

How are Mothers' Level of Education, Values, and Restrictive Control related to Children's Behavior Regulation and Prosocial Behavior? – An Intra-Cultural Study in Chile

Mirjam Weis*¹, Gisela Trommsdorff¹, and Lorena Muñoz²

¹University of Konstanz, Germany, ²Universidad de Chile, Chile

Theory

Theoretical Background

Huge socio-economic and educational inequalities in Chile (2013)

Behavior regulation:

Ability and motivation to regulate behavior in order to achieve individual and social goals

- Follow rules
- Inhibit impulsive behavior
- Delay personal need in favor of a prosocial need

→ Facilitates prosocial behavior

(McClelland et al., 2007; Heikamp et al., 2013; Trommsdorff, 2009; Trommsdorff & Cole, 2011)

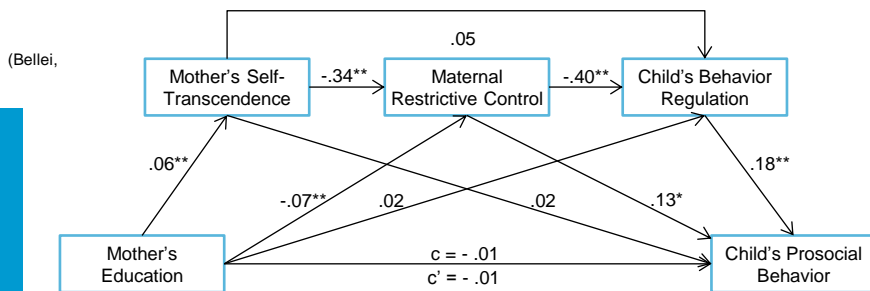
Parental Values

↓
Parenting Practices

↓
Child's Outcomes

(Darling & Steinberg, 1993)

Results



Significant positive indirect effect: 95% CI [.0004, .0043]

Mother's Education → Values → Restrictive Control → Behavior Regulation → Prosocial Behavior

Figure 1. Multiple mediation test of the relation between mother's level of education and child's prosocial behavior mediated by mother's self-transcendence values, maternal restrictive control, and child's behavior regulation. $N = 167$; unstandardized regression coefficients, controlled for child's age and gender; PROCESS Bootstrap-Analyses 5000 (Hayes, 2013); * $p < .05$; ** $p < .01$.

Hypotheses

- The higher children's behavior regulation, the higher is their prosocial behavior (Heikamp et al., 2013; Trommsdorff, 2005)
- The less maternal restrictive control, the higher is children's behavior regulation (Grolnick & Ryan, 1989; Karreman et al., 2006)
- Indirect effects of mothers' education on children's prosocial behavior via mothers' values, maternal restrictive control, and children's behavior regulation

Method

Sample

- 167 fourth graders, their mothers, and teachers
- 2 public and 2 private primary schools in Santiago de Chile
- Children's mean age = 10.16 ($SD = .42$)

Measures

Variable	Measure
Mother's level of education	Scale on highest educational qualification
Mother's self-transcendence values	Portraits Value Questionnaire (Schwartz et al., 2001)
Maternal restrictive control	Parenting Practice Questionnaire (Robinson et al., 1995)
Child's behavior regulation	Brief Self-Control Scale (Tangney et al., 2004)
Child's prosocial behavior	Strengths and Difficulties Questionnaire (Goodman, 1997)

Conclusions

Central Findings

- Positive relations between children's behavior regulation and prosocial behavior
 - Negative relations between maternal restrictive control and children's behavior regulation
 - Positive relations between mothers' education and self-transcendence values
 - Negative relations between self-transcendence values and maternal restrictive control
 - No direct relation between mothers' education and children's prosocial behavior, but indirect positive effect via mothers' self-transcendence values, restrictive control, and children's behavior regulation
- **Mothers' values, restrictive control, and children's behavior regulation might play an important role for the development of prosocial behavior**

Future Research

- Which other parental values play a role?
- Investigation of further parenting practices (e.g., warmth)
- Longitudinal studies
- Diverse cultural contexts
- Multiple measures (e.g., observation, interviews, focus groups)
- Intervention programs

In Cooperation with:



Bellei, C. (2013). El estudio de la segregación socioeconómica y académica de la educación chilena [Study of socioeconomic and academic segregation in Chilean education]. *Estudios Pedagógicos*, XXXIX, 325–345. Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin*, 113, 487–496. McClelland, M. M., Cameron, C. E., Connor, C. M., Farris, C. L., Jewkes, A. M., & Morrison, F. J. (2007). Links between behavioral regulation and preschoolers' literacy, vocabulary, and math skills. *Developmental Psychology*, 43, 947–959. Goodman, R. (1997). The strengths and difficulties questionnaire: A research note. *Journal of Child Psychology and Psychiatry*, 38, 581–586. Grolnick, W. S., & Ryan, R. M. (1989). Parent styles associated with children's self-regulation and competence in school. *Journal of Educational Psychology*, 81, 143–154. Hayes, A. F. (2013). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. New York, NY: Guilford Press. Heikamp, T., Trommsdorff, G., & Fäsche, A. (2013). Development of self-regulation in context. In G. Seebald, M. Schmitz, & P. M. Gollwitzer (Eds.), *Acting intentionally and its limits: Individuals, groups, institutions* (pp. 193–222). Berlin, Germany: De Gruyter. Karreman, A., van Tuijl, C., van Aken, Marcel A. G., & Dekovic, M. (2006). Parenting and self-regulation in preschoolers: A meta-analysis. *Infant and Child Development*, 15, 561–579. Robinson, C. C., Mandleco, B., Olsen, S. F., & Hart, C. H. (1995). Authoritative, authoritarian, and permissive parenting practices: Development of a new measure. *Psychological Reports*, 77, 819–830. Schwartz, S. H., Melech, G., Lehmann, A., Burgess, S., Harris, M., & Owens, V. (2001). Extending the cross-cultural validity of the theory of basic human values with a different method of measurement. *Journal of Cross-Cultural Psychology*, 32, 519–542. Tangney, J. P., Baumeister, R. F., & Boone, A. L. (2004). High self-control predicts good adjustment, less pathology, better grades, and interpersonal success. *Journal of Personality*, 72, 271–322. Trommsdorff, G. (2005). Entwicklung sozialer Motive: Pro- und antisoziales Handeln [Development of social motives: Prosocial and antisocial behavior]. In J. B. Asendorpf (Ed.), *Soziale, emotionale und Persönlichkeitsentwicklung. Enzyklopädie Serie V, Band 3* (pp. 75–139). Göttingen, Germany: Hogrefe. Trommsdorff, G. (2009). Culture and development of self-regulation. *Social and Personality Psychology Compass*, 3, 687–701. Trommsdorff, G., & Cole, P. M. (2011). Emotion, self-regulation, and social behavior in cultural contexts. In X. Chen & K. H. Rubin (Eds.), *Socioemotional development in cultural context* (pp. 131–163). New York, NY: Guilford Press.