

Characteristics of Social Support from Peers in Grade 6 Children

Research Question

- What are characteristics that are related to perceived social support from peers in U.S. children?

Prior Research

- Gender:
 - Girls perceive more support than boys on average (Levitt, M., Guacci-Franco, & Levitt, J., 1993).
- Age:
 - Increased support from ages 5 to 12 (Cauce, Reid, Landesman, & Gonzales, 1990).
 - Increased support from grades 5 to 7 (Furman & Buhrmester, 1992).
- Race:
 - No direct correlation was found. Minority children are more likely to list extended family than friends in their "inner circle" (Levitt, M., Guacci-Franco, & Levitt, J., 1993).
- Early Closeness with Mother:
 - Early closeness with one's mother increases later peer competence, which increases later peer social support (Sroufe, 1979; Coleman, 2003).
- Mother's Education:
 - No research on this exact variable could be located.
 - Mother's education does increase child school competence, which may increase child peer support.

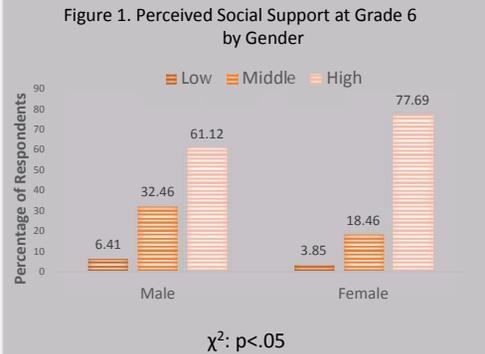
Data

- The National Institute of Child Health and Human Development Study of Early Child Care and Youth Development (SECCYD)

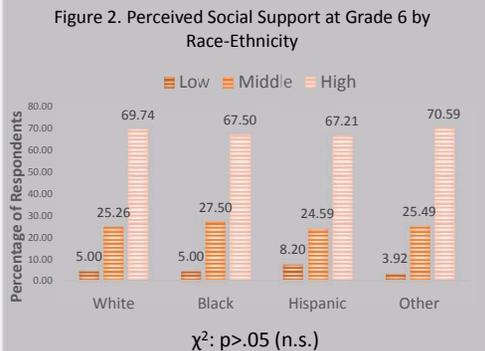
Measures of Social Support from Peers

- Perceived social support was measured based on 10 questions the study children were asked about how their friends at school treated them.

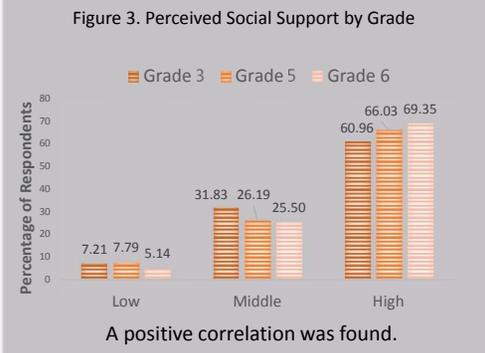
Gender



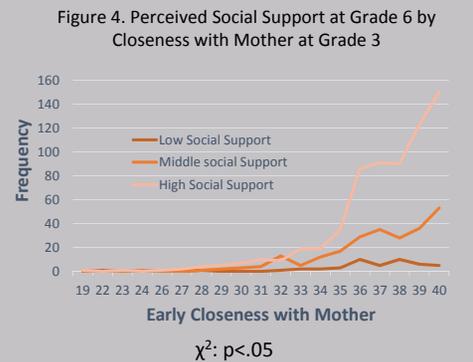
Race



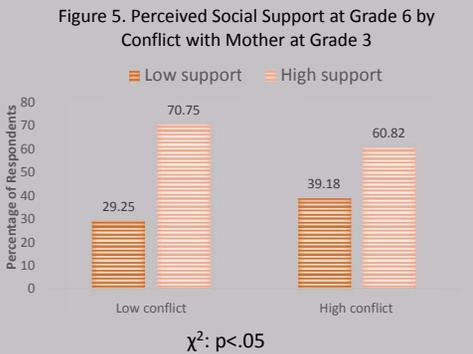
Age



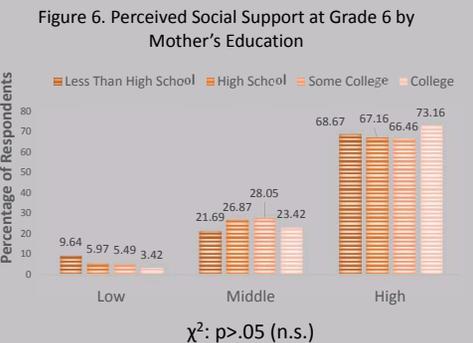
Early Closeness with Mother



Early Conflict with Mother



Mother's Education



Summary of Findings

- Gender:
 - Girls reported more social support than boys.
- Age:
 - Age is positively correlated to peer social support: Peer social support increases from 3rd Grade to 6th Grade.
- Race:
 - Race was found to be nonsignificant.
- Early Closeness with Mother:
 - Closeness with mother at 3rd Grade was positively related to higher peer support at 6th Grade.
- Early Conflict with Mother:
 - Conflict with Mother at 3rd Grade was negatively related to higher peer support at 6th Grade.
- Mother's Education:
 - Mother's education was found to be nonsignificant.

Works Cited

- Cauce, A. M., Reid, M., Landesman, S., & Gonzales, N. (1990). Social support in young children: Measurement, structure, and behavioral impact. In B. R. Sarason, I. G. Sarason, & G. R. Pierce (Eds.), *Wiley series on personality processes. Social support: An Interactional view* (pp. 64-94). Oxford, England: John Wiley.
- Coleman, P. K. (2003). Perceptions of parent-child attachment, social self efficacy, and peer relationships in middle childhood. *Infant and Child Development, 12*(4), 351-368.
- Furman, W., & Buhrmester, D. (1992). Age and sex differences in perceptions of networks of personal relationships. *Child Development, 63*(1), 103-115.
- Levitt, M., Guacci-Franco, N., & Levitt, J. (1993). Convoys of social support in childhood and early adolescence: Structure and function. *Developmental Psychology, 811* 818.
- Sroufe, L. (1979). The coherence of individual development: Early care, attachment, and subsequent developmental issues. *American Psychologist, 34*, 834-841.