian populations. On 4 of the items, Ho2 was rejected because the female population obtained a significantly higher mean score than the male population.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS, AND SUMMARY

This research was designed to investigate the possible differences in social competency among 4-year-olds based on ethnicity and gender. There were fifty-nine 4-year-old children enrolled in Kinder Care Learning Inc. in Fort Worth and San Antonio, Texas who participated in the study.

All students were enrolled in Kinder Care Learning Inc. Centers. The subjects were comprised of 26 female and 33 males. The ethnic groups included in the investigation were 29 African-Americans, 19 Mexican-Americans, and 20 Caucasians.

The California Preschool Social Competency Scale (CPSCS) (Levine et al., 1969) was reviewed by a panel of experts to determine content validity for contemporary applications. The inventory considered eight specific criteria. These criteria include (a) the child's performance and interaction must be observable within the preschool setting or within activities provided by the preschool, (b) the behaviors should be applicable to both female and male, (c) the content of each item must be undimensional, the various levels within the

item must reflect different levels of competence for the same behavior, (d) each item must permit scaling in at least four levels to allow relative discrimination in social competency among young children, (e) there must be high rank order agreement in the ordering in the competence, (f) the item must contain objective behavioral statements which minimize value judgments and do not reflect particular cultural overtures, (g) the content items should be judged by early childhood educators as important to the child's social competence development, and (h) the item should show age development.

Following a review of the literature several research questions emerged. These questions include:

1. Do differences exist in the social competency behaviors of 4-year-old African-American children on the CPSCS?
2. Do differences exist in the social competency behaviors of 4-year-old Mexican-American children on the CPSCS?
3. Do differences exist in the social competency behaviors of 4-year-old Caucasian children on the CPSCS?
4. Do differences exist in the social competency behaviors of 4-year-old female children on the CPSCS?

5. Do differences exist in the social competency behaviors of 4-year-old male children on the CPSCS?

These questions resulted in the development of two null hypotheses:

Ho1. There is no significant differences among 4-year-old African-Americans, Mexican-Americans, and Caucasians in social competencies and social responsibilities as measured by the California Preschool Social Competency Scale.

Ho2. There is no significant differences among 4-year-old females and males in social competencies and social responsibilities as measured by the California Preschool Social Competency Scale.

This study was a quasi-experimental design using a 3 x 2 x 1 factorial design. The data was analyzed using an analysis of variance (ANOVA) and Newman-Keuls.

Conclusions

Although there were no significant differences among the mean for ethnicity within the African-American and Caucasian subjects, significant differences existed within the Mexican-American subjects. Significant differences occurred in the mean score for Mexican-American subjects on items 3, 8, 9, 11, 15, 22,

and 26. These items were related to greeting a new child, safe use of equipment, following verbal instructions, following new instructions, making explanation to other children, sharing, reaction to frustration, and changes in routine.

Items 3, 11, and 15 have some similar characteristics. This grouping could be entitled "socialization skills." These items pertain to greeting a new child, giving explanation with specific details, and sharing willingly with other children.

Research by Morrison (1991) and Edwards (1992) indicate that culture and ethnicity influence the details of parents' expectations for a child's social peer relations. These authors also indicate that the ethnicity of the family directly influences the child's social behavior. Vega (1990) investigated 10 years of research on Mexican-American families. During a decade of research, Vega discovered that Mexican-American families exhibited more family oriented behaviors than Caucasian families. Perhaps these behaviors account for why the Mexican-American subjects showed a high concern for others feeling welcome in a group, sharing toys with others, and making sure that others clearly understood explanations, and therefore had a higher mean score in these areas. According to

Fuller (1994) these prosocial skills are important to Mexican-American parents who send their young children to preschool. The families in this study by Fuller were concerned with school readiness and other learning issues. Following directions are considered important aspects of school readiness and learning.

Items 22 and 26 were both skills that involve "Self Control." These items, when scored at their highest rating on the CPSCS, indicate a child who seeks help from others in solving problems after first making the effort himself or herself. These items also refer to a child who nearly always accepts changes in routine without resistance or becoming upset. Kanton, Elgas, and Fernie (1993) conducted research which validated these ideas. These authors suggested that socially competent children demonstrate a complex process of social behaviors. These behaviors include learning to be adaptable and flexible in social situations. In this study, the Mexican-American subjects demonstrated these behaviors more often than the African-American and Caucasian subjects.

Items 8 and 9 have a similar theme of "Following Instruction." These two items when scored at their highest identify children who follow verbal instructions without a demonstration when it involves three or more

instructions, or follows new or familiar instructions. Fuller (1994) contends that Mexican-American parents find learning and school readiness extremely important behaviors for young children, and impart this importance to their children. Fuller also noted that one reason Mexican-American parents choose to send their young children to preschool is because of their concern for learning and school readiness.

Item 4 was the other item on which Mexican-American subjects obtained a significantly higher mean score. This item pertains to "Safety." The Mexican-American subjects in this study were rated the most likely to correct hazards involving heights, weights, distance, or seek help before proceeding with the activity. This characteristic of being concerned for safety and recognizing when adult assistance is required, is an example of concern for others. Vega (1990) cited that after a decade of research, Mexican-American families showed more family oriented behaviors than families of other ethnic groups. One important aspect of family orientation is the safety of the family members. In this study using the CPSCS, the Mexican-American subjects obtained a higher mean score than African-American or Caucasian subjects.

In this study significant differences occurred in the mean scores of female subjects. Of the 30 items on the CPSCS, four of them showed a significantly higher mean score for female students. The items which rated a higher mean score for females were items 2, 10, 12, and 26.

Item 2 refers to the child using the names of all the children and adults with whom he or she interacts. Being able to use the proper names of others is a characteristic of friendliness (Eisenberg, 1992). According to Eisenberg, nurturance and helpfulness are considered to be more appropriate for females. In addition, Eisenberg claims that females may prefer giving prosocial and physical comfort to other people, where males may feel more comfortable providing instructional assistance. Eisenberg suggests that the giving of nurturance and comfort to others is more comfortable to females than males because of the positive ways societies, cultures, and ethnic groups react favorably to females when they exhibit these behaviors.

Item 10 refers to the child's ability to perform an activity without requiring repetition of instructions. Female subjects received a higher mean score on this item than their male counterparts. Nicolopoulou,

Scales, and Weintraub (1993) contend that females have a better sense of details and structure in the stories they compose. The stories that 4-year-old females wrote in this study contained coherent plots, a stable set of characters, and a general atmosphere of order. These attributes are those that would be conducive with remembering ideas and instructions. Silverson (1996) also conducted a study which showed females were better at noticing and remembering the position of objects and the ability to locate missing objects. These characteristics may account for females' ability to remember directions, instructions, and physical landmarks better than males.

Items 12 and 26 have similar characteristics and could be grouped together under a category of "self control." Item 12 pertains to a child's ability and frequency in communicating wants. With levels of competency ranging from seldom verbalizing wants, acts out by pointing, pulling, crying, to always verbalizes wants, females obtained a significantly higher mean score than their male counterparts. Halpern (1996) states that in general girls have better verbal skills than boys. In this study Halpern discovered that not only do females start talking earlier than males, but that

they can put together more varied sentences at an earlier age. This ability to be better communicators may account for females being more likely to express their needs and wants, because they are very comfortable with their use of language. Item 26 is in reference to changes in routine. According to this study, females obtained a higher mean score than males on this item. The females were rated as more likely to accept changes in routine such as daily schedule, room arrangements, and adults without resistance or becoming upset. Eisenberg (1992) believes that although there are not clear sex differences in prosocial behaviors, in many cultures, nurturance and helpfulness are considered to be more appropriate for females. Since these qualities are more appropriate for females, they may therefore, according to Eisenberg, be reinforced more than males for these prosocial behaviors.

Recommendations

Further study or continued investigation should include the following:

1. Continued studies on the social behaviors of Mexican-American preschoolers.

2. Continued studies on the social behaviors of female preschoolers.

3. Studies on the implications of the current study on Bilingual Education.

4. Studies on the implications of the current study on classroom groupings.

5. Replication of the current study with a larger sample of children.

6. Replication of the current study with inclusion of Asian-American children in the sample group.

7. Replication of the current study with inclusion of Native American children in the sample group.

8. Replication of the current study with comparison of different age groups.

9. Replication of the current study with comparison of parent ratings and teacher ratings.

10. Replication of the current study with utilization of a more recent instrument.

Summary

This study was conducted to investigate the following hypotheses:

Ho1. There is no significant differences among 4-year-old African-Americans, Mexican-Americans, and

Caucasians in social competencies and social responsibilities as measured by the California Preschool Social Competency Scale.

Ho2. There is no significant differences among 4-year-old females and males in social competencies and social responsibilities as measured by the California Preschool Social Competency Scale.

Ho1 was rejected for items 8, 9, 11, 15, 22, and 26. The Mexican-American subjects obtained a significantly higher mean score on these items than the African-American and Caucasian subjects (see Appendix A). Ho2 was rejected for items 2, 10, 12, and 26. The female subjects obtained a significantly higher mean score on these items than the male subjects (see Appendix B).

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APPENDICES

APPENDIX A

Items with a Significantly Different Mean
Score for Mexican-American Subjects

Items with a Significantly Different Mean
Score for Mexican-American Subjects

3. When a new child joins a group, he/she nearly always makes verbal contact with the child without physical contact.
4. The child corrects hazards involving height, weight, and distance or seeks help before proceeding with the activity.
8. The child can follow verbal instructions without a demonstration when it involves three or more instructions.
9. The child follows several new instructions, given one at a time, as well as familiar ones.
11. When attempting to explain to another child how to do something, the primary child gives a complete explanation with specific details.
15. The child shares willingly with other children.
22. When the child does not get what he or she wants or things are not going well, the child seeks help from others in solving problems after making an effort to solve it himself/herself.
26. The child usually accepts changes in routine such as daily schedule, room arrangement, and adults without resistance or becoming upset.

APPENDIX B

Items with a Significantly Different Mean
Score for Female Subjects

Items with a Significantly Different Mean

Score for Female Subjects

2. The child uses the names of virtually all children and adults when interacting with those around him/her.
10. The child performs an activity without requiring repetition of instructions.
12. The child usually always verbalizes wants without pointing, pulling, or crying.
26. The child usually accepts changes in routine such as daily schedule, room arrangement, and adults without resistance or becoming upset.

APPENDIX C
Agency Approvals



6017 Westcreek Ft. Worth, TX 76133 (817)292-7281

To whom it may concern:

Marilyn A.S. Jackson has my permission to do an investigation into the gender and cultural differences of social competency and social responsibility of four-year-old children at our KinderCare location. If you have any questions, please contact me at the above address or phone.

Sincerely,



Stefani Allen
Center Director

KinderCare Learning Centers, Inc.

3700 Marquita
Fort Worth, TX 76116-7005
(817) 244-7211
(817) 244-9325 Fax



May 20, 1998

To Whom It May Concern:

Marilyn Jackson is working with the staff and parents of KinderCare 454 at 3700 Marquita on a research project. All parents will be required to sign a parent consent form.

Sincerely,

A handwritten signature in cursive script, reading "Cathy Halliday".

Cathy Halliday
Center Director

APPENDIX D

Parent Cover Letter



TEXAS WOMAN'S UNIVERSITY

DENTON/DALLAS/HOUSTON

DEPARTMENT OF
EARLY CHILDHOOD AND
SPECIAL EDUCATION
P.O. Box 2309
Denton, TX 76204-1029
Phone: 817/898-2271

Dear Parent(s):

For the past twelve years, I have taught primary grades in the Fort Worth Independent School District. I am also a doctoral candidate in the Early Childhood Education doctoral program at Texas Woman's University, Denton. Texas. I am asking your help in a research project to collect information for my doctoral dissertation.

The purpose of this study is to investigate the possible effects gender and culture have on social competence and social responsibility of four year old African American, Mexican American, and White children at your child's child care facility.

Social competence is the level of ability or the inability to behave in a socially acceptable way. Social responsibility represents the actions from a child that shows concern for him/herself and others. Your child's teacher will be asked to survey social competence and social responsibility using the California Preschool Social Competency Scale if you agree to let him/her participate in the study. No names will be associated with the study, and only children who have parent consent will have social competence and social responsibility surveyed. Data will be stored in the home of the principal investigator in a locked file, and in a safety deposit box in a financial institution. A year after publication of research, results of all data will be destroyed by shredding.

In order for your child to participate in the study, you will need to sign one of the enclosed consent forms and return it to the child care facility within one week from the day you receive it.

Your participation in the study is voluntary. If you choose not to comply with this request, there is no penalty or loss to your child to at any time. Signing this consent form gives permission to

allow your child to participate in the study. We are very interested in helping your child develop good communication skills and social interactions and hope you will assist by participating in this research. You may obtain a summary of the results of this study if you indicate so at the bottom of the parent consent form, as well as an information sheet of "just developing," "typical," and "hard to achieve" social skills.

I appreciate your willingness to participate in this study and will be happy to answer any questions that you may have. Please contact me at (817) 740-5490 if I can be of further assistance.

Sincerely,

Marilyn A.S. Jackson
1521 Steinburg Lane
Fort Worth, Texas 76134

APPENDIX E

Parent Consent Form

TEXAS WOMAN'S UNIVERSITY

DENTON/DALLAS/HOUSTON

DEPARTMENT OF
EARLY CHILDHOOD AND
SPECIAL EDUCATION
P.O. Box 2309
Denton, TX 76204-1029
Phone: 817/898-2271

PARENT CONSENT TO PARTICIPATE IN RESEARCH

Project Title: AN INVESTIGATION INTO THE GENDER AND CULTURAL
DIFFERENCES OF SOCIAL COMPETENCY AND SOCIAL
RESPONSIBILITY OF FOUR-YEAR-OLD CHILDREN

Principal

Investigator: Marilyn A.S.Jackson
817-740-5490

Advisor: Dr. Linda Sluder-Schertz
Office Phone: 940-898-2271

I am asking your help in a research project to collect information for my doctoral dissertation.

The purpose of the study is to investigate the effect gender and culture have on social competence and social responsibility of African American, Mexican American, and White children at your child's child care facility.

Social competence is the level of ability to behave in a socially acceptable way. Social responsibility represents the actions from a child that shows concern for him/her self and others.

Your child's teacher will be asked to survey your child's social competence and social responsibility using the California Preschool Social Competency Scale if you agree to let him/her participate in the study. No names will be associated with the study and only children who have parent consent will have social competence and social responsibility surveyed by the teacher.

I understand that all the data gathered will be kept confidential, stored at the principal investigator's home in a locked file and in a safety deposit box at a financial institution. A year after publication of the research study, data will be destroyed by shredding. Neither my name, nor my child's name will ever be used in any reports or publication of results.

The benefits expected from this study will result in gaining insight into children's social development and behavior, for use in designing curriculum, for assisting teachers to better understand social behavior, and to provide you with a better understanding of children's social behavior. There are no direct benefits to the child.

Potential risks are inadvertent breach of confidentiality, loss of time for the teacher due to the collection of data, inadequate surveying of social behavior, and labeling of students by teachers. To avoid the possibility of a breach of confidentiality, all data will be promptly removed from the study sites and coded so that names will not be associated with individual students, families, or teachers. Specific findings related to individual students will not be discussed with parents or teachers, either during data collection or after the study is completed. To ensure that the teacher knows the child well enough to survey social behaviors, no student who has been with the teacher less than three weeks will be surveyed.

I agree to participate in the above named research study to be conducted at my child's child care facility in April 1998. I understand that this study will investigate the relationship of gender and ethnicity on social behaviors of four year old African American, Mexican American, and White children. I am aware that my child's teacher will complete a social rating scale of my child's social behavior.

We will try to prevent any problem that could happen because of this research. Please let us know at once if there is a problem, and we will help you. You should understand, however, that TWU does not provide medical services or financial assistance for injuries that might happen because you are taking part in this research.

If you have any questions about the research or about your rights as a subject, we want you to ask us. Our phone number is at the top of this form. If you have questions later, or if you wish to report a problem, please call us of the Office of Research & Grants Administration at 817-898-3375.

I understand that participation in this study is completely voluntary and that I may terminate my child's participation in this study at any time without any

penalty. An offer to answer all of my questions regarding the study has been made and I have been given a copy of the consent form.

Parent/Guardian Signature

Date

Age Range: 18-25_____ 26-32_____ 39-46_____

Educational Level(s)_____

I wish to receive a summary of the group results of the study._____

APPENDIX F
Teacher Consent Form

TEXAS WOMAN'S UNIVERSITY

DENTON/DALLAS/HOUSTON

DEPARTMENT OF
EARLY CHILDHOOD AND
SPECIAL EDUCATION
P.O. Box 2309
Denton, TX 76204-1029
Phone: 817/898-2271

TEACHER CONSENT TO PARTICIPATE IN RESEARCH

Project Title: AN INVESTIGATION INTO THE GENDER AND CULTURAL
DIFFERENCES OF SOCIAL COMPETENCY AND SOCIAL
RESPONSIBILITY OF FOUR-YEAR-OLD CHILDREN

Principal

Investigator: Marilyn A.S. Jackson

817-740-5490

Advisor: Dr. Linda Sluder-Schertz

Office Phone: 940-898-2271

I am asking your help in a research project to collect information for my doctoral dissertation. The purpose of the study is to investigate the effect gender and culture have on social competence and social responsibility of four year old African American, Mexican American, and White children at the child care facility where you are employed.

As the teacher of a participating subject, you will be asked to survey the social competence and social responsibility of the child by choosing the correct narrative level of the child's ability on the thirty items of the California Preschool Social Competency Scale (1969). No training is needed to complete the scale, however a brief (30 minutes) orientation will allow time for the distribution of the CPSCS, as well as an opportunity to ask questions. The survey takes approximately 20 minutes to complete for each child. The number of California Preschool Social Competency Scales that you complete depends on the number of your students that participate in the study. You can complete the survey at a time you feel appropriate, such as during planning periods, after school, at home, etc. You will have approximately 7-10 days to complete and return all the surveys to a designated area at your site. Neither your name, the parent's name, or the child's name will ever be associated with the data,

used in reports, or publications of reports. Data will be stored in the home of the principal investigator in a locked file and in a safety deposit box in a financial institution. One year after the publication of the results, all data will be destroyed by shredding.

The benefits expected from this study will be a gaining of insight into children's social development and behavior, for use in designing curriculum. There are no direct benefits to you. There are no direct benefits to the children. Please indicate if you wish to receive a copy of the group summary.

We will try to prevent any problem that could happen because of this research. Please let us know at once if there is a problem, and we will help you. You should understand, however, that TWU does not provide medical services or financial assistance for injuries that might happen because you are taking part in this research.

If you have any questions about the research or about your rights as an investigator, we want you to ask us. Our phone number is at the top of this form. If you have questions later, or if you wish to report a problem, please call us of the Office of Research & Grants Administration at 817-898-3375.

I appreciate your willingness to participate in this study and will be happy to answer any questions that you have. Please contact me at (817) 740-5490 if I can be of further assistance.

You will need to sign one of the consent forms and return it to a designated site at the child care facility within one week from the day you receive it.

I understand that an offer to answer all of my questions regarding the study has been made and I have been given a copy of the consent form.

Signature

Date

Age Range: 18-25 ____ 26-32 ____ 39-46 ____ 51-58 ____

Educational Level _____

Years of Teaching Experience: _____

☐ I wish to receive a summary of the group results of the study.

APPENDIX G

List of Study Sites

List of Study Sites

KinderCare Learning Centers
7224 Kingswood Drive
Fort Worth, TX 76133

KinderCare Learning Centers
6017 Westcreek Drive
Fort Worth, TX 76133

KinderCare Learning Centers
3700 Marquita Drive
Fort Worth, TX 76116

KinderCare Learning Centers
1127 Patricia Drive
San Antonio, TX 78213

KinderCare Learning Centers
6237 Evers Road
San Antonio, TX 78238

KinderCare Learning Centers
3711 Mossrock Lane
San Antonio, TX 78230

APPENDIX H

Panel of Experts Reviewing the Study Instrument

Panel of Experts Reviewing the
Study Instrument

Denise Streitenberger, Ed.D.

Johnnie Pettigrew, Ed.D.

Sharla Snider, Ed.D.

Amy Stevens, Ph.D.