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Childhood Predictors of Adolescent Competence and Self-Worth in Rural Youth

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Abstract

Problem—Urban children who become competent adults despite circumstances that place their development and mental health at risk are considered to be resilient. Less is known about the risk and protective factors that characterize resilience among Hispanic/Latinos living in rural areas.

Methods—Data for regression analyses were collected when children ($N = 603$; 54% Hispanic/Latino) enrolled in the study in fifth grade, ($M = 10.4$ years of age) and again five years later when they were in high school ($M = 15$ years of age).

Findings—Statistically significant predictors of competence and self-worth in high schoolers included gender, ethnicity, and mother's education, as well as stress, temperament (task persistence), and competences measured in grade school.

Conclusions—Parents' perceptions of child's temperament is a significant predictor of future competence and self-worth among rural adolescents.

Key Terms

adolescence; competence; self-worth; resilience

Studies of resilient children showed that despite the presence of numerous risk factors (e.g., poverty, psychopathology, stress, and disruptions in the family unit), many have become competent adults (Werner, 1989; 2003). Resilience theory suggests that these children have resources such as caring parents and other adults in their lives (Croll, Neumark-Sztainer, Story, & Ireland, 2002; Henrich, Brookmeyer, & Shahar, 2005). They also use adaptive coping strategies for dealing with environmental stressors (Compas, Connor-Smith, Saltzman, Thomsen, & Wadsworth, 2001). Some may have a temperament high in task persistence (McClowry, 2003), which serves as a protective resource.

Both intrapersonal and interpersonal risk factors and protective resources discernible in childhood may predict competence and self-worth in adolescence. Much of the research on risk and protective factors among adolescents has been done with urban samples in which the majority of the sample was white (Appleyard, Egeland, & Sroufe, 2007; Goodman, McEwen, Dolan, Schafer-Kalkhoff, & Adler, 2005). Do these same factors increase risk or offer protection to rural and Hispanic adolescents as well? The purpose of this study was to determine whether selected risk and protective factors measured in childhood predicted competence and self-worth during adolescence.

Background

Resilience Framework

Factors that place children at risk for adverse developmental and mental health outcomes include minority racial/ethnic status, low socioeconomic status (SES), high perceptions of stress, maladaptive coping, and difficult temperament (Rew & Horner, 2003). Protective resources that offset these risk factors and protect children from adverse outcomes include adaptive coping strategies that reflect the child's temperament (McClowry, 2003), positive coping styles (Compas et al., 2001), and social connectedness or the perception that adults care and can be counted on to provide instrumental and emotional support (Resnick, Bearman, Blum, Bauman, Harris, Jones, et al., 1997).

At-risk children who flourish and develop competence in multiple domains and have high levels of self-worth have been identified as resilient (Masten, 2001; Schuengel, Voorman, Stolk, et al., 2006; Werner, 2003). Competence "refers to a pattern of effective adaptation in the environment" (Masten & Coatsworth, 1998, p. 206). Competence is reflected in specific domains such as scholastic, athletic, behavioral conduct, physical appearance, and social acceptance; moreover, competence contributes to a perception of global self-worth (Harter, 1999). Children who display competence in several of these domains and have global self-worth (Schuengel et al., 2006) are less vulnerable to the adverse effects of risk factors than those who do not (Masten, 2001).

Contextual risk factors—Researchers have found that males and ethnic minority children and adolescents tend to engage in more risky behaviors than females and whites (Becker & Grilo, 2006; Hollis, Polen, Lichtenstein, & Whitlock, 2003; Rew, Horner, & Fouladi, 2010). Rew, Horner, and Brown (2011) also found that mother's lack of education placed children and adolescents at risk for adverse behavioral outcomes.

Protective resources—Adaptive coping involves the development of thoughts and actions directed at solving problems and reducing the experience of stress (Lazarus & Folkman, 1984). School-age children have expressed both adaptive (e.g., "confront the person stressing you") and maladaptive (e.g., "go to the nearest wall and hit it ...") coping in response to stress (Valentine, Buchanan, & Knibb, 2009, p. 257). Maladaptive coping in response to stressors has been associated with self-harm (Evans, Hawton, & Rodham, 2005) and other behaviors such as alcohol use in adolescents (Blumenthal, Leen-Feldner, Frala, Badour, & Ham, 2010).

Prior and colleagues (2001) suggest that temperament is relatively stable over time and can be either a risk or protective factor for children. For example, these researchers found that girls had higher social skills, while boys showed greater competence in school. Other researchers found that, especially for girls, high negativity and low persistence placed them at higher risk for body concerns and eating disorders, particularly when combined with other risk factors. They suggested that adapting to the environment (adaptive coping) reduced the risk of the effect of temperament on adverse outcomes (Martin, et al., 2000).

Childhood temperament has been identified as a strong predictor of health-related outcomes in both Hispanic and white families (Vaughan, Anderson, Agran, & Winn, 2004). Researchers have identified temperament as a factor in the development of alcohol use (Feldstein & Miller, 2006; Trocki & Caetano, 2003). In contrast, Windle and colleagues (1986) found strong and statistically significant relationships among persistence, a positive dimension of temperament, and cognitive and physical competence as well as general self-worth in a sample that was 99% white. Similarly, Rettew and colleagues (2008) found that temperament was strongly associated with academic, activity, and social competencies in a

cross-sectional study of 447 predominantly white urban children. Moreover, children classified as “steady” (i.e., low on novelty seeking and high on persistence) had significantly fewer behavioral problems than children with other temperaments.

Vulnerable children and adolescents who are socially connected with caring adults have been protected from an array of poor developmental and health outcomes (Henrich, Brookmeyer, & Shahar, 2005; Regnus & Elder, 2003; Resnick et al., 1997). Support from caring adults buffered the risks related to poverty and high-crime neighborhoods (Appleyard, Egeland, & Sroufe, 2007). Youth who perceived that their parents and teachers care about them were less likely to experience academic failure and loss of self-worth (Shelton, 2003).

Competence—Adolescents’ competence has been shown to vary by gender. For example, in a longitudinal study of adolescents in Canada, Shapka and Keating (2005) found statistically significant gender differences in physical appearance and athletic competence (boys had higher scores than girls), and close friendships and social acceptance (girls had higher scores than boys). In a rare longitudinal study with a sample of mostly white children (83%), Obradović and colleagues (2006, p. 863) found the stability of competence was similar for both girls and boys.

Self-worth—In explaining how older children and adolescents think about themselves, Harter (1999) found that self-worth was directly related to higher competence in domains that were important to the specific child. Others have demonstrated a positive relationship between self-worth and competence (Park, Crocker, & Kiefer, 2007; Shapka, & Keating, 2005; Stein, Fisher, Berkey, & Colditz, 2007), even among children with serious health conditions placing them at-risk (vanEmpelen, Jennekens-Schinkel, van Rijen, Helders, & van Nieuwenhuizen, 2005; Weiss, Diamond, Denmark, & Lovald, 2003).

Summary—Resilience theory posits that children who successfully adapt to their at-risk situations and stressful environments do so because they have protective resources. Resilient children display competence and overall self-worth. Much of this research, however, has been done with urban white children. Less is known about Hispanic adolescents living in rural areas.

Methods

The analyses reported here are part of an ongoing longitudinal cohort-sequential study of health behaviors in adolescents. Based on the literature reviewed, we hypothesized that:

- H1** Children who were Hispanic, had lower SES, and/or experienced higher levels of stress than peers in fifth grade would score lower on measures of competence in high school.
- H2** Children with greater persistence (temperament), adaptive coping, and/or social connectedness than peers in fifth grade would score higher on measures of competence in all domains in high school.
- H3** Boys would score higher than girls on scholastic and athletic competence, physical appearance, and social acceptance in high school.

We also wanted to know what combination of risk factors and protective resources measured in fifth graders best predicted competence and self-worth in adolescence.

Setting and Sample

The setting was a rural area surrounding a large metropolitan city in central Texas. Participants were 603 adolescents (55.1% females; 53.6% Latino). Data were collected at two times: when children enrolled in the study (fifth grade, mean age = 10.37 ± 0.561), and in early high school (grades 9–10, mean age = 14.96 ± 0.58).

Measurements

Valid scales were used to measure theoretical variables. Two independent translators translated the scales from English to Spanish and from Spanish back to English. Parents provided demographic data on child's gender, ethnicity (Hispanic vs. non-Hispanic), and family SES (mother's level of education as proxy). One parent completed a temperament scale for the child when the child entered the study in fifth grade. All other measures were self-reports from the child/adolescent. Cronbach's alpha reported for each scale was computed on this sample.

Temperament—Temperament was measured in fifth graders using the School-age Temperament Inventory [SATI] (McClowry, 2003). The SATI consists of 38 items, has a 5-point Likert response format and measures four indicators of temperament: activity, approach/withdrawal, negative reactivity, and task persistence. Only the score on task persistence was used in this analysis. Cronbach's alpha (α) was .88 for this sample.

Stress—Stress was measured in fifth graders with the Feel Bad Scale, containing 40 items and a five-point Likert scale (Lewis, Siegel, & Lewis, 1984). Two sets of 20 items each asked children to rate the intensity of the stressor (1=not bad – 5 = terrible) and frequency of the stressor (1= never – 5 = always). Scores were reported as the mean of the product of frequency by intensity. Higher scores indicated greater perceived stress (α = .85).

Coping—The child's coping strategies were measured in fifth graders using the School-age's Coping Inventory (Ryan-Wenger, 1990). This scale consisted of 26 items with two response formats indicating how often the child used a coping strategy (frequency) and how well the strategy worked for them (effectiveness). Both sets of responses used a four-point Likert scale (effectiveness: 1 = "never do it," 2 = "it does not help," 3 = "helps a little," and 4 = "helps a lot"). The subscale score was reported as a mean, with higher scores indicating that the child found the coping strategies to be effective (α = .77).

Social connectedness—Social connectedness was measured in fifth graders with a 10-item Family Integration Scale originally developed for adolescents (Blum, Harris, Resnick, & Rosenwinkel, 1989) and language adapted for use with school-age children. Using a four-point Likert scale, children indicated how much they felt adults (e.g., parents, teachers, and other adults) cared about them (α = .76).

Competence—Competence was measured in fifth graders using the 36-item Self-Perception Profile for Children [SPPC] (Harter, 1985). The scale consisted of valid subscales for scholastic competence (α = .69), social acceptance (α = .68), athletic competence (α = .77), physical appearance (α = .71), and behavioral conduct (α = .72). Higher scores indicated higher levels of competence in each domain.

Competence in high school was measured using the 45-item Self-Perception Profile for Adolescents [SPPA] (Harter, 1988). The scale consisted of valid subscales for scholastic (α = .63), social acceptance (α = .79), athletic competence (α = .78), physical appearance (α = .73), and behavioral conduct (α = .73). Higher scores indicated higher levels of competence in each domain.

Self-worth—Self-worth was defined as the “extent to which the child likes oneself as a person, is happy the way one is leading one’s life, and is generally happy with the way one is” (Harter, 1985, p 2). It was measured in fifth grade ($\alpha = .78$), with the global self-worth subscale of the SPPC (Harter, 1988). In high school, it was measured with the global self-worth subscale of the SPPA (Harter, 1988) and had a Cronbach’s alpha of .70.

Procedures

The initial study was approved by the University’s Institutional Review Board and by administrators of each of three participating school districts. When children were initially recruited information letters, in both Spanish and English, were sent home with the children and parents were invited to complete permission forms if they wanted their children to participate. Meetings were held at schools to inform parents and teachers about the study’s aims and protocols. Data were collected from parents by sending surveys to their home addresses and from children by using computer-assisted self-interviewing (A-CASI) technology for children (Rew, Horner, Riesch, & Cauvin, 2004) in schools. The A-CASI surveys were administered on laptop computers to groups of 25–30 students from a single classroom. Prior to data collection, children gave written informed assent. Research assistants proctoring the data collection saved children’s data directly to a secure website at the university. If children missed the data collection period at school, they were sent a paper-pencil version of the survey. When these children were in high school, data were collected through mailed surveys.

Data Analysis

Preliminary analysis—The outcome variables in this analysis include two consecutive years of data collection during adolescence both four and five years after the initial survey in childhood (mean age=14.96(0.58)). A more representative measure of adolescent competence was achieved by averaging both years, which allowed for more variance in the final analysis.

Of all 603 participants who took the survey in childhood, 377 returned two surveys in adolescence and 226 participants returned only one, (4th year n=102, 5th year n=124). Averaging the competence measures of both years for those who returned two surveys and using the score from the remaining participants’ one survey was justified by running a preliminary analysis to determine the differences between both groups. Preliminary *t*-tests demonstrated no significant differences between groups on competence measures.

Children’s data were imported from A-CASI directly into SPSS, version 15.0. High school data were hand-entered from the mailed surveys. Multiple regression analyses were used to predict each type of high school competence and self-worth from independent variables measured in fifth grade.

Findings

Table 1 summarizes the sample’s scores on scales used in this analysis. All associations reported here were in the expected directions.

Scholastic competence

The full regression model explained 18.9% of variance in high school scholastic competence (Table 2). Gender, Hispanic status, mother’s level of education, stress, task persistence, and fifth grade scholastic competence were significant predictors of scholastic competence in high school. Both Hispanics and females reported lower levels of scholastic competence than non-Hispanics and males, controlling for all other variables in the model. Adolescents

whose mothers reported higher levels of education reported higher levels of scholastic competence in high school. Finally, adolescents who reported lower levels of stress and higher levels of task persistence in fifth grade reported higher levels of scholastic competence in high school. Coping and social connectedness were not significant predictors.

Athletic competence

The full regression model explained 17.9% of the variance in high school athletic competence (Table 3). Females reported lower levels of athletic competence than males and fifth grade athletic competence was also a significant predictor of competence in high school, controlling for all other variables in the model. Ethnicity, mother's level of education, fifth grade stress, and coping were not significant predictors of adolescents' athletic competence.

Physical appearance

The full regression model explained 13.1% of the variance in high school physical appearance (Table 4). Females reported lower levels of physical appearance in high school than males, controlling for all other variables in the model. Adolescents whose mothers reported higher levels of education also reported higher levels of physical appearance. Fifth grade task persistence, social connectedness, and physical appearance were all significant predictors of adolescent physical appearance. Higher levels of fifth grade variables were associated with higher levels of physical appearance in high school, controlling for all other variables in the model. Ethnicity, fifth grade levels of stress and coping were not significant predictors of adolescents' physical appearance.

Behavioral conduct

The full regression model explained 12.2% of the variance in adolescents' behavioral competence (Table 5). Mother's level of education, stress, task persistence, and fifth grade behavioral competence were all significant predictors of adolescents' behavioral competence. Adolescents whose mothers had higher levels of education, and who reported lower levels of stress and higher levels of task persistence in fifth grade reported higher levels of behavioral competence, controlling for all other variables in the model. Additionally, adolescents who reported high levels of behavioral conduct in fifth grade reported higher levels of behavioral conduct in high school. Gender, ethnicity, fifth grade coping and social connectedness were not significant predictors of behavioral conduct in 10th grade.

Social acceptance

The full regression model explained 10.5% of the variance in adolescents' levels of social acceptance (Table 6). Mother's level of education, coping, task persistence, and fifth grade social acceptance were all significant predictors of social acceptance in high school. Adolescents whose mothers had a higher level of education, and who reported higher levels of coping, and higher levels of task persistence in fifth grade reported higher levels of social acceptance in high school, controlling for all other variables in the model. Additionally, adolescents who reported high levels of social acceptance in fifth grade reported higher levels of social acceptance in high school. Gender, ethnicity, fifth grade levels of stress, and social connectedness were not significant predictors of adolescents' social acceptance.

Self-worth

The full regression model explained 12.1% of the variance in adolescents' self-worth (Table 7). Gender, task persistence, and fifth grade global self-worth were all significant predictors of global self-worth in high school. Females reported lower levels of self-worth than males,

controlling for all other variables in the model. Adolescents who reported higher levels of task persistence and self-worth in fifth grade reported higher levels of self-worth in high school, controlling for all other variables in the model. Ethnicity, mother's level of education, fifth grade levels of stress, coping, and social connectedness were not significant predictors of adolescents' self-worth.

Discussion

Our findings showed partial support for all of the hypotheses and for the resilience framework that guided data collection. We hypothesized that Hispanics, being a minority in the U.S., would score lower than non-Hispanics on 10th grade measures of competence (all domains). Although Hispanics scored lower than non-Hispanics on scholastic competence, ethnicity was not a statistically significant predictor of any of the other domains of competence nor was it a significant predictor of self-worth. Hispanics' lower levels of scholastic competence may be related to frequent changes in schools because this population in central Texas is known to move frequently. Ethnicity, however, did not significantly predict athletic competence, physical appearance, social acceptance, behavioral conduct, or self-worth, indicating that these children have adapted to changes in their environment and have successfully met challenges of adolescence.

We hypothesized that children from lower SES (i.e., whose mothers had a lower level of education) in fifth grade would score lower than those from higher SES on 10th grade measures of competence (all domains). This was partially supported by the finding that those whose mothers had a higher level of education had higher scores in all but one of the competence domains (athletic) in 10th grade. This supports the salience of mothers as role models for child development.

We further hypothesized that children who perceived higher levels of stress than peers in fifth grade would score lower on competence in all domains in 10th grade. Although stress predicted competence in the scholastic domain and behavioral conduct, it did not predict competence in other domains (athletic competence, physical appearance, social acceptance). Adolescents in this sample who felt good about the way they looked, felt socially accepted, and had a high sense of self-worth were protected from the otherwise negative effects of stress. This interpretation requires further study to determine an exact causal relationship.

In terms of protective factors, we hypothesized that children who scored higher than peers on the task-persistence domain of temperament in fifth grade would also score higher on measures of competence in all domains in 10th grade. This hypothesis was supported for all competence domains except athletic competence. This finding is similar to that of Windle et al. (1986) who found that persistence was associated with scholastic competence and self-worth. Unlike Windle et al., however, we did not find that task persistence was a statistically significant predictor of athletic competence. This was unexpected because athletic accomplishments take practice, thus having a temperament that was high in task persistence logically should be associated with this. It may be that the 10th grade measure of athletic competence is related to some other natural athletic ability that we did not measure. By comparison, Windle et al.'s sample was 99% white while ours was predominantly Hispanic. Our finding that task persistence was a statistically significant predictor of behavioral conduct, physical appearance, and social acceptance are new and additional research should examine this phenomenon more closely.

These findings support those of Prior et al. (2001) who found that, in addition to previous behavior, self-regulation aspects of temperament were strongest predictors of adjustment in early adolescence. Self-regulation and task persistence are similar concepts. Self-regulation

“refers to the process by which people initiate, adjust, interrupt, terminate or otherwise alter their actions to promote attainment of personal goals” (Heatherton & Baumeister, 1996). Task persistence “is the child’s tendency to stick with a task until it’s done, even if he or she is interrupted” (McClowry, 2003). This aspect of temperament has not been fully studied in relation to resilience in adolescence. Findings from this study suggest that it may be an important aspect of adolescent performance and may be a modifiable during childhood. This may have implications for both parents and schools in developing policies that reward and develop task persistent behaviors.

We hypothesized that children who had high levels of adaptive coping in fifth grade would score higher than peers in all domains of competence in 10th grade. However, adaptive coping was not a statistically significant predictor in any of the domains except that of social acceptance. These findings were unexpected as adaptive coping has been associated with skillful problem-solving (Lazarus & Folkman, 1984). It may be that the measure of coping (effectiveness) used in this analysis was not a valid measure of this concept, or it may be that the effective strategies children used to cope with stress were similar to strategies they used to feel accepted by their peers. This requires further investigation.

The hypothesis that children who were socially connected with caring adults would score higher in all domains of competence in 10th grade was not fully supported. Social connectedness with caring adults was a statistically significant predictor only of physical appearance in 10th grade. This was surprising as previous studies have shown that such connections are significantly related to positive outcomes in development and behavior (Henrich et al., 2005; Resnick et al., 1997). Our finding stands in contrast to those of Shelton (2003) who found that adolescents who perceive such caring are less likely to experience academic failure and loss of self-worth.

Finally, the hypothesis, that boys would score higher than girls in scholastic and athletic competence, physical appearance, and social acceptance in 10th grade, was also partially supported. Although gender was a statistically significant predictor of athletic competence and physical appearance, it was not a statistically significant predictor of social acceptance. This partially supports the finding from the Australian Temperament Project (Prior et al., 2001) that boys had greater competence in school than girls. It also partially supports the findings of Shapka and Keating (2005) in that boys scored higher than girls on athletic competence and physical appearance; however, our findings differed from theirs in that gender was not a statistically significant predictor of social acceptance, but was a statistically significant predictor of global self-worth. One interpretation of differences is that despite our use of the same measures, Shapka and Keating conducted their study in Canada where social and gendered customs may be vastly different from those in central Texas.

The most potent predictor of 10th grade competence (i.e., in domains of scholastic, behavior, physical appearance, social acceptance) and self-worth was the measure of the same type of competence and self-worth in fifth grade, a finding similar to that of Prior et al. (2001) who found that previous behavior was the strongest predictor of later adjustment in pre-adolescent children.

Limitations

Findings from this study cannot be generalized, owing to the non-probability sample from one rural area in the U.S. As with any longitudinal study, an inherent limitation is the possibility of differential attrition, which may bias the findings. Different theoretical and operational definitions may have been used to measure the study’s variables, making comparisons with some studies more difficult. Predictor variables of fifth grade stress,

coping, social connectedness, and competence and outcome variables of competence and self-worth in 10th grade were limited to self-reports and some subscales had marginal coefficient alphas. Furthermore, because our study is correlational in nature, practitioners should use caution when attempting to draw strict causal relationships between the explanatory and outcome variables included in the regression models fit here. In addition, there may be other intervening variables such as individual and family stressors that occurred between fifth grade and 10th grade that may have affected the strength and direction of relationships found here.

Despite these limitations, our study was strengthened by sampling a large percentage of Hispanic children and adolescents and using valid scales for theoretical constructs. The findings from these analyses add to the body of knowledge about resilience in adolescents. Although it was not surprising to find that previous behavior in nearly each area of competence was the strongest predictor of later behavior, the finding of task persistence as a significant predictor of competence in all domains is new and suggests that interventions to help children stay focused on the task-at-hand may be an important skill that contributes to later competence and self-worth. Parents, nurses, and schools may be able to identify and reward this quality early, thus contributing to children's resilience. Nurses working in pediatric, school, community, and psychiatric settings can use these findings to test interventions that enhance a child's ability to remain focused on tasks and to learn and practice problem-solving behaviors.

Conclusion

Findings from this study support those of other studies that have identified gender and SES differences in several areas of competence in children and adolescents. A new area of inquiry is suggested by the finding that task persistence was a significant predictor of several domains of competence as well as self-worth. Knowing how children score on this set of behaviors may help parents, psychiatric, community, pediatric, and school nurses, and teachers identify the strengths and limitations of these children as they become adolescents. Accordingly, future studies should further investigate the role of task persistence in fostering competence in school-age children and adolescents.

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Table 1

Means, Standard Deviations, and Ranges of Scores on Theoretical Variables

<u>Variable</u>	<u>Mean (Standard Deviation)</u>	<u>Minimum</u>	<u>Maximum</u>
Stress	6.41 (2.531)	1.316	20.600
Coping effectiveness	2.62 (.380)	1.423	4.000
Temperament	3.56 (.754)	1.455	5.000
Social Connectedness	3.43 (.417)	1.400	4.000
5th Scholastic Competence	2.91 (.683)	1.000	4.000
5th Athletic Competence	2.79 (.691)	1.000	4.000
5th Physical Appearance	2.87 (.787)	1.000	4.000
5th Behavioral Conduct	3.10 (.675)	1.167	4.000
5th Social Acceptance	2.86 (.703)	1.000	4.000
5th Global Self-Worth	3.16 (.706)	1.000	4.000
10 th Scholastic Competence	2.92 (.695)	1.000	4.000
10 th Athletic Competence	2.64 (.738)	1.200	4.000
10 th Physical Appearance	2.78 (.671)	1.000	4.000
10 th Behavioral Conduct	3.10 (.675)	1.000	4.000
10 th Social Acceptance	3.09 (.516)	1.225	3.800
10 th Global Self-Worth	3.09 (.591)	1.000	4.000

Table 2

Summary of Regression Analysis for Variables Predicting Scholastic Competence (N = 603)

Variable	<i>B</i>	<i>SE (B)</i>	β	<i>p</i>
Constant	1.169	0.331	---	0.000
Male	0.106	0.053	0.076	0.044
Hispanic	-0.124	0.055	-0.089	0.026
Mother's education	0.050	0.013	0.152	0.000
Stress	-0.026	0.011	-0.095	0.021
Coping	0.028	0.070	0.016	0.685
Task persistence	0.163	0.037	0.147	0.000
Social connectedness	0.114	0.067	0.068	0.091
5th Scholastic comp.	0.229	0.041	0.225	0.000

Note. Adjusted $R^2 = .189$. Values in bold indicate statistical significance.

Table 3

Summary of Regression Analysis for Variables Predicting Athletic Competence (N = 603)

Variable	<i>B</i>	<i>SE (B)</i>	β	<i>p</i>
Constant	1.519	0.263	---	0.000
Male	0.372	0.056	0.251	0.000
Hispanic	-0.113	0.059	-0.077	0.056
Mother's education	0.025	0.014	0.072	0.074
Stress	-0.020	0.012	-0.067	0.107
Coping	-0.031	0.075	-0.016	0.677
Task persistence	0.065	0.038	0.066	0.086
Social connectedness	0.131	0.072	0.074	0.072
5th Athletic comp.	0.262	0.042	0.246	0.000

Note. Adjusted $R^2 = .179$. Values in bold indicate statistical significance.

Table 4

Summary of Regression Analysis for Variables Predicting Physical Appearance (N = 603)

Variable	<i>B</i>	<i>SE (B)</i>	β	<i>p</i>
Constant	1.009	0.331	---	0.002
Male	0.205	0.053	0.152	0.000
Hispanic	0.037	0.055	0.028	0.500
Mother's education	0.036	0.013	0.111	0.007
Stress	-0.009	0.011	-0.035	0.412
Coping	0.013	0.070	0.007	0.853
Task persistence	0.088	0.035	0.099	0.013
Social connectedness	0.193	0.068	0.120	0.005
5th Physical appearance	0.191	0.035	0.224	0.000

Note. Adjusted $R^2 = .131$. Values in bold indicate statistical significance.

Table 5

Summary of Regression Analysis for Variables Predicting Behavioral Conduct (N = 603)

Variable	<i>B</i>	<i>SE (B)</i>	β	<i>p</i>
Constant	1.792	0.320	---	0.000
Male	0.085	0.051	0.066	0.098
Hispanic	-0.060	0.054	-0.046	0.265
Mother's education	0.037	0.013	0.119	0.005
Stress	-0.027	0.011	-0.107	0.012
Coping	-0.022	0.068	-0.013	0.748
Task persistence	0.135	0.035	0.157	0.000
5th Behavioral conduct	0.182	0.040	0.190	0.000

Note. Adjusted $R^2 = .122$. Values in bold indicate statistical significance.

Table 6

Summary of Regression Analysis for Variables Predicting Social Acceptance (N =603)

Variable	<i>B</i>	<i>SE (B)</i>	β	<i>p</i>
Constant	2.273	0.256	---	0.000
Male	0.061	0.041	0.059	0.142
Hispanic	0.023	0.044	0.022	0.595
Mother's education	0.023	0.010	0.093	0.027
Stress	-0.000	0.009	-0.002	0.957
Coping	-0.126	0.055	-0.093	0.022
Task persistence	0.062	0.028	0.090	0.027
Social connectedness	0.093	0.054	0.075	0.087
5th Social acceptance	0.166	0.031	0.226	0.000

Note. Adjusted $R^2 = .105$. Values in bold indicate statistical significance.

Table 7

Summary of Regression Analysis for Variables Predicting Global Self Worth (N = 603)

Variable	<i>B</i>	<i>SE (B)</i>	β	<i>p</i>
Constant	2.054	0.293	---	0.000
Male	0.134	0.047	0.113	0.004
Hispanic	-0.068	0.049	-0.057	0.170
Mother's education	0.021	0.012	0.076	0.068
Stress	-0.012	0.010	-0.052	0.233
Coping	-0.040	0.062	-0.026	0.525
Task persistence	0.085	0.031	0.109	0.007
Social connectedness	0.046	0.062	0.033	0.453
5th Self-worth	0.203	0.037	0.242	0.000

Note. Adjusted $R^2 = .121$. Values in bold indicate statistical significance.