

RELATIONS BETWEEN PEER VICTIMIZATION, SELF-COGNITIONS AND  
DEPRESSION IN THE UNITED STATES AND VIETNAM

By

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## **Abstract**

Peer victimization is a significant problem for students throughout the U.S., one that threatens the safety of school environment for all students. Peer victimization in the school has been linked to a number of negative outcomes including reduced academic performance and achievement, impaired social relations, and development of mental health problems. Peer victimization in particular is linked to depression, and to the self-cognitions implicated in the development of depression. Most of the research in this area has been conducted in the United States or other highly developed Western countries, however, and relatively little is known about peer victimization in the developing world where the majority of the world's human population lives. The present project focused on Vietnam, an Asian country of over 91 million people, approximately 25% of whom are under the age of 15. By comparing data collected in Vietnam to data from a similar study conducted in the U.S., the project had two primary goals: To assess (a) how levels of peer victimization differ across ages and gender in schools across two countries, and (b) the extent to which strengths of relations between peer victimization, and self-cognition, and depression differ in the U.S. versus Vietnam. There were four primary findings in the current study. First, our cultural values scale was psychometrically weak, to the point that it was not used in our main analyses. Second, all measures had full or partial configural measurement invariance but not metric or scalar invariance across countries. Third, age trends in levels of peer victimization differed significantly across the two countries. And fourth, there were significant differences in the relations among peer victimization, self-cognition and depression between the U.S. and Vietnam. Discussion elaborates on each of these findings and relates them to previous theory and research.

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# CHAPTER I

## INTRODUCTION

### **Peer Victimization**

Peer victimization has been noted for as long as there are records of human history (Card & Hodges, 2008). The most ‘primitive’ forms of peer victimization involve bullying wherein someone intentionally tries to harm a peer by kicking or hitting them, or saying negative things about others. Bullying and victimization in schools likely has existed since the first forms of school-based teaching were established, since aggression, dominance and competition are fundamental human characteristics (e.g., Lorenz, 1963; Freud, 1973; Geen, 2001; Archer, 2009). However, it has only been within the last two decades that bullying and victimization have been seen as a serious threat to the safe environment of schools. Across Europe, North America, Asia, and Australia, bullying is now recognized as a serious problem (e.g., Smith, Madsen, & Moody, 1999; Wei & Huang, 2005), affecting millions of children in schools around the world.

Peer victimization is recognized as a serious and visible problem for children and adolescents. Approximately three-quarters of young adolescents in the United States report experiencing some form of relational aggression (e.g., having rumors spread about oneself, or being ridiculed) by their peers, whereas one-third report experiencing physical bullying such as coercion and hitting (Juvonen, Nishina, & Graham, 2000). Recent reports indicate the rates of peer victimization peak in early adolescence, and then gradually decrease in late adolescence and early adulthood (Nansel, Overpeck, Pilla, Ruan, & Simons-Morton, 2001), at least in the U.S. and other similar Western countries.

### *Definitions and subtypes*

Dan Olweus is one of the pioneers in peer victimization research, and his definition is one of the most commonly used in literature. He considers children to be victimized when they are exposed, repeatedly and over time, to negative actions intended to inflict injury or discomfort by same-age, non-sibling individuals (Olweus, 1993). Other authors such as Hawker and Boulton (2000) have defined targeted peer victimization as “*the experience among children of being a target of the aggressive behavior of other children, who are not siblings and not necessarily age-mates*” (p. 441).

Traditional definitions of peer victimization have focused on physical acts of aggression (e.g., kicking, punching, slapping) (Crick & Grotpeter, 1996), but more recent studies have extended the definition to include *covert / relational* assaults (i.e., spreading rumors, damaging relationships, exclusion or rejection from a social group) (e.g., Griffin & Gross, 2004; McLaughlin, Hatzenbuehler, & Hilt, 2009; Cole, Maxwell, Dukewich, & Yosick, 2010), versus *overt / physical* victimization, which captures a fuller range of peer victimization (Crick et al., 1996). Other ways that subtypes or dimensions of peer victimization have been conceptualized include *verbal* victimization (e.g., Mynard & Joseph, 2000; Kochenderfer & Ladd, 1996; Vaillancourt, Duku, Dectanzaro, Macmillan, Muir, & Schmidt, 2008), *direct* versus *indirect* bullying (e.g., Baldry, 2004; Marini, Dane, Bosacki, & YLC-CURA, 2006), *reputational* aggression (e.g., McLaughlin et al., 2009; Siegel, Greca, & Harrison, 2009); *social* victimization (i.e., Rosen, Underwood, Beron, Gentsch, Whartson, & Rahdar, 2009; Vaillancourt et al., 2008), and a new form of victimization paralleling development of the technology, *cyber victimization* (e.g., Gradinger, Strohmeier, Schiller, Stefanek, & Spiel, 2012; Dempsey, Sulkowski, Nichols, & Storch, 2009; Sontag, Clemans, Graber, & Lyndon, 2011; Wang, Iannotti, Luk, & Nansel, 2010).

However, despite this diversity of definition, most studies assessing victimization have treated victimization as a single general factor in their analyses (e.g., Abada, Hou & Ram, 2008; Austin & Joseph, 1996; Boivin, Hymel & Bukowski, 1995).

### ***Prevalence***

Peer victimization is a common problem, with studies assessing whether students have been victimized during the current semester or school year yielding prevalence rates ranging between 30 to 60% (e.g., Glover, Gough, Johnson, & Cartwright, 2000; Rigby, 2000; Smith & Shu, 2000). However, the majority of research on peer victimization has been conducted in United States and Europe, which represent less than approximately 20% of the world's population (United Nations, 2012). In a literature search conducted for this proposal, approximately half of all peer victimization studies were conducted in the U.S., about 30% were conducted in European countries (primarily England, Finland, Netherlands and Denmark), about 10% from Canada, and 10% from the rest of the world. Rates of bullying and victimization vary from country to country, with a World Health Organization (WHO) international survey of adolescent health-related behaviors (King, Wold, Tudor-Smith, & Harel, 1996) finding wide variation in rates of bullying and victimization among adolescents in participating countries. In this study, the percentage of students who reported taking part in bullying at least once during the current school term ranged from a low of 13% of girls and 28% of boys in Wales to a high of 67% of girls and 78% of boys in Greenland. The percentage of students who reported having been victims of bullying ranged from a low of 13% of girls and 15% of boys in Sweden to a high of 72% of girls and 77% of boys in Greenland.

Although data from the U.S. were not included in the 1996 WHO report (King et al., 1996), preliminary analysis of data from the 1997/1998 WHO survey of students in the U.S.

indicated that 19.5% of youth reported bullying others three or more times over the past year, and 8.8% of youth reported bullying others once a week or more. The percentage of those who reported being bullied was similar, with 16.9% reporting being bullied three or more times over the past year and 8.4% reporting being bullied once a week or more (Nansel et al., 2001). Other studies (e.g., US Department of Education & U.S. Department of Justice, 2001; Pellegrini, Bartini, & Brooks, 1999; Akiba, LeTendre, Baker, & Goesling, 2002) have estimated a 15% to approximately 25% annual rate for being bullied among American youth. More recently, in a national survey conducted with 7,508 U.S. children in grades 6-10, Wang, et al. (2009) found that prevalence rates of victimization in the last two months were 12.8% for physical victimization, 36.5% for verbal victimization, 41.0% for relational victimization and 9.8% for cyber victimization.

Peer victimization definitions and measures in these studies have varied, which may explain some of the differences in rates of reported victimization. For example, Perry, Kusel, and Perry (1988) reported that 10% of boys and girls in the United States (9 to 12 years of age) were victims of “extreme peer abuse.” In contrast, other surveys that have used less severe definitions have reported that up to 75% of adolescents have been victimized at least once during their school years (Hoover, Oliver, & Hazler, 1992), which suggests that rates may vary as a function of how victimization is operationalized. However, even taking such methodological differences into account, it is clear that rates of victimization differ significantly across countries, which suggests that cultural factors may influence the development of victimization.

### ***Effects of peer victimization***

Effects of peer victimization can be substantial. Being victimized by peers can dramatically affect the ability of students to progress academically, socially and psychologically

(Ross, 2006). Negative consequences associated with peer victimization in schools are academic difficulties, social maladjustment, and both externalizing and internalizing mental health problems. More specifically, these negative outcomes include poor academic performance (Eisenberg, Neumark-Sztainer, & Perry, 2003), negative attitudes towards school that eventually may lead to school avoidance (Juvonen et al., 2000), and loneliness and depression (van der Wal, de Wit, & Hirasing, 2003; Nansel et al., 2001; Olweus, 1993). All of these effects may in turn lead to other problems such as a lack of motivation and ability to concentrate on academics in the classroom, further exacerbating academic problems (Juvonen et al., 2000; Schwartz, Gorman, Nakamoto, & Toblin, 2005), with some of these problems persisting into adulthood (Olweus, 1993).

Among the problems related to peer victimization, internalizing mental health problems (e.g., depression, anxiety) appear to be the one of the most significant and strongest negative outcomes (i.e., Crick & Bigbee, 1998; Juvonen et al., 2000; Hawker et al., 2000; McLaughlin et al., 2009; Reijntjes, Kamphuis, Prinzie, & Telch, 2010). Many studies have found significant relations between peer victimization and increases in internalizing problems, especially depression (Raskauskas, 2010; Rudolph, Troop-Gordon, Hessel, & Schmidt, 2010; Cole et al., 2010), anxiety (Davidson & Demaray, 2007; Seigel et al., 2009), social withdrawal (Schwartz, Tom, Chang, Xu, Duong, & Kelly, 2009; Zongkui, 2006), and loneliness (Zhang, 2009; Crick et al., 1996; Boivin et al., 1995) as well as internalizing problems in general (Crick & Nelson, 2002; Hoglund & Leadbeater, 2007).

### ***Peer victimization and self-cognition***

Peer victimization reaches its peak in middle childhood and early adolescence (Hoover et al. 1992; Pellegrini & Bartini, 2000), times that are critical in the development of healthy (and

unhealthy) self-cognitions (Harter, 2003). During these years, various subtypes of self-cognition become increasingly differentiated (Harter, 1990) and integrated (LaGrange & Cole, 2008). Individual differences in self-cognition become increasingly stable (Clark, Beck, & Alford, 1999; Cole, Martin, Peeke, Seroczynski, & Fier, 1999; Rose & Abramson, 1992) and serve either to protect children from or predispose children to problems such as depression (Cole & Jordan, 1995; Cole & Turner, 1993; Jacquez, Cole, & Searle, 2004).

Cole (1991) has suggested that these self-cognitions develop through a process wherein children internalize the feedback to which they are exposed, and construct for themselves a sense of their relative competence and incompetence in different domains. This developmental psychopathology model has its origins in symbolic interactionism (Cooley, 1902; Mead, 1925, 1934). When such feedback is generally positive, children typically construct a sense of self as generally competent; however, when such feedback is harsh and chronic, children often emerge with self-perceptions of incompetence, feelings of hopelessness, and a broadly pessimistic view of themselves and the future (Graham & Juvonen, 1998; Kochenderfer-Ladd & Ladd, 2001).

### ***Peer victimization and depression***

The negative mental health outcome to which peer victimization appears to be most highly linked is depression. Hawker and Boulton's (2000) 20-year meta-analytic review of peer victimization and psychosocial maladjustment suggests that both overt/physical and covert/relational victimization are more strongly related to depression than any other mental health disorder. In general, cognitive style plays a central role in the development of depression (Alloy, 2001; Alloy, Abramson, Tashman, Berrrebbi, Hogan, Whitehouse, et al. 2001; Alloy, Kelly, Mineka, & Clements, 1990; Barlow, 2002; Beck, 1967; Beck, Rush, Shaw, & Emery, 1979; Beck & Steer, 1987), and several studies have assessed the potential role of cognitions in

the development of depression in response to peer victimization. Gibb, Benas, Crossett, and Uhrlass (2007) for instance conducted a retrospective study of young adults, focusing on the relation between peer victimization and parental maltreatment retrospectively reported, and current depressive symptoms. They also tested the extent to which these relations were accounted by positive and negative cognitions. They found that high levels of negative cognitions and low levels of positive cognitions explained a significant portion of the relation between the retrospective reports of peer victimization and current depressive symptoms. The study is of course limited by the fact that victimization was assessed retrospectively but it does suggest that cognitions may be an important factor in the development of depression subsequent to peer victimization.

Rosen, Milich, and Harris (2007) assessed the relation between peer victimization and children's construction of a negative (victimization-related) self-schema. In a sample of eighty-seven 9–13 year old children, Rosen et al. (2007) found that victimization experiences were significantly related to two social-cognitive information-processing factors, a Stroop emotional processing task, and an implicit association task (the self-concept Implicit Association Test, which assessed the implicit link between victimization and self-concept). These authors found a positive relation between peer victimization and distinct patterns of self- and victimization-relevant cognitive processing. The study did not, however, examine the relation of victimization experiences or victimization-related self-schema to measures of depressive symptoms.

Hoglund and Leadbeater (2007) examined the degree to which negative cognitions about others (e.g., hostile instrumental attributions, and hostile relational attributions) mediated the relation between peer victimization and depression/anxiety in a sample of 337 sixth and seventh-graders. The Social Experience Questionnaire (Crick & Grotpeter, 1996) was used to measure



peer victimization and the Why Kids Do Things Questionnaire (Crick, Casas, & Nelson, 2002) which measures hostile attributions. Hoglund and Leadbeater (2007) found that cognitions were significantly related to peer victimization but not to depression/anxiety. It should be noted, however, that this study assessed cognitions about others' intent, rather than cognitions about the self. Most cognitive theories of depression emphasize cognitions about the self as a central causal mechanism for the development of depression.

### *Peer victimization and Gender*

Another important issue in regards to peer victimization and depression is gender. Starting in about seventh grade, females began to become about twice as likely to develop depression compared to males (Hankin & Abramson, 2001). Nolen-Hoeksema and Girgus (1994) has suggested that this effect may be due to early risk factors that are more common in girls than in boys. In terms of peer victimization, boys generally are more likely than girls to experience overt/physical victimization whereas girls are more likely than boys to experience covert/relational victimization (Crick, 1996; Crick et al., 1998; Crick et al., 1996; French, Jansen, & Pidada, 2002; Galen & Underwood, 1997; Prinstein, Boergers, & Vernberg, 2001), although a review by Rose and Rudolph (2006) suggested that this gender difference in covert/relational TPV may vary depending on age and informant. Relational victimization is associated with internalizing problems for both boys and girls, but some evidence suggests that the effects may be stronger for girls (Prinstein et al., 2001). Regarding rates of other types of victimization such as social or relational victimization, the literature on difference in rates for between boys and girls is mixed. Some studies did not find a gender difference (e.g., Blake, Kim, McCormick, Hayes, 2011) whereas others found that boys rated higher than girls for all types of victimization (e.g., Peets & Kikas, 2005). Our own meta-analysis (Tran, Cole & Weiss, 2010) failed to find a

significant difference between the strength of the relations between peer victimization and depression for males and females; however, this may have been due to inherent limitations of meta-analysis, in that within study variability (i.e., between gender, depression, and peer victimization) is not captured, and between study variability was minimal (i.e., most studies had approximately 50% males and females, likely a consequence of random sampling of children).

### **Cultural Influences on Peer Victimization**

#### ***Lack of geographic diversity in this literature***

Most studies of victimization have been conducted in the U.S., Europe, Canada, and Australia. In our own meta-analysis of 101 studies of peer victimization (Tran et al., 2010), we found that about 90% studies were conducted in the US, Canada, Great Britain, Australia and Europe. Less than 5% of the studies were conducted in Asia, which contains over half of the world's population. Within Asia itself, the geographic range of studies is also limited, with most studies having been conducted in China (Zongkui, 2006; Zhang, 2009), Hong Kong (Cheng, Cheung, & Cheung, 2008; Tom, Schwartz, Chang, Farver, & Xu, 2010), Taiwan (Wei & Chen, 2009), or South Korea (Yang, Kim, Kim, Shin, & Yoon, 2005). One of the implications of this lack of geographic diversity is that the generalizability of peer victimization research, and our understanding of the true complexity of the phenomenon, may be limited as there are certain cultural differences between areas of the world where most of the data have been collected, and the areas of the world where most of human the population lives.

#### ***Individualism and Collectivism (I/C)***

Probably the most widely studied cultural variable in the social sciences is individualism/collectivism (I/C). I/C refers to the relationship between the individual, and the collective (group) within which the individual resides. Most definitions of individualism suggest

a somewhat ambivalent attitude towards interpersonal relationships. Individuals view relationships and group memberships as necessary to attain self-relevant goals, but relationships are seen as costly to maintain (Kagitçibasi, 1997; Oyserman, 1993). Theorists suggest that highly individualistic persons or cultures apply equity norms to balance the costs and benefits inherent in interpersonal relationships, leaving the relationships and groups when the costs of participation exceed the benefits, creating new relationships as personal goals shift.

In contrast, the core element of collectivism is the assumption that one's identity comes from one's relationships with and within groups, and that groups bind and mutually obligate individuals in ways that fundamentally define the individual. The most collectivistic societies are communal societies characterized by diffuse but strong mutual obligations and expectations based on ascribed statuses with the group and society. In such societies, social groups with common goals and common values are centralized as entities; the "personal" is simply a component of the social, making the in-group the key unit of analysis and functioning (Triandis, 1995). This description focuses on collectivism as a social way of being, oriented toward in-groups and away from out-groups (Oyserman, 1993).

In collectivistic societies, group membership is the central aspect of identity (Hofstede, 1980; Hsu, 1983; Kim, 1994; Markus & Kitayama, 1991; Oyserman, 1993; Triandis, 1995). Valued personal traits reflect shared collectivistic goals, with central values including sacrifice for the common good and maintaining harmonious relationships with close others (Markus & Kitayama, 1991; Oyserman, 1993; Triandis, 1995). Important group memberships are ascribed and fixed, viewed as "facts of life" to which people must and automatically accommodate. Boundaries between one's in- out-groups are stable, relatively impermeable, and an important aspect of life and human functioning. In-group exchanges are hierarchical but within this

hierarchy based on equality or even generosity among in-group members (Kim, 1994; Morris & Leung, 2000; Sayle, 1998; Triandis, 1995).

There are two major approaches to assessing individualism and collectivism. The first, used by Hofstede in his original definitional work (1983; 1984), involves treating individualism and collectivism as opposite ends of a bipolar scale. The second involves treating individualism and collectivism as separate but correlated constructs (i.e., as two constructs assessed by separate scales). This latter approach has been used primarily by Oyserman and colleagues (e.g., Oyserman et al., 2002).

### ***Individualism / Collectivism, and Peer Victimization***

The significant variability in the rates of victimization across countries (e.g., King et al., 1996) suggests that cultural factors may influence peer victimization, and possibly its effects. This would not be surprising given that peer influences, which are strongly imbedded in a cultural framework (Hodges & Perry, 1999; Smith, 1991; Smith & Morita, 1999), are a fundamental part of peer victimization (Atlas & Pepler, 1998; Owens, Shute, & Slee, 2000; Salmivalli, Huttunen, & Lagerspetz, 1997; Sutton & Smith, 1999). Salmivalli, Lagerspetz, Bjorkqvist, Osterman, and Kaukiainen (1996) identified six different participant roles taken by individual children in the bullying process (i.e., victim, bully, reinforcer of the bully, assistant to the bully, defender of the victim, and outsider). In an Australian study in which adolescent females were interviewed, Owens et al. (2000) found that those who revealed pro-bullying attitudes identified their desire to have close friendships with the perpetrator and to be part of the perpetrator's group as one of the main reasons for their anticipated assistance to, and reinforcement of, a hypothetical bullying behavior. Thus, beyond the bully and victim, peers and peer reactions play an important role in victimization.

The constructs of individualism and collectivism may be useful in trying to understand these social processes, and potential variations in the social processes. As noted above, the core element of individualism is the assumption that individuals are independent of one another. Hofstede (1980) defined individualism as a focus on rights above duties, a concern for oneself and one's immediate family, an emphasis on personal autonomy and self-fulfillment, and the basing of one's identity on one's personal accomplishments. Waterman (1984) similarly defined individualism as a focus on personal responsibility and freedom of choice, living up to one's potential, and respecting the integrity of others. Schwartz (1990) defined individualistic societies as fundamentally contractual, consisting of narrow primary groups and negotiated social reactions, with specific obligations and expectations focused on achieving status. These definitions conceptualize individualism as a worldview that centralizes personal goals, uniqueness, and personal control, de-emphasizing the social nature of the self (Bellah, Madsen, Sullivan, Swidler, & Tipton, 1985; Hsu, 1983; Kagitçibasi, 1994; Kim, 1994; Markus & Kitayama, 1991; Sampson, 1977; Triandis, 1995).

In one sense, although almost all people start life as collectivists (i.e., as infants highly attached and embedded within their families of origin), as they mature they generally become less physically and psychologically dependent on their families, and become more of individualists. The extent of this transformation varies with cultural norms (Triandis, 1995). In more individualistic societies, people learn to be detached from certain collectives in different situations. Children typically become more detached from families and extend beyond their families as they mature. Children develop feelings of autonomy, with their social behavior focused on maximizing their own enjoyment and success, interacting with others through implicit or explicit interpersonal contracts (Triandis, 1995). If the goals of the collectives do not

match their personal goals, individuals in individualistic societies see it is self-evident that their personal goals have precedence. If the costs of personal relationships are greater than their rewards, they discontinue these relationships. They may change relationships often, and when they marry, they choose on the basis of personal emotions and preference, which may change over time and lead to divorce. Values encouraged as ideal are independence, autonomy, and high self-esteem (Hofstede, 1991; Triandis et al., 1990).

In more collectivistic cultures, in contrast, this developmental detachment is more minimal. As they develop, people continue to view themselves as parts of their collectives and in most situations subordinate their personal goals to those of their collectives. People's social behavior is a consequence of norms, duties, and obligations (Triandis, 1995). They do not give up relationships unless the relationship becomes exceptionally costly. Such cultures tend to be highly stable, as there is little change in social relationships. People do not leave their collectives, they live and die within them (Triandis, 1995). People in collectivistic societies strongly identify with their in-groups, which generally include families, schools, and often the company for which they work (Hofstede, 1991). Such group memberships serve as a major source of their identities, and therefore the in-group versus out-group distinction is of considerable significance, since it sets the boundaries of their identities rather than simply the circle of ones friends or associates (Oyserman et al., 2002). Values encouraged within the in-group are interdependence, cohesion, and harmony (Hofstede, 1980; Yamaguchi, 2001). People show long-term loyalty to their in-groups by placing group interests before individual interests and, in turn, they expect the in-group to protect them (Hofstede, 1991). Behavior is largely regulated by people's desire to conform to in-group norms to ensure harmony (Triandis et al., 1990).

Although individualism and collectivism are probably the most widely studied cultural

dimensions in the social sciences, there has been relatively little consideration of how they may influence the psychological effects of victimization. A case can be made for their influence on the effects of victimization running in either direction, or both. On the one hand, the effects of victimization might be stronger in more collectivistic countries, because victimization fundamentally represents social rejection. In collectivistic cultures where identity is defined by ones relationships, such rejection might be more psychologically stressful and damaging. On the other hand, one could also argue that the effects of victimization would be less strong in collectivistic cultures, because of the increased social support that group membership provides. The latter might be particularly true if the bully comes from outside one's own in-group (Gómez, Kirkman, & Shapriro, 2000).

In our meta-analytic review (Tran et al., 2010) we found that the magnitude of the relation between both general internalizing problems and social withdrawal/avoidance with victimization was negatively correlated with individualism scores (Hofstede's individualism index). That is, the more collectivistic the culture in which the study was conducted, the larger the relation between victimization and general internalizing problems and social withdrawal. Considering the characteristics of collectivistic cultures, it is possible that the reason the relation between social withdrawal and victimization was higher in more collectivistic countries was because in these countries social withdrawal (occurring for whatever reason) is seen as more socially unacceptable and deviant, hence a reason to target a peer for victimization. Considering the other causal direction, it is possible that in more collectivistic cultures, peer victimization is seen particularly as a social betrayal because group membership serves as the major source of identity in collectivistic cultures (Oyserman, Coon, & Kimmelmeier, 2002). This could lead the victim to remove him or herself from the group (i.e., social withdrawal) because remaining in the

group is particularly emotionally painful because of the betrayal. It is also possible that in more collectivistic cultures the socially optimal way for students to respond to being bullied is to socially withdrawal, thus reducing conflict within the group and maintaining group harmony, at the expense of the self.

*Effects of peer victimization may differ in Asian vs. Euro-American countries*

Generally speaking, Western Euro-American countries such as the U.S. and other English speaking countries tend to be highest on individualism whereas countries in Asia tend to be the highest on collectivism (i.e., Hofstede, 1983; Triandis, 1995). In our meta-analysis (Tran et al., 2010), we found differences in the relations between peer victimization and some internalizing problems in countries as a function of their ratings of individualism/collectivism, suggesting that these cultural factors may play a role as moderators relations between peer victimization and internalizing mental health problems. More generally, however, the literature in this area is limited. Most studies in non-Euro-American populations have only provided general descriptions about the rates and percentages of victimization rather than examining the strength of relations between peer victimization and outcomes such as internalizing problems. Due, Holstein, Lynch, Diderichsen, Gabhain, Scheidt, Currie et al. (2005), for instance, reported percentages of victimization and psychological and physiological symptoms across countries, and general symptoms for non-bullied and bullied children, but did not assess the strengths of relations, or differences in the strengths of relations. One study that did compare relations between victimization and internalizing problems across cultural groups was Menzer, Oh, McDonald, Rubin, and Dashiell-Aje (2010). In this study, the authors studied the relations between peer victimization and social withdrawal and aggression in European American male and female youths and East Asian American male and female youths. They found that social



withdrawal on the part of the subject was associated with social exclusion (i.e., relational victimization), whereas aggression on the part of the subject was associated with overt victimization. The interactions between gender and aggression predicted peer victimization after controlling for prior victimization were significant, with highly aggressive girls more likely to be victimized than nonaggressive girls. There have been a small number of other cross-cultural studies of peer victimization (Due et al., 2005; Taki, 2010; Konishi, Hymel, Zumbo, Li, et al., 2009).

### **Research in Asia on peer victimization**

Virtually all studies examining the relations between peer victimization, self-cognition and depression have been conducted in individualistic countries such as U.S., Canada, England, and in Europe. Hence, our understanding of the relations among these constructs may only apply to a relatively small portion of the human population. Understanding these relations in more collectivistic countries thus is important for at least two reasons. First, these groups represent the majority of the world's human populations, and in order to best determine how to limit or prevention the negative effects of peer victimization for the human population as a whole, we must understand the cultural variations of these populations. Second, from a theoretical perspective, the models we have developed may not be as universal as we believe they are, and hence it is important to identify cultural moderators of these relations, in order to have a more complete and accurate scientific model.

### **Present study**

The present project focuses on Vietnam, an Asian country of over 91 million people, 25% of whom are under the age of 15 (CIA, 2012). The primary goal of this project was to compare data collected in Vietnam to data from a similar study conducted in the U.S., to determine

whether there are differences in the (a) relations between levels of different forms of victimization as a function of ages and gender across these two countries, and (b) magnitude of relations between peer victimization, and self-cognition, and depression in the U.S. and in Vietnam, in order to determine the limits of the generalizability of conclusions based on U.S. samples.

## CHAPTER II

### METHODS

The present study compares data collected in the U.S. to data collected in Vietnam. The U.S. data were collected as part of Cole et al. (2010), which provides additional details regarding data collection in the U.S.

#### **U.S. participants**

In the U.S., participants were drawn from three rural / suburban elementary schools and six middle schools in central Tennessee. We distributed consent forms to parents of 2,247 students in the fourth, fifth, sixth, and seventh grades. Over half the parents ( $N = 1145$ ) gave permission for their child to participate. Of the students for whom we had parental consent, 785 (68.6%) were present on the day of data collection and gave their assent to participate. In order to obtain parent data, for each child one parent or guardian was invited to participate, and as well the classroom teacher for each child also was invited to participate in the data collection. Children were in the fourth ( $n = 106$ ), fifth ( $n = 281$ ), sixth ( $n = 212$ ), and seventh ( $n=186$ ) grades. Age ranged from 10 to 15 years with  $M = 12.5$ ,  $SD = 1.1$ , with 326 (41.5%) boys and 459 (58.5%) girls. The student sample was included 48.3% Caucasian, 25.6% African American, 7.4% Hispanic, 6.8% Native American, and 3.6% Asian.

#### **Vietnamese participants**

In Vietnam students and teachers were recruited from 7 elementary and middle schools in urban and suburban areas of Hanoi, a major city in Vietnam. Consent forms were sent to 971 parents, and all but four parents approved their children's participation. Eleven students were

absent on the day of data collection. All of the remaining 951 students provided assent to participate in the study. Thus, the overall participation was 98%.

In Vietnam, elementary schools include Grades 1 to 5, which is different from the U.S. where elementary schools include up to Grade 4. In addition, in Vietnam classroom sizes are often quite high relative to the U.S., typically with 40 to 60 students per classroom. In our sample, there were 223 4<sup>th</sup> graders, 357 5<sup>th</sup> graders, 208 6<sup>th</sup> graders, 163 7<sup>th</sup> graders in four elementary schools and three middle schools. Overall, the sample represented was 52.8% male, with the age ranging from 10 to 14 years old ( $M=11.35$ ,  $SD=1.02$ ).

## **Measures**

The same measures were used in the U.S. and Vietnam. All measures were originally in English. The translation process involved several steps. The measures were initially translated from English to Vietnamese by a Vietnamese psychologist fluent in English who was a graduate student in clinical psychology in the U.S. This translation was then back-translated to English by a U.S. child clinical psychologist fluent in Vietnamese. Discrepancies between the two translations were resolved by the two translators in consultation with a Vietnamese psychiatrist fluent in English.

*Demographic information.* Students completed a demographic questionnaire that assessed their age, gender, grade, classroom, school (current year and the year before), ethnicity, and number of siblings in their family.

*Peer victimization.* Peer victimization data were collected from three informant methods: self-report, peer nomination, and parent report. Use of multiple sources of information is crucial insofar as every source of information has unique strengths and weaknesses (De Los Reyes & Prinstein, 2004).

Our self-report measure was a 15-item questionnaire designed to assess different types of victimization, expanding on the items used by Ladd & Kochenderfer-Ladd (2002). The original Peer Victimization Scale (PVS) included a total of 15 items, 12 negative victimization questions and 3 positive peer interaction items. For the purposes of this study, we excluded the 3 positive items, leaving 12 negative items used in analyses. We modified items to reflect a broader range of victimization worded for somewhat older children. The question stem was “*How often do kids....*” Some sample items in the measures are “*Call you names*”, “*Laugh at you in a mean way*”, “*Hit or kick you*”, “*Push you or shove you around*”, “*Tell others to stop being your friend*”, and “*Say you can’t play with them*”. Each item was rated on a 4-point scale (1 = never, 2 = rarely, 3 = sometimes, 4 = a lot). More details about this as well as all other scales can be found in the Appendices section.

Our parent report measure used the same 15-item questionnaire worded to assess parental perceptions of the frequency with which their child was the victim of victimization. Wording for items was different for using with parents. The question stem was “*How often do other kids...*”, and some of the items were “*Call your child names*”, “*Laugh at your child in a mean way*”, “*Hit or kick your child*”, “*Push you or shove your child around*”, “*Tell others to stop being friends with your child*”, and “*Say your child can’t play with them*”. Each item was rated on a 4-point scale (1 = never, 2 = rarely, 3 = sometimes, 4 = a lot).

The peer nomination measure assessed physical and relational victimization. It followed a format similar to that used in studies of children’s social status (e.g., Coie, Dodge, & Coppotelli, 1982). Each child received a list of names of students from the same homeroom. Separate forms were used to assess relational and physical victimization peer nominations. For example, the physical victimization item was: “*Some kids get picked on or hurt by other kids at*

*school. They might get pushed around. They might get bullied by others. They might even get beat up. Who gets treated like this? Who gets pushed or bullied by others?"* Instructions asked students to mark the names of all classmates who fit the description. The score for each student was the proportion of classmates who indicated that the child was victimized.

*Asian Values Scale.* A modified version of the Asian Values Scale (AVS; Kim, Atkinson, & Yang, 1999) was used. The 36-item questionnaire assesses a variety value domains relevant to Asian culture, including Conformity to Norms, Family Recognition Through Achievement, Emotional Self-Control, Collectivism, Humility, and Filial Piety. The original AVS was developed and used with adults, a 7-point Likert scale, including a neutral middle point. We modified the wording in all items to make them easier for children and young adolescents to understand. Because of problems associated with neutral middlepoints on Likert scales, the modified version of the AVS used a four-point Likert scale including response options "1 = Not true at all; 2 = A little true; 3 = Somewhat true; 4 = Very true". Examples of AVS items are "*My parents would be ashamed if I got a bad grade in school,*" "*Students should never break family and school rules.*" "*Children should not brag or boast*" "*For me and my family, my doing well in school is just about the most important thing there is,*" and "*Adults may not be any smarter than young people.*"

*Self-cognition.* We used several measures of positive and negative self-cognitions, including the Cognitive Triad Inventory for Children (Kaslow, Stark, Printz, Livingston, & Tsai., 1992), the Children's Automatic Thoughts Scale (Schniering & Rapee, 2002); and the Self-Perception Profile for Children (Harter, 1985). Some of these measures contained items that overlapped with items on the victimization and depression self-reports, which were dropped from the scoring of the questionnaires to eliminate potential confounding.

The Cognitive Triad Inventory for Children (CTI-C) is a 36-item self-report questionnaire assessing children's views of themselves (e.g., "*I am a failure*" and "*I do well at many things*"), their world (e.g., "*The world is a very mean place*" and "*Most people are friendly and helpful*"), and their future (e.g., "*Nothing is likely to work out for me*" and "*Lots of fun things will happen to me in the future*"). Children indicate whether they have had specific thoughts, using a *yes / maybe / no* response format, scored on 3-point scales (0-2). Scores range from 0 to 72 with higher scores indicating more negative views. Despite the word "triad" in its title, a recent factor analysis of the measure suggests a two-factor solution that emerges over the course of middle childhood (LaGrange & Cole, 2008). One factor is a positive cognitions factor, the other a negative cognitions factor. Because of item overlap with the depression self-report, we eliminated 3 items from this measure ("*The things I do every day are fun*," "*Bad things happen to me a lot*," and "*I feel guilty for a lot of things*").

The Children's Automatic Thoughts Scale (CATS; Schniering & Rapee, 2002) is a self-report questionnaire designed to assess negative self-cognitions in children and adolescents. The questionnaire asks children to rate the frequency with which they have had 56 different negative thoughts in the previous week. Ratings are made on a 5-point scale (1 = not at all to 5 = all the time). The CATS yields a full scale score as well as scores on four subscales: Physical Threat (e.g., "*I'm going to get hurt*"), Social Threat (e.g., "*I'm afraid I will make a fool of myself*"), Personal Failure (e.g., "*It's my fault that things have gone wrong*"), and Hostility (e.g., "*I won't let anyone get away with picking on me*"). In the current study, we used a modified version of the measure, with 24 items from the Personal Failure and Physical Threat subscales judged most relevant to the present study.

Harter's Self-Perception Profile for Children (SPPC) is the most commonly used measure of child self-perceived competence and self-esteem. This self-report inventory contains 36 items reflecting developmentally appropriate specific domains (i.e., scholastic competence, social acceptance, behavioral conduct, physical attractiveness, and sports competence) plus a global self-worth scale. For each item, children select one of two statements to indicate whether they are more like a child who is good or a child who is not so good at a particular activity. Then they select statements indicating whether the selected statement is "*sort of true*" or "*really true*" about themselves. For scoring responses are converted to 4-point rating scales such that high scores reflect greater self-perceived competence or self-worth. The SPPC has a highly interpretable factor structure and all subscales have good internal consistency (Harter, 1985). In the current study, we used a modified version of the SPPC with 18 items covering Global self-worth, Social acceptance and Physical attractiveness.

*Depressive symptoms.* We assessed depressive symptoms with the Children's Depression Inventory (CDI; Kovacs, 1985), a 27-item self-report measure that assesses cognitive, affective, and behavioral symptoms in children. Because of concerns on the part of participating schools, the CDI suicide item was dropped; thus, the version of the CDI used in the present study included 26 items. Each item consists of three statements graded in order of increasing severity, scored from 0 to 2. Children select one sentence from each group that best describes themselves for the past two weeks (e.g., "*I am sad once in a while*," "*I am sad many times*," or "*I am sad all the time*"). The CDI has relatively high levels of internal consistency, test-retest reliability, predictive, convergent, discriminant, and construct validity (Cole et al., 1995; Craighead, Smucker, Craighead & Ilardi, 1998; Smucker, Craighead, Craighead & Green, 1986; Timbremont, Braet, & Dreesson, 2004). Because of item overlap with the CTI and CATS, we



eliminated 5 items from the CDI (“*Nothing will ever work out for me,*” “*I do everything wrong,*” “*I hate myself,*” “*I do very badly in subjects I used to be good in,*” and “*I can never be as good as other kids*”).

In addition to the CDI, we also used the Short Mood and Feeling Questionnaire (SMFQ; Angold, Costello, Messer, & Pickles, 1995) that assesses the core depressive symptoms in children and adolescents. The instrument consists of 13 items with a response format of "*not true*", "*sort of true*" or "*true*". Internal consistency has been reported to exceed .80 and correlations with other measures of depression range from .28 to .67 (Angold et al., 1995). Sample items include “*I felt miserable or unhappy*”, “*I cried a lot*”, and “*I thought nobody really love me*”.

The Short Mood and Feelings Questionnaire-Parent Version (SMFQ-P) is an adaptation of the SMFQ designed to assess core depressive symptoms in children and adolescents from the perspective of parents. It consists of 13 items paralleling those of the child report version, with a response format of "*never*", "*once or twice*" or "*several times*." Items in the parent report version include “*Your child felt miserable or unhappy*”, “*Your child was crying*”, “*Your child thought nobody really loved her or him*”.

### **Procedures in the U.S.**

In the U.S., prior to data collection, informed-consent statements were distributed to all children in each participating classroom. We offered a \$100 donation to each classroom if 90% of children returned consent forms signed by a parent or guardian, either granting or denying permission for their child’s participation. For data collection with children, psychology graduate students administered the questionnaires during regular school hours. In keeping with the developmental level of the participants, we implemented slightly different data collection

procedures at different grade levels. For fourth-graders and fifth graders, one research assistant read the questionnaires aloud to a group of students. For students in the sixth and seventh grades, a research assistant introduced the battery questionnaires and allowed students to complete them at their own pace. At all grade levels, research assistants circulated among students to answer questions before, during, and after questionnaire administration. At the end of the administration, the students were given snacks and a decorated pencil for their participation. Take-home parent questionnaires (assessing parental perceptions of peer victimization) were distributed in sealed envelopes. Parents were asked to return their questionnaires to the research project in pre-addressed, stamped envelopes.

### **Procedures in Vietnam**

Parallel procedures were implemented in Vietnam. We sent parents informed consent forms through teachers and the students. The students returned the consent forms signed by their parent or guardian, either granting or denying their child's participation. For each parent or student who participated in the study, the classroom received the Vietnamese equivalent of about \$2.50 for the classroom fund to be used for class activities. Four individuals with bachelors or master degrees in psychology served as research assistants. They were trained for the data collection by first reviewing study procedures, and then role playing the various procedures. In fourth-grade and fifth-grade classrooms, students were read all items. The sixth-graders and seventh-graders completed the questionnaire on their own. At all grade levels, the research assistants circulated among students to answer questions before, during, and after questionnaire administration. At the end of the administration, the students were given snacks and a decorated pencil for their participation. The take-home parent questionnaires were distributed in sealed

envelopes, with parents asked to return their questionnaires to the research project in pre-addressed, stamped envelopes.

## CHAPTER III

### RESULTS

#### Overview of main analyses

Four main data analysis steps were used to compare the Vietnamese and U.S. samples. First, exploratory factor analyses were conducted for all measures for both countries separately, as the first step in assessing measurement invariance, then the results of these analyses were compared to assess for configural measurement invariance. Second, multi-group confirmatory factor analyses were used to test for metric and scalar invariance of each factor in all of the measures. Third, we assessed how the three different types of victimization varied as a function of gender, age, and country, using linear regression. Fourth, path analysis tests were used to examine whether there were significant differences in the relations among peer victimization, self-cognition and depression in the U.S. versus Vietnam. SPSS was used for all descriptive analyses and regression models, and Mplus was used to obtain eigenvalues, fit indices and factor-item loadings for exploratory factor analysis. AMOS was used to run the omnibus tests to determine whether relations between sets of measures (e.g., depression; cognitions) varied across countries, as well as to examine configural, scalar and metric measurement invariance of measures used in this study across the U.S. and Vietnam samples.

#### *Measurement equivalence*

Researchers interested in developing and testing theories often have expressed concerns about the applicability of their findings to broader populations than that in which the theory was specifically tested (Calder, Phillips, & Tybout, 1983; Lynch, 1983; McGarth & Brinberg, 1983). Such concerns have been particularly relevant when extending theories to other countries or

cultures (e.g., van de Vijver & Leung, 1997). The theory and concepts developed and tested in one country may or may not be applicable in other cultures, but to test this requires assessment instruments that are known to assess the same construct across groups or cultures. Only after establishing such “measurement equivalence” across various countries can one test theory, compare results, and make interpretations (Sekaran, 1983; England & Harpaz, 1983). Thus, the foremost concern of researchers in this area is whether an instrument measures the same construct across cultures although of course other properties such as the measure’s reliability, external validity, and distribution are of critical importance.

Steenkamp and Baumgartner (1998) have proposed a method for assessing measurement invariance of scales in cross-national research. ‘Measurement invariance’ involves to an instrument measuring the same construct across different groups and / or across different measurement conditions. Such measurement invariance is necessary to in order to interpret differences in the means, correlations, etc. of a specific construct across different groups as reflecting differences in the underlying construct rather than differences in unspecified and unmeasured bias (that cause a lack of measurement invariance). The present study used the conceptual approach developed by Steenkamp and Baumgartner (1998), who demonstrated their approach with a measure of cognitive age, previously established as reliable and valid in research in the United States (Barak, 1979; 1987; 1998; Barak & Schiffman, 1981; Stephens, 1991; Wilkes, 1992).

Measurement invariance, which denotes that measurement validity does not differ as a function of group membership (e.g., male vs. female) is a prerequisite for research aimed at group comparisons or generalizing a theoretical model across groups. In order to examine the measurement invariance of an instrument, different degrees of invariance can be tested by

constraining different sets of parameters across various measurement models to be equal across groups. The most stringent test, imposed initially, is the equality of covariance matrices of the items comprising the scale across groups. Failure to reject the null hypothesis that there are no differences across the covariance matrices indicates complete measurement equivalence, and no subsequent tests are required (Vandenberg & Lance, 2000).

This is a very stringent test, however, and typically the hypothesis of equality of covariance matrices is rejected, and subsequent tests are needed to identify the source(s) of nonequivalence. This involves evaluating a series of models. The first model in the subsequent tests is one assessing *configural invariance*, which requires that (a) the number of factors and (b) the salient and nonsalient loadings (i.e., the factors upon which items or subscales load) are the same across the groups.

Given support for configural invariance the next more stringent step is to test for *metric invariance*. Metric invariance is a very stringent test that requires that factor loadings do not differ significantly across groups. Establishing metric invariance indicates that scaling units are precisely the same across groups and, that a unit change in the observed scores in one group corresponds precisely to an equal unit change in the other groups. In actuality few measures show full metric invariance even in samples similar to the populations on which they were developed, and some researchers have suggested that configural invariance is sufficient for making group comparisons (e.g., Crockett, Randall, Shen, Russell & Driscoll, 2005).

Finally, *scalar invariance* assesses whether the measurement intercepts on the latent variables across groups are equivalent. It is important to note that this aspect of measurement invariance is not assessed by the omnibus test of the equivalence of the variance-covariance matrices, since variance-covariance matrices involve mean-centered data. Conceptually, the

constraint of equality of intercepts tests whether one group scores consistently higher (or lower) on some items or subscales than the other group. In one sense this is not necessarily a test of measurement equivalence or measurement invariance, since two groups may have different scores on a latent construct not because of bias or differential validity but because the groups actually differ in regards to mean levels of the construct.

### ***Partial measurement invariance***

In general, partial measurement invariance reflects its name: When a measure shows partial but not complete invariance in measurement across groups. Quite often, particularly when samples are large, a researcher may find that a questionnaire or other measure shows statistically significant violations of measurement equivalence, yet there still is a need to compare groups on the construct assessed by the questionnaire or measure. In such circumstances partial measurement invariance procedures may be used. These procedures involve modification of the measure in order to identify the components or aspects of the measure that show measurement equivalence across the groups of interest.

With regard to configural invariance, if a subset of items or subscales loads on different factors across groups, or in one but not the other group certain items or subscales do not load at all, then the subset of items or subscales that is consistent across groups can be retained, and a modified version of the measure used to compare across groups. This reflects partial measurement invariance. Partial metric invariance in turn holds if some but not all of the factor loadings are invariant across groups (Byrne, Shavelson, & Muthén, 1989). In fact, only two items are necessary to identify a latent factor across groups (Steenkamp & Baumgartner, 1998), although from a construct validity perspective more items are preferred.

### ***Procedures for evaluating measurement invariance in the present study***

The measurement invariance of each measure was assessed, with one exception. Because

peer nomination of physical and relational victimization were assessed by a single item, their measurement invariance could not be assessed.

**Step 1.** The first step in evaluating measurement invariance involved assessing full measurement invariance. This was evaluated by assessing the equivalence of the covariance matrices for the items within each measure across the Vietnamese data and the U.S. data, using Box's test for homogeneity of variance-covariance matrices.

**Step 2.** If a measure showed significant heterogeneity of its variance-covariance matrices across the U.S. and Vietnamese data, then the second measurement invariance step was applied. This involved exploratory factor analyses (EFA) conducted separately in the Vietnam and U.S. data, followed by identifying which items loaded or did not load on the same factors across groups. Maximum likelihood factor analysis was implemented using Mplus version 6.12 (Muthén & Muthén, 2011). Mplus provides a wide range of fit indices such as the log likelihood ( $H_0$ ), Akaike Information Criteria (AIC), Bayesian Information Criteria (BIC), Root Mean Square Error of Approximation (RMSEA) and its confidence interval, the Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), and the Standardized Root Mean Square Residual (SRMR) as well as the chi-square test of model fit ( $\chi^2$ ). A significant chi-square suggests that a significant amount of covariance between measures remains unexplained by the model (i.e., a poor fit) whereas nonsignificance implies that the model provides a good fit to the data. However, the chi-square statistic has several limitations including sensitivity to violations of normality and very high statistical power as the sample size becomes large (i.e., with a large sample size, very small discrepancies between the expected and actual correlations will produce a significant  $\chi^2$ , even though the absolute discrepancy between the predicted and observed covariance matrices is small). In the present study, a model was considered to provide acceptable fit when the RMSEA



was less than or equal to 0.08.

## **1. Exploratory factor analysis of all measures**

Several strategies were used to determine the appropriate number of factors for each measure. First, for each measure, the original number of factors proposed by its authors was considered as an initial starting point for the possible number of factors. Second, the scree plot was inspected. Third, several fit indices were inspected, in particular the RMSEA, and secondarily the CFI and TLI. RMSEA is considered a better alternative than the scree plot for determining the appropriate number of factors (i. e., Preacher, K., Zhang, G., Kim, C., Mels, G., in press; Browne & Cudeck, 1992; Steiger & Lind, 1980; MacCallum, Browne, & Sugawara, 1996), with the best number of factors determined at the point where there is a substantial increase in RMSEA value. Finally, item loadings and the meaningfulness of items loading on each factor, as well as factor interpretability were used to qualitatively judge the appropriateness of the factors.

After the acceptable number of factor was determined, the factors were rotated using an oblique oblimin rotation. To determine configural invariance, item pairs across the U.S. and Vietnam were compared. If both items were  $> 0.30$  then the item was considered invariant and retained in the common solution; if the item was  $> 0.30$  in one country but not in the other, the item was considered to not show invariance, and dropped from the combined factor solution.

### ***1.1. Exploratory factor analysis of the self-report version of the Peer Victimization Scale (PVS)***

*1.1a. Self-report of Peer Victimization Scale.* For both informants, the PVS (as well as all other scales used in the study) showed significant heterogeneity of variance-covariance matrices across the U.S. and Vietnamese data. Therefore, configural measurement invariance procedures

described above were implemented. We first analyzed the PVS in U.S. sample. The scree plot in U.S. sample suggested a three-factor model, as did the Vietnam sample (see Figures 1a and 1b). The RMSEA in both samples suggested a three-factor model as there was a relative large increase in RMSEA from three-factor model to two-factor model (from 0.066 to 0.096 in U.S. sample, and from 0.38 to 0.72 in Vietnam sample), and scale meaningfulness and factor-item interpretability also suggested three factors for the PVS in both countries.

Table 1a

Fit criteria for EFA of the Self-reported PVS

<i>m</i>	$\hat{F}$	<i>q</i>	<i>AIC</i>	<i>BIC</i>	$\chi^2$	<i>df</i>	<i>P<sub>perfect</sub></i>	RMSEA ( $\hat{\epsilon}$ )	$\hat{\epsilon}_{LO}$	$\hat{\epsilon}_{HI}$	CFI	TLI	SRMR
US													
1	-9596.13	39	19270.25	19452.06	799.16	65	0.000	0.120	0.113	0.128	0.85	0.82	0.059
2	-9414.93	51	18931.87	19169.62	436.78	53	0.000	0.096	0.088	0.105	0.92	0.89	0.038
3	-9289.18	62	18702.36	18991.39	185.27	42	0.003	0.066	0.056	0.076	0.97	0.95	0.024
4	-9247.97	72	18639.95	18975.60	102.86	32	0.000	0.053	0.042	0.065	0.99	0.97	0.016
5	-9226.29	81	18614.59	18992.21	59.50	23	0.000	0.045	0.031	0.059	0.99	0.98	0.012
Vietnam													
1	-14119.52	39	28317.03	28506.56	517.04	65	0.000	0.085	0.079	0.092	0.84	0.81	0.055
2	-14019.02	51	28140.04	28387.88	316.05	53	0.000	0.072	0.065	0.080	0.91	0.87	0.043
3	-13911.03	62	27946.06	28247.36	100.06	42	0.000	0.038	0.029	0.048	0.98	0.96	0.020
4	-13892.45	72	27928.90	28278.79	62.90	32	0.001	0.032	0.020	0.043	0.99	0.97	0.016
5	Solution did not converge.												

Table 1b

Eigenvalues for sample correlation matrix of Self-reported PVS

Country	Factor											
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
U.S.	6.206	1.147	0.872	0.603	0.538	0.500	0.470	0.414	0.355	0.328	0.297	0.270
Vietnam	4.351	1.190	1.138	0.777	0.732	0.649	0.602	0.589	0.543	0.512	0.490	0.427

Figure 1a

Scree plot for EFA of the Self-reported PVS in U.S. sample

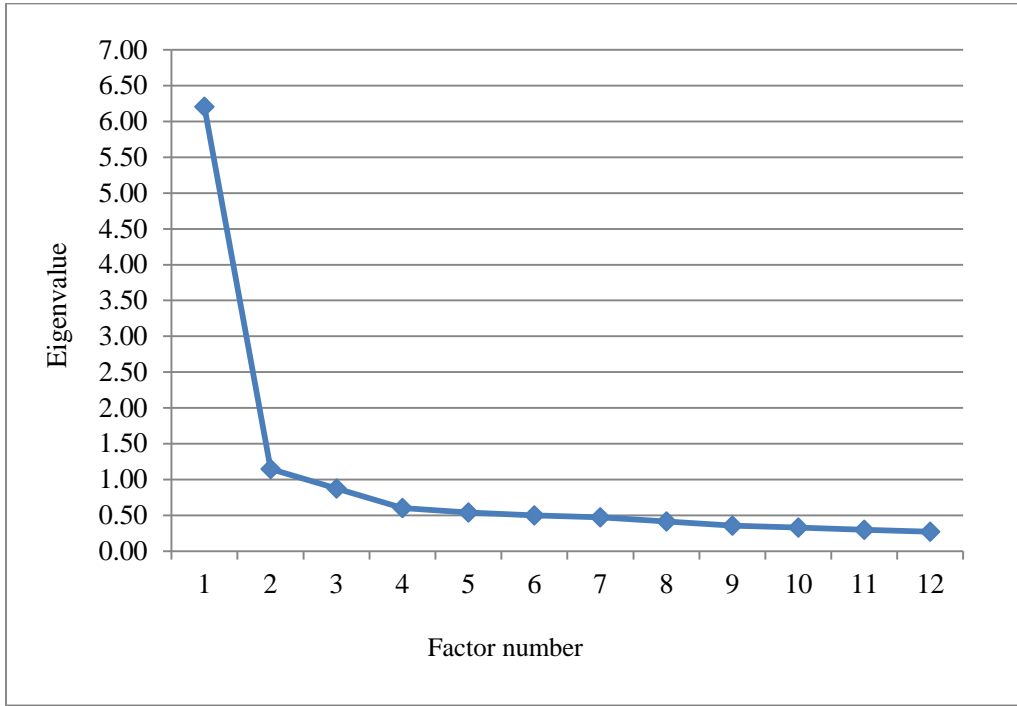


Figure 1b

Scree plot of Self-report of the PVS in Vietnam sample

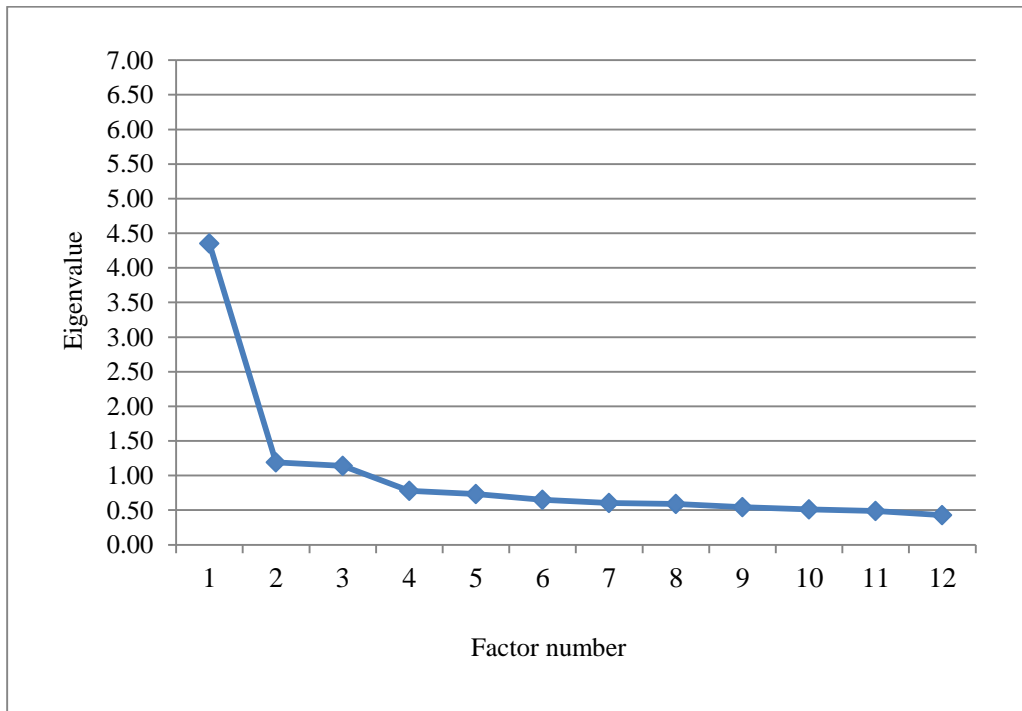


Table 1c

Oblimin rotated loadings and inter-factor correlations of Self-report of the PVS in US and Vietnam samples

Oblimin rotated loadings	US sample			Vietnam sample		
	PV.ver-S	PV.phy-S	PV.rel-S	PV.ver-S	PV.phy-S	PV.rel-S
1 - Make fun of you	<b>0.861</b>	0.013	-0.013	<b>0.576</b>	0.060	0.112
2 - Call you names	<b>0.823</b>	-0.016	-0.026	<b>0.648</b>	-0.073	-0.014
3 - Laugh at you in mean way	<b>0.515</b>	0.064	0.234	<b>0.383</b>	0.027	0.268
4 - Tease you	<b>0.611</b>	0.105	0.063	<b>0.616</b>	0.098	-0.027
6 - Push or shove you around	0.054	<b>0.725</b>	0.059	0.307	<b>0.335</b>	0.061
7 - Hit or kick you	0.026	<b>0.775</b>	-0.044	0.255	<b>0.515</b>	-0.018
8 - Hurt you physically	-0.021	<b>0.774</b>	-0.031	0.035	<b>0.751</b>	-0.014
9 - Say they will hurt you later	0.041	<b>0.441</b>	0.289	0.064	<b>0.466</b>	0.232
11 - Say mean things about you to others	0.168	-0.046	<b>0.731</b>	0.317	0.040	<b>0.426</b>
12 - Tell other stop being your friend	-0.090	0.061	<b>0.743</b>	0.012	-0.035	<b>0.797</b>
13 - Say you can't play with them	0.079	0.219	<b>0.437</b>	-0.084	0.122	<b>0.596</b>
14 - Tell lies about you to other kids	0.003	-0.005	<b>0.809</b>	0.150	0.031	<b>0.442</b>
<b>Inter-factor correlations</b>						
PV.ver-S	1.000			1.000		
PV.phy-S	0.653**	1.000		0.490**	1.000	
PV.rel-S	0.686**	0.604**	1.000	0.521**	0.500**	1.000

Note: PV.ver-S = Self-report of Verbal Peer Victimization; PV.phy-S = Self-report of Physical Peer Victimization; PV.rel-S = Self-report of Relational Peer Victimization; Correlation is significant at the 0.01 level (2-tailed).

As Table 1c indicates, the PVS showed full configural invariance, with all items loading on the factors in the Vietnam sample loaded on the same factor in the U.S. sample, and vice versa. Each factor included four items. Based on the item meaning, the three factors were named: (1) Verbal Victimization including (a) *Make fun of you*, (b) *Call you names*, (c) *Laugh at you in a mean way*, and (d) *Tease you*; (2) Physical Victimization including (a) *Push or shove you around*, (b) *Hit or kick you*, (c) *Hurt you physically*, and (d) *Say they will hurt you later*; (3)

Relational Victimization including (a) *Say mean things about you to other kids*, (b) *Tell others to stop being your friend*, (c) *Say you can't play with them*, and (d) *Tell lies about you to other kids*. Finally, we examined the internal consistency of each PVS factor separately by country. Cronbach's alpha values are presented in Table 10.

*Ib. Parent-report of Peer Victimization Scale.* The parent-report version of the PVS is the same scale as the self-report version except that it is worded for parents evaluating their children. Again, analyses indicated a three-factor structure in both countries, and full configural measurement invariance was found for the parent-report PVS.

Table 2a  
Fit criteria for EFA of the Parent-reported PVS

<i>m</i>	$\hat{F}$	<i>q</i>	<i>AIC</i>	<i>BIC</i>	$\chi^2$	<i>df</i>	<i>p<sub>perfect</sub></i>	RMSEA ( $\hat{\epsilon}$ )	$\hat{\epsilon}_{LO}$	$\hat{\epsilon}_{HI}$	CFI	TLI	SRMR
U.S.													
1	-7062.41	36	14196.83	14362.67	1140.99	54	0.000	0.165	0.157	0.173	0.79	0.74	0.085
2	-6750.39	47	13594.78	13811.29	516.94	43	0.000	0.112	0.113	0.132	0.91	0.86	0.050
3	-6543.48	57	13200.95	13463.53	103.11	33	0.000	0.054	0.042	0.065	0.99	0.97	0.016
4	-6519.54	66	13171.08	13475.12	55.25	24	0.000	0.042	0.027	0.057	0.99	0.98	0.011
5	Solution did not converge.												
Vietnam													
1	-7911.46	36	15894.91	16066.33	588.648	54	0.000	0.107	0.099	0.115	0.80	0.76	0.067
2	-7735.32	47	15564.64	15788.44	236.379	43	0.000	0.072	0.063	0.081	0.93	0.89	0.037
3	-7682.82	57	15479.64	15751.04	131.369	33	0.000	0.059	0.048	0.069	0.96	0.93	0.025
4	-7651.84	66	15435.68	15749.95	69.42	24	0.000	0.047	0.034	0.060	0.98	0.954	0.019
5	Solution did not converge.												

Table 2b  
Eigenvalues for sample correlation matrix of the Parent-reported PVS

Country	Factor											
	1	2	3	4	5	6	7	8	9	10	11	12
U.S.	6.219	1.388	1.019	0.598	0.524	0.454	0.348	0.342	0.322	0.279	0.270	0.236
Vietnam	4.450	1.370	1.011	0.816	0.745	0.674	0.606	0.534	0.518	0.465	0.410	0.400

Table 2c

Oblimin rotated loadings and inter-factor correlations of Parent-report of the PVS in US and Vietnam samples

Oblimin rotated loadings	U.S. sample			Vietnam sample		
	PV.ver-P	PV.phy-P	PV.rel-P	PV.ver-P	PV.phy-P	PV.rel-P
1 - Make fun of you	<b>0.866</b>	-0.013	-0.013	<b>0.583</b>	0.091	0.053
2 - Call you names	<b>0.850</b>	0.006	-0.005	<b>0.545</b>	0.081	0.075
3 - Laugh at you in mean way	<b>0.696</b>	0.060	0.162	<b>0.350</b>	0.094	0.323
4 - Tease you	<b>0.782</b>	0.065	-0.045	<b>0.554</b>	0.102	-0.008
6 - Push or shove you around	0.108	<b>0.741</b>	-0.014	0.248	<b>0.437</b>	0.078
7 - Hit or kick you	-0.007	<b>0.916</b>	-0.041	0.176	<b>0.503</b>	-0.014
8 - Hurt you physically	-0.078	<b>0.694</b>	0.115	-0.003	<b>0.754</b>	-0.009
9 - Say they will hurt you later	0.094	<b>0.420</b>	0.211	-0.037	<b>0.471</b>	0.084
11 - Say mean things about you to others	0.388	-0.055	<b>0.530</b>	0.209	-0.041	<b>0.623</b>
12 - Tell other stop being your friend	-0.075	0.013	<b>0.872</b>	-0.114	0.064	<b>0.807</b>
13 - Say you can't play with them	0.111	0.152	<b>0.545</b>	-0.104	0.152	<b>0.503</b>
14 - Tell lies about you to other kids	0.085	0.042	<b>0.702</b>	0.189	-0.096	<b>0.631</b>
<b>Inter-factor correlations</b>						
PV.ver-P	1.000			1.000		
PV.phy-P	0.557**	1.000		0.545**	1.000	
PV.rel-P	0.678**	0.548**	1.000	0.505**	0.382**	1.000

Note: Note: PV.ver-P = Parent-report of Verbal Peer Victimization; PV.phy-P = Parent-report of Physical Peer Victimization; PV.rel-S = Parent-report of Relational Peer Victimization; Correlation is significant at the 0.01 level (2-tailed); Correlation is significant at the 0.01 level (2-tailed).

## 1.2. Exploratory factor analysis of the Asian Value Scale (AVS)

We next conducted a similar EFA on the AVS. In the original version of the AVS, a 6 factor solution was used. In the present study we evaluated factor solutions ranging from 2 to 6 factors, in both samples. For both samples, a 4 factor-solution was selected. However, the fourth factor, which appeared to assess humility, had only two items loading > 0.3 in U.S. sample, so it was dropped. Each of the remaining three factors contained from three to six items. Factor

names, based on the item meaning and the factors from the original AVS (Kim, B.S., Atkinson, D. R., Yang, P. H., 1999), were:

(1) “Conformity to Norms and Rules,” including (a) *Students should never break family and school rules*, (b) *Students should spend as much time as possible studying*, (c) *Students should always follow their family's and school's rules*, (d) *Kids should think about their families, friends, and school before they think about themselves*; (e) *Following family and school rules is very important*; (f) *Children need to behave the way their families' expect them to behave* .

(2) “Respect for Authority,” including (a) *Students do not need to do well in school in order to make their parents proud*, (b) *It is okay for students to question or challenge teachers and parents*, (c) *Adults may not be any smarter than young people*.

(3) Family Pride for Academic Achievement,” including (a) *My parents would be ashamed if I got a bad grade in school*, (b) *The worst thing a child can do is to embarrass their family by doing something really bad or failing at school*, (c) *If I fail at school, my family will feel ashamed or embarrassed*

When calculating factor scores for further analyses, all items in Factor 2 (Respect for Authority) were reversed scored so that the direction of the scale would be consistent with the other factors. In contrast to the PVS, the AVS showed weak partial measurement invariance, with 22 (of 36) items that loaded on a specific factor in one country not loading on the equivalent factor in the other country, or not loading on either country. Using a partial measurement invariance approach, we selected common items that loaded at least 0.30 on the equivalent factors across the two samples. In general, this measure showed weak configural invariance, with its factor structure not generalizing across countries: only 12 of 36 items loaded on the same factor in both countries. For this reason, the AVS was not included in our data analyses. Details of fit indices, eigenvalues in two samples, as well as factor loadings and inter-factor correlations of the AVS can be found in table 3a, 3b and 3c the Appendices section.

### ***1.3. Exploratory factor analysis of self-cognition measures***

Three measures of self-cognition were used in this study. These included the Cognitive Triad Inventory (CTI; Kaslow, Stark, Printz, Livingston, & Tsai, 1992), the Children's Automatic Thoughts Scales (CATS; Schniering & Rapee, 2002), and the Self Profile Perception of Children (SPPC; Harter, 1985).

*1.3a. Cognitive Triad Inventory (CTI).* The CTI includes 36 items, half of which are positively worded and half of which are negatively worded. The EFA in both samples suggested a 2-factor structure: Positive Self-Cognition and Negative Self-Cognition. This result is consistent with previous psychometric studies with the CTI (e.g., LaGrange & Cole, 2008). The CTI did not show full configural invariance, but it show good partial measurement invariance with 33 of 36 item pairs retained. The 3 items dropped were originally on the Negative Self-Cognition factor (see Table 4c).

Table 4a

Fit criteria for EFA of the CTI

<i>m</i>	$\hat{F}$	<i>q</i>	<i>AIC</i>	<i>BIC</i>	$\chi^2$	<i>df</i>	<i>P</i> <sub>perfect</sub>	RMSEA ( $\hat{\epsilon}$ )	$\hat{\epsilon}_{LO}$	$\hat{\epsilon}_{HI}$	CFI	TLI	SRMR
U.S.													
1	-18181.82	108	36579.63	37083.11	3192.21	594	0.000	0.075	0.072	0.077	0.74	0.73	0.069
2	-17527.09	143	35340.17	36006.82	1882.75	559	0.000	0.055	0.052	0.058	0.87	0.85	0.042
3	-17287.16	177	34928.32	35753.47	1402.90	525	0.000	0.046	0.043	0.049	0.91	0.90	0.033
4	-17165.20	210	34750.40	35729.39	1158.98	492	0.000	0.042	0.039	0.045	0.93	0.92	0.029
5	-17072.85	242	34629.70	35757.87	974.28	460	0.000	0.038	0.035	0.041	0.95	0.93	0.026
6	-16993.83	273	34533.65	35806.34	816.23	429	0.000	0.034	0.030	0.038	0.96	0.94	0.023
Vietnam													
1	-29520.78	108	59257.55	59782.05	3366.37	594	0.000	0.070	0.068	0.072	0.65	0.62	0.077
2	-28717.31	143	57720.62	58415.10	1759.44	559	0.000	0.048	0.045	0.050	0.85	0.83	0.041
3	-28536.30	177	57426.59	58286.18	1397.40	525	0.000	0.042	0.039	0.044	0.89	0.87	0.035
4	-28370.42	210	57160.84	58180.70	1065.65	492	0.000	0.035	0.032	0.038	0.93	0.91	0.028
5	-28260.12	242	57004.23	58179.49	845.05	460	0.000	0.030	0.027	0.033	0.95	0.93	0.025
6	-28190.34	273	56926.69	58252.50	705.50	429	0.000	0.026	0.023	0.029	0.97	0.95	0.022



Table 4b

Eigenvalues for sample correlation matrix of the CTI

U.S.	Factor	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	Eigenvalue	11.052	2.701	1.608	1.222	1.127	1.021	0.990	0.897	0.880	0.816	0.803	0.772
	Factor	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>
	Eigenvalue	0.727	0.719	0.681	0.654	0.638	0.618	0.596	0.568	0.553	0.536	0.529	0.506
	Factor	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>
	Eigenvalue	0.491	0.475	0.454	0.440	0.417	0.410	0.381	0.366	0.363	0.349	0.329	0.312
Vietnam	Factor	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	Eigenvalue	7.538	3.190	1.568	1.465	1.154	1.099	1.020	0.983	0.932	0.887	0.856	0.840
	Factor	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>
	Eigenvalue	0.817	0.807	0.792	0.773	0.737	0.711	0.682	0.664	0.658	0.627	0.622	0.611
	Factor	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>
	Eigenvalue	0.597	0.588	0.582	0.539	0.534	0.494	0.489	0.483	0.455	0.418	0.403	0.384

Table 4c

Oblimin rotated loadings and inter-factor correlations of the CTI in US and Vietnam samples

Oblimin rotated loadings	U.S. sample		Vietnam sample	
	CTI.pos	CTI.neg	CTI.pos	CTI.neg
1 - I do well at many different things.	<b>0.557</b>	-0.086	<b>0.428</b>	0.000
3 - Most people are friendly and helpful.	<b>0.577</b>	0.077	<b>0.322</b>	-0.069
6 - I like to think about the good things that will happen for me in the future.	<b>0.613</b>	0.138	<b>0.385</b>	0.072
7 - I do my schoolwork okay.	<b>0.456</b>	-0.046	<b>0.490</b>	-0.008
8 - The people I know help me when I need it.	<b>0.519</b>	-0.028	<b>0.371</b>	-0.001
9 - I think that things will be going well for me a few years from now.	<b>0.659</b>	-0.021	<b>0.547</b>	0.018
11 - Lots of fun things will happen for me in the future.	<b>0.760</b>	0.094	<b>0.545</b>	0.115
12 - The things I do every day are fun.	<b>0.582</b>	0.088	<b>0.482</b>	-0.118
14 - People like me.	<b>0.606</b>	-0.108	<b>0.469</b>	-0.047
17 - I am as good as other people I know.	<b>0.568</b>	-0.040	<b>0.546</b>	0.020
20 - The important people in my life are helpful and nice to me.	<b>0.460</b>	-0.103	<b>0.386</b>	-0.125
22 - I will solve my problems.	<b>0.532</b>	-0.013	<b>0.458</b>	0.025
24 - I have a friend who is nice and helpful to me.	<b>0.357</b>	-0.103	<b>0.434</b>	-0.026
25 - I can do a lot of things well.	<b>0.595</b>	-0.025	<b>0.547</b>	-0.005
28 - Things will work out okay for me in the future.	<b>0.575</b>	-0.078	<b>0.595</b>	0.016

31 - I am a good person.	<b>0.594</b>	-0.025	<b>0.514</b>	-0.017
33 - I like myself.	<b>0.564</b>	-0.123	<b>0.425</b>	-0.282
36 - I think that I will be happy as I get older.	<b>0.572</b>	-0.059	<b>0.557</b>	0.008
4 - Nothing is likely to work out for me.	-0.141	<b>0.544</b>	0.004	<b>0.569</b>
5 - I am a failure.	-0.146	<b>0.478</b>	-0.125	<b>0.562</b>
10 - I have messed up almost all the friendships I have ever had.	-0.029	<b>0.483</b>	-0.081	<b>0.403</b>
13 - I can't do anything right.	-0.126	<b>0.635</b>	-0.044	<b>0.531</b>
15 - There is nothing left in my life to look forward to.	0.099	<b>0.790</b>	0.061	<b>0.625</b>
16 - My problems and worries will never go away.	-0.057	<b>0.657</b>	0.001	<b>0.482</b>
19 - There is no reason for me to think that things will get better for me.	0.017	<b>0.614</b>	0.126	<b>0.538</b>
21 - I hate myself.	-0.227	<b>0.425</b>	-0.090	<b>0.603</b>
23 - Bad things happen to me a lot.	-0.323	<b>0.402</b>	-0.088	<b>0.536</b>
26 - My future is too bad to think about.	-0.108	<b>0.544</b>	0.007	<b>0.585</b>
27 - My family doesn't care what happens to me.	0.161	<b>0.549</b>	-0.047	<b>0.392</b>
29 - I feel guilty for a lot of things.	-0.241	<b>0.391</b>	0.038	<b>0.483</b>
30 - No matter what I do, other people make it hard for me to get what I need.	-0.262	<b>0.482</b>	0.064	<b>0.510</b>
32 - There is nothing to look forward to as I get older.	0.116	<b>0.762</b>	0.037	<b>0.531</b>
35 - I have problems with my personality.	-0.245	<b>0.390</b>	0.008	<b>0.481</b>
2 - Schoolwork is no fun.	-0.273	-0.037	0.022	0.328
18 - The world is a very mean place.	-0.329	0.226	0.004	0.616
34 - I am faced with many difficulties.	-0.296	0.270	0.041	0.390

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**Inter-factor correlations**

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CTI.pos	1.000		1.000	
CTI.neg	-0.614**	1.000	-0.408**	1.000

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*Note: CTI.pos = Cognitive Triad Inventory – Positive; CTI.neg = Cognitive Triad Inventory – Negative ; Correlation is significant at the 0.01 level (2-tailed).*

*1.3b. Children's Automatic Thoughts Scale (CATS).* The version of the CATS used in the present study contained 24 items, as compared to the original U.S. version that has 56 items. Four items are positive ones, and were excluded from analysis. The EFA indicated very clear and similar two factor solutions, for both countries. The two factors were labeled “Social Threat” and “Personal Failure.” The CATS did not show full configural invariance, but it showed good

partial measurement invariance with 16 out of 20 item pairs retained. The four items dropped loaded higher on the Personal Failure factor than on Social Failure factor in Vietnam sample, in contrast to the their loadings in the original data and our U.S. data, where they loaded on the Social Failure factor.

Table 5a

Fit criteria for EFA of the CATS

<i>m</i>	$\hat{F}$	<i>q</i>	<i>AIC</i>	<i>BIC</i>	$\chi^2$	<i>df</i>	<i>p</i> <sub>perfect</sub>	RMSEA ( $\hat{\epsilon}$ )	$\hat{\epsilon}_{LO}$	$\hat{\epsilon}_{HI}$	CFI	TLI	SRMR
U.S.													
1	-16402.22	60	32924.44	33203.78	2344.96	170	0.000	0.128	0.124	0.133	0.78	0.75	0.081
2	-15672.04	79	31502.07	31869.85	884.58	151	0.000	0.079	0.074	0.084	0.93	0.91	0.033
3	-15545.71	97	31285.41	31736.99	631.92	133	0.000	0.069	0.064	0.075	0.95	0.93	0.027
4	-15448.03	114	31124.05	31654.77	436.56	116	0.000	0.060	0.054	0.066	0.97	0.95	0.020
5	-15395.50	130	31051.00	31656.21	331.51	100	0.000	0.055	0.048	0.061	0.98	0.96	0.017
Vietnam													
1	-23542.88	60	47205.77	47497.35	1408.27	170	0.000	0.087	0.083	0.092	0.83	0.81	0.058
2	-23167.66	79	46493.32	46877.22	657.82	151	0.000	0.059	0.055	0.064	0.93	0.91	0.035
3	-23051.25	97	46296.51	46767.89	425.01	133	0.000	0.048	0.043	0.053	0.96	0.94	0.026
4	-22995.18	114	46218.37	46772.36	312.87	116	0.000	0.042	0.037	0.048	0.97	0.96	0.021
5	-22956.46	130	46172.92	46804.67	235.43	100	0.000	0.038	0.031	0.044	0.98	0.97	0.018

Table 5b

Eigenvalues for sample correlation matrix of the CATS

U.S.	Factor	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	Eigenvalue	9.871	2.024	0.888	0.786	0.682	0.649	0.540	0.529	0.515	0.435	0.423	0.392
	Factor	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>				
	Eigenvalue	0.369	0.355	0.313	0.302	0.278	0.242	0.237	0.171				
Vietnam	Factor	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	Eigenvalue	7.696	1.608	1.104	0.904	0.822	0.782	0.727	0.694	0.657	0.616	0.571	0.537
	Factor	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>				
	Eigenvalue	0.515	0.484	0.481	0.451	0.392	0.368	0.299	0.291				

Table 5c

Oblimin rotated loadings and inter-factor correlations of the CATS in US and Vietnam samples

Oblimin rotated loadings	U.S. sample		Vietnam sample	
	CATS.per	CATS.soc	CATS.per	CATS.soc
1 - I can't do anything right	<b>0.575</b>	0.128	<b>0.505</b>	0.056
2 - I am worthless	<b>0.811</b>	-0.109	<b>0.714</b>	-0.048
3 - Nothing ever works out for me anymore	<b>0.704</b>	0.107	<b>0.470</b>	0.067
4 - It's my fault that things have gone wrong	<b>0.684</b>	0.037	<b>0.477</b>	-0.030
5 - I've made such a mess of my life	<b>0.614</b>	0.122	<b>0.467</b>	0.031
7 - I'll never be as good as other people are	<b>0.580</b>	0.181	<b>0.627</b>	-0.067
8 - I am a failure	<b>0.840</b>	-0.004	<b>0.829</b>	-0.062
9 - Life is not worth living	<b>0.708</b>	-0.107	<b>0.655</b>	0.009
10 - I will never overcome my problems	<b>0.487</b>	0.056	<b>0.509</b>	0.044
11 - I hate myself	<b>0.763</b>	-0.005	<b>0.656</b>	-0.023
14 - I'm worried that I'm going to get teased	-0.069	<b>0.911</b>	-0.030	<b>0.757</b>
15 - Kids are going to laugh at me	-0.049	<b>0.893</b>	-0.007	<b>0.844</b>
17 - People are thinking bad things about me	0.096	<b>0.715</b>	0.253	<b>0.483</b>
19 - I'm afraid of what other kids will think of me	-0.012	<b>0.782</b>	0.229	<b>0.411</b>
21 - Other kids are making fun of me	-0.011	<b>0.829</b>	-0.062	<b>0.728</b>
22 - Everyone is staring at me	0.052	<b>0.588</b>	0.089	<b>0.343</b>
13 - Kids will think I'm stupid	0.096	0.648	0.415	0.372
16 - I'm going to look silly	0.020	0.743	0.435	0.392
20 - I look like an idiot	0.255	0.520	0.563	0.220
23 - I'm afraid I will make a fool of myself	0.089	0.704	0.352	0.319
<b>Inter-factor correlations</b>				
CATS.per	1.000		1.000	
CATS.soc	0.639**	1.000	0.570**	1.000

Note: CATS.per = Children's Automatic Thoughts Scale – Personal Failure; CATS.soc = Children's Automatic Thought Scale – Social Threat; Correlation is significant at the 0.01 level (2-tailed).

1.3c. *Self-Profile Perception of Children (SPPC)*. The version of the SPPC used in the present study included 18 items, as compared to the full SPPC which has 36 items. In this

abbreviated version of the SPPC, for both samples fit indices suggested three factors, which we labeled *Physical Attractiveness*, *Social Acceptance*, and *Global Self-worth*, with 12 of 18 item pairs retained (see Table 6c). This structure was similar to that in the original SPPC, which includes *Physical Attractiveness*, *Social Acceptance*, and *Global Self-worth* factors.

Table 6a

Fit criteria for EFA of the SPPC

$m$	$\hat{F}$	$q$	$AIC$	$BIC$	$\chi^2$	$df$	$p_{perfect}$	RMSEA ( $\hat{\epsilon}$ )	$\hat{\epsilon}_{LO}$	$\hat{\epsilon}_{HI}$	CFI	TLI	SRMR
U.S.													
1	-16999.787	54	34107.574	34358.829	1442.751	135	0.000	0.112	0.107	0.117	0.776	0.746	0.082
2	-16556.768	71	33255.536	33585.889	556.712	118	0.000	0.069	0.064	0.075	0.925	0.902	0.039
3	-16404.350	87	32982.699	33387.498	251.875	102	0.000	0.044	0.037	0.050	0.974	0.961	0.023
4	-16347.181	102	32898.363	33372.955	137.539	87	0.000	0.027	0.018	0.036	0.991	0.985	0.016
5	-16318.772	116	32869.545	33409.277	80.721	73	0.251	0.012	0.000	0.024	0.999	0.997	0.011
Vietnam													
1	-21805.199	54	43718.398	43977.003	717.461	135	0.000	0.070	0.065	0.075	0.755	0.722	0.057
2	-21635.073	71	43412.145	43752.162	377.208	118	0.000	0.050	0.044	0.055	0.891	0.858	0.038
3	-21583.402	87	43340.805	43757.445	273.867	102	0.000	0.044	0.037	0.050	0.928	0.891	0.032
4	-21545.877	102	43295.753	43784.229	198.816	87	0.000	0.038	0.031	0.045	0.953	0.917	0.026
5	-21517.499	116	43266.999	43822.519	142.061	73	0.000	0.033	0.025	0.041	0.971	0.939	0.021

Table 6b

Eigenvalues for sample correlation matrix of the SPPC

U.S.	Factor	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	Eigenvalue	7.294	1.984	1.141	0.829	0.752	0.653	0.642	0.547	0.520	0.506	0.451	0.451
	Factor	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>						
	Eigenvalue	0.425	0.411	0.388	0.359	0.345	0.303						
Vietnam	Factor	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	Eigenvalue	4.121	1.575	1.225	1.097	0.977	0.931	0.888	0.859	0.807	0.758	0.728	0.686
	Factor	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>						
	Eigenvalue	0.662	0.639	0.597	0.544	0.519	0.386						

Table 6c

Oblimin rotated loadings and inter-factor correlations of the SPPC in US and Vietnam samples

Oblimin rotated loadings	Factors in U.S. sample			Factors in Vietnam sample		
	1	2	3	1	2	3
5- Other kids wish their height or weight were different.	<b>-0.646</b>	0.068	-0.041	<b>-0.402</b>	0.043	0.047
8- Other kids like their body the way it is.	<b>0.794</b>	0.036	-0.005	<b>0.768</b>	0.052	-0.009
11- Other kids like their physical appearance the way it is.	<b>0.798</b>	-0.003	0.030	<b>0.741</b>	-0.035	0.022
14- Other kids like their face and hair the way they are.	<b>0.527</b>	0.094	-0.167	<b>0.335</b>	-0.002	-0.169
1- Other kids find it's easy to make friends.	0.088	<b>-0.710</b>	0.042	-0.053	<b>-0.475</b>	-0.106
4- Other kids don't have very many friends.	0.078	<b>0.828</b>	0.027	0.022	<b>0.667</b>	-0.048
10- Other kids usually do things by themselves.	0.067	<b>0.490</b>	0.195	0.019	<b>0.386</b>	0.099
16- Other kids are not very popular.	-0.050	<b>0.744</b>	-0.086	-0.043	<b>0.538</b>	0.027
3- Other kids are pretty pleased with themselves.	0.201	-0.110	<b>-0.542</b>	0.011	-0.096	<b>-0.469</b>
9- Other kids are often not happy with themselves.	0.074	-0.026	<b>0.821</b>	0.022	-0.022	<b>0.737</b>
12- Other kids often wish they were someone else.	-0.103	0.028	<b>0.686</b>	-0.245	0.076	<b>0.299</b>
15- Other kids wish they were different.	-0.387	0.001	<b>0.460</b>	-0.202	0.067	<b>0.311</b>
2- Other kids are not happy with the way they look.	-0.515	0.100	0.231	-0.154	0.117	0.309
6- Other kids do like the way they are leading their life.	0.045	-0.124	-0.420	0.146	-0.084	-0.274
7- Other kids have as many friends as they want.	0.014	-0.598	-0.050	0.111	-0.211	0.166
13- Other kids feel that most people their age do like them.	0.046	-0.537	-0.169	0.219	-0.207	0.070
17- Other kids think that they are not very good looking.	-0.506	0.254	0.081	-0.125	0.178	0.237
18- Other kids think the way they do things is fine.	0.008	-0.135	-0.545	0.153	-0.068	-0.191
<b>Inter-factor correlations</b>						
<b>Factor 1</b>	1.000			1.000		
<b>Factor 2</b>	0.339**	1.000		0.204**	1.000	

**Factor 3**

0.626\*\* 0.471\*\* 1.000 0.467\*\* 0.386\*\* 1.000

Note: *SPPC.app* = Self-Perception Profile for Children – Physical Appearance; *SPPC.soc* = Self-Perception Profile for Children – Social Acceptance; *SPPC.glo* = Self-Perception Profile for Children – Global Self-worth; Correlation is significant at the 0.01 level (2-tailed).

**1.4. Exploratory factor analysis of the depression measures**

1.4a. *Child Depression Inventory (CDI)*. Using the procedures discussed above, a one-factor solution for the CDI was selected for both samples. The CDI did not show full configural invariance, but did show good partial measurement invariance, with 21 out of 26 item pairs retained (see Table 7c).

Table 7a

Fit criteria for EFA of the CDI

$m$	$\hat{F}$	$q$	$AIC$	$BIC$	$\chi^2$	$df$	$p_{perfect}$	RMSEA ( $\hat{\epsilon}$ )	$\hat{\epsilon}_{LO}$	$\hat{\epsilon}_{HI}$	CFI	TLI	SRMR
U.S.													
1	-11676.72	78	23509.44	23872.97	1310.23	299	0.000	0.066	0.062	0.069	0.83	0.81	0.052
2	-11519.06	103	23244.12	23724.16	994.91	274	0.000	0.058	0.054	0.062	0.88	0.86	0.041
3	-11410.15	127	23074.30	23666.19	777.09	250	0.000	0.052	0.048	0.056	0.91	0.88	0.036
4	-11307.73	150	22915.47	23614.55	572.26	227	0.000	0.044	0.040	0.049	0.94	0.92	0.029
5	-11242.22	172	22828.44	23630.06	441.23	205	0.000	0.038	0.033	0.043	0.96	0.94	0.024
Vietnam													
1	-19742.79	78	39641.58	40020.71	1026.53	299	0.000	0.051	0.047	0.054	0.83	0.81	0.046
2	-19570.19	103	39346.37	39847.03	681.33	274	0.000	0.039	0.036	0.043	0.90	0.89	0.035
3	-19482.05	127	39218.10	39835.41	505.06	250	0.000	0.033	0.029	0.037	0.94	0.92	0.029
4	-19432.62	150	39165.23	39894.33	406.19	227	0.000	0.029	0.024	0.033	0.96	0.94	0.025
5	-19399.32	172	39142.65	39978.68	339.60	205	0.000	0.026	0.021	0.031	0.97	0.95	0.023

Table 7b

Eigenvalues for sample correlation matrix of the CDI

U.S.	Factor	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	Eigenvalue	7.977	1.599	1.256	1.219	1.047	0.938	0.899	0.844	0.789	0.772	0.729	0.714
	Factor	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>
	Eigenvalue	0.694	0.643	0.615	0.598	0.575	0.567	0.528	0.497	0.472	0.446	0.422	0.419
	Factor	<b>25</b>	<b>26</b>										
	Eigenvalue	0.394	0.348										
Vietnam	Factor	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	Eigenvalue	5.785	1.565	1.262	1.188	1.070	1.033	1.001	0.917	0.897	0.886	0.865	0.812
	Factor	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>
	Eigenvalue	0.785	0.759	0.756	0.708	0.668	0.665	0.648	0.623	0.585	0.561	0.551	0.527
	Factor	<b>25</b>	<b>26</b>										
	Eigenvalue	0.450	0.433										

Table 7c

Oblimin rotated loadings of the CDI in US and Vietnam samples

Oblimin rotated loadings	US Sample	Vietnam sample
	Factor 1	Factor 1
1 - I am sad all the time	<b>0.606</b>	<b>0.572</b>
2 - Things will work out for me O.K.	<b>-0.636</b>	<b>-0.487</b>
3 - I do everything wrong	<b>0.577</b>	<b>0.402</b>
4 - Nothing is fun at all	<b>0.480</b>	<b>0.485</b>
5 - I am bad once in a while	<b>-0.305</b>	<b>-0.483</b>
6 - I am sure that terrible things will happen to me	<b>0.446</b>	<b>0.446</b>
7 - I like myself	<b>-0.621</b>	<b>-0.568</b>
8 - Bad things are not usually my fault	<b>-0.521</b>	<b>-0.377</b>
9 - I feel like crying once in a while	<b>-0.625</b>	<b>-0.571</b>
10 - Things bother me once in a while	<b>-0.676</b>	<b>-0.560</b>
11 - I do not want to be with people at all	<b>0.471</b>	<b>0.421</b>
12 - I make up my mind about things easily	<b>-0.464</b>	<b>-0.304</b>
13 - I look ugly	<b>0.549</b>	<b>0.414</b>
16 - I am tired all the time	<b>0.476</b>	<b>0.424</b>
18 - I worry about aches and pains all the time	<b>0.516</b>	<b>0.398</b>
19 - I feel alone all the time	<b>0.682</b>	<b>0.610</b>
20 - I have fun at school many times	<b>-0.464</b>	<b>-0.521</b>
21 - I do not have any friends	<b>0.542</b>	<b>0.363</b>
22 - I do very badly in subjects I used to be good in	<b>0.501</b>	<b>0.469</b>
23 - I am just as good as other kids	<b>-0.612</b>	<b>-0.488</b>



24 - I am sure that somebody loves me	<b>-0.535</b>	<b>-0.463</b>
14 - Doing schoolwork is not a big problem	-0.483	-0.229
15 - I sleep pretty well	-0.606	-0.295
17 - I eat pretty well.	-0.442	-0.245
25 - I never do what I am told	0.339	0.234
26 - I get into fights all the time	0.351	0.202

Note: Each item of the CDI has three options in a linear level from low to high or reversed, statements selected to present in this table are the third one in each item, and are score 3 (highest score).

1.4b. *Self-report of the Short Mood and Feelings Questionnaire (SMFQ-S)*. Similar to the CDI, the scree plot and RMSEA values for the SMFQ-S suggested more than one factor, but after inspecting factor-item meaningfulness and interpretability, it was decided to use a one-factor solution. The SMFQ-S also showed strong partial configural invariance with 12 over 13 items loading in both samples (see Table 8c).

Table 8a

Fit criteria for EFA of the Self-reported SMFQ

<i>m</i>	$\hat{F}$	<i>q</i>	<i>AIC</i>	<i>BIC</i>	$\chi^2$	<i>df</i>	<i>p</i> <sub>perfect</sub>	RMSEA ( $\hat{\epsilon}$ )	$\hat{\epsilon}_{LO}$	$\hat{\epsilon}_{HI}$	CFI	TLI	SRMR
U.S.													
1	-6227.53	39	12533.06	12714.83	366.69	65	0.000	0.077	0.070	0.085	0.92	0.91	0.046
2	-6119.87	51	12341.73	12579.42	151.35	53	0.000	0.049	0.040	0.058	0.97	0.96	0.023
3	-6086.87	62	12297.74	12586.69	85.36	42	0.000	0.036	0.025	0.047	0.99	0.98	0.017
4	-6073.07	72	12290.13	12625.69	57.75	32	0.004	0.032	0.018	0.045	0.99	0.98	0.014
Vietnam													
1	-10151.89	39	20381.79	20570.70	245.31	65	0.000	0.054	0.047	0.062	0.94	0.93	0.036
2	-10107.68	51	20317.35	20564.39	156.87	53	0.000	0.046	0.038	0.054	0.97	0.95	0.028
3	-10072.98	62	20269.97	20570.28	87.49	42	0.000	0.034	0.024	0.044	0.99	0.97	0.019
4	Solution did not converge.												

Table 8b

Eigenvalues for sample correlation matrix of the Self-reported SMFQ

Country	Factor												
	1	2	3	4	5	6	7	8	9	10	11	12	13
U.S.	5.671	1.246	0.872	0.722	0.691	0.609	0.577	0.555	0.499	0.465	0.399	0.359	0.334
Vietnam	4.712	1.017	1.001	0.853	0.792	0.748	0.669	0.661	0.610	0.551	0.501	0.455	0.432

Table 8c

Oblimin rotated loadings of Self-report of the SMFQ in US and Vietnam samples

Oblimin rotated loadings	US sample	Vietnam sample
	Factor 1	Factor 1
1 - I felt miserable or unhappy.	<b>0.688</b>	<b>0.692</b>
2 - I didn't enjoy anything at all.	<b>0.547</b>	<b>0.503</b>
3 - I felt so tired I just sat around and did nothing.	<b>0.303</b>	<b>0.441</b>
4 - I was very restless.	0.257	0.368
5 - I felt I was no good anymore.	<b>0.768</b>	<b>0.651</b>
6 - I cried a lot.	<b>0.571</b>	<b>0.489</b>
7 - I found it hard to think properly or concentrate.	<b>0.536</b>	<b>0.365</b>
8 - I hated myself.	<b>0.716</b>	<b>0.721</b>
9 - I felt I was a bad person.	<b>0.713</b>	<b>0.670</b>
10 - I felt lonely.	<b>0.723</b>	<b>0.646</b>
11 - I thought nobody really loved me.	<b>0.708</b>	<b>0.538</b>
12 - I thought I could never be as good as other kids.	<b>0.694</b>	<b>0.561</b>
13 - I felt I did everything wrong.	<b>0.674</b>	<b>0.465</b>

*1.4c. Parent-report of the Short Mood and Feelings Questionnaire (SMFQ-P).* Similar to the self-report version, a one factor solution was selected for the parent-report SMFQ. It also showed full configural invariance with all items loading in both samples (see Table 9c).

Table 9a

Fit criteria for EFA of the Parent-reported of the SMFQ

$m$	$\hat{F}$	$q$	$AIC$	$BIC$	$\chi^2$	$df$	$p_{perfect}$	RMSEA ( $\hat{\epsilon}$ )	$\hat{\epsilon}_{LO}$	$\hat{\epsilon}_{HI}$	CFI	TLI	SRMR
U.S.													
1	-5280.45	39	10638.90	10818.45	459.10	65	0.000	0.091	0.083	0.099	0.88	0.86	0.054
2	-5146.70	51	10395.40	10630.20	191.59	53	0.000	0.060	0.051	0.069	0.96	0.94	0.030
3	-5116.12	62	10356.23	10641.67	130.42	42	0.000	0.053	0.043	0.064	0.97	0.95	0.023
4	-5090.55	72	10325.10	10656.58	79.29	32	0.000	0.045	0.032	0.057	0.99	0.97	0.017
Vietnam													
1	-4847.39	39	9772.78	9958.44	475.00	65	0.000	0.085	0.078	0.093	0.82	0.79	0.058
2	-4743.47	51	9588.93	9831.71	267.15	53	0.000	0.068	0.060	0.077	0.91	0.86	0.040
3	-4685.46	62	9494.92	9790.07	151.14	42	0.000	0.055	0.046	0.064	0.95	0.91	0.027
4	-4657.24	72	9458.47	9801.22	94.69	32	0.000	0.048	0.037	0.059	0.97	0.93	0.020

Table 9b

Eigenvalues for sample correlation matrix of the Parent-reported SMFQ

Country	Factor												
	1	2	3	4	5	6	7	8	9	10	11	12	13
U.S.	5.476	1.216	0.893	0.801	0.707	0.615	0.592	0.560	0.526	0.498	0.421	0.387	0.309
Vietnam	4.084	1.320	1.115	0.929	0.780	0.766	0.719	0.675	0.592	0.580	0.530	0.469	0.441

Table 9c

Oblimin rotated loadings of the Parent-reported SMFQ in US and Vietnam samples

Oblimin rotated loadings	U.S. sample	Vietnam sample
	Factor 1	Factor 1
1 - Your child felt miserable or unhappy.	<b>0.538</b>	<b>0.579</b>
2 - Your child didn't seem to enjoy anything at all.	<b>0.582</b>	<b>0.490</b>
3 - Your child felt so tired he or she just sat around and did nothing.	<b>0.447</b>	<b>0.362</b>
4 - Your child was very restless.	<b>0.419</b>	<b>0.353</b>
5 - Your child felt she or he was no good anymore.	<b>0.723</b>	<b>0.562</b>
6 - Your child was crying.	<b>0.543</b>	<b>0.349</b>
7 - Your child found it hard to think properly or concentrate.	<b>0.542</b>	<b>0.477</b>
8 - Your child seemed to hate him or herself -	<b>0.715</b>	<b>0.601</b>
9 - Your child felt she or he was a bad person.	<b>0.759</b>	<b>0.662</b>
10 - Your child felt lonely.	<b>0.611</b>	<b>0.567</b>
11 - Your child thought nobody really loved her or him.	<b>0.689</b>	<b>0.522</b>
12 - Your child thought he or she could never be as good as other kids.	<b>0.621</b>	<b>0.530</b>
13 - Your child felt she or he did everything wrong.	<b>0.659</b>	<b>0.437</b>

### Internal Consistency

With the exception of the AVS, all of the partial measurement invariance adjusted scales had acceptable internal consistency; however, Cronbach's alphas were generally smaller in the Vietnam sample than in the U.S. sample, except for the factor "Respect for Authorities" of the AVS, which had very low internal consistency in both samples (0.38 in the U.S. sample versus 0.40 in the Vietnam sample) (see Table 10). Because the internal consistencies for the AVS factors were below generally accepted minimal values for internal consistency reliability, it was not included in further analyses. The mean value for all internal consistency values in each country was also computed.

Table 10

Internal consistency (Cronbach's alphas) for all measures in the U.S. and Vietnam

Measures	Abb.	Cronbach's alpha values		# of items
		U.S.	V.N.	
Self-report of Verbal Peer Victimization	PV.ver-S	0.860	0.717	4
Self-report of Physical Peer Victimization	PV.phy-S	0.814	0.692	4
Self-report of Relational Peer Victimization	PV.rel-S	0.832	0.732	4
Parent-report of Verbal Peer Victimization	PV.ver-P	0.899	0.692	4
Parent-report of Physical Peer Victimization	PV.phy-P	0.817	0.635	4
Parent-report of Relational Peer Victimization	PV.rel-P	0.850	0.744	4
Asian Values Scale – Conformity to Norms	AVS.conf	0.740	0.604	6
Asian Values Scale – Respect for Authorities	AVS.rspt	0.383	0.396	3
Asian Values Scale – Family Pride for Academic Achievements	AVS.pride	0.641	0.480	3
Child Depression Inventory	CDI	0.893	0.852	21
Self-report of Short Mood and Feelings Questionnaire	SMFQ-S	0.873	0.843	13
Parent-report of Short Mood and Feelings Questionnaire	SMFQ-P	0.867	0.786	13
Cognitive Triad Inventory - Positive	CTI.pos	0.901	0.847	18
Cognitive Triad Inventory - Negative	CTI.neg	0.892	0.854	16
Children's Automatic Thoughts Scale – Personal Failure	CATS.per	0.903	0.850	10
Children's Automatic Thoughts Scale – Social Threat	CATS.soc	0.905	0.812	6
Self-Perception Profile for Children – Physical Appearance	SPPC.app	0.793	0.667	4
Self-Perception Profile for Children – Social Acceptance	SPPC.soc	0.801	0.615	4
Self-Perception Profile for Children – Global Self-worth	SPPC.glo	0.828	0.628	4
<b>Mean</b>		<b>0.815</b>	<b>0.708</b>	

Note: Abb. = Abbreviations; V.N. = Vietnam

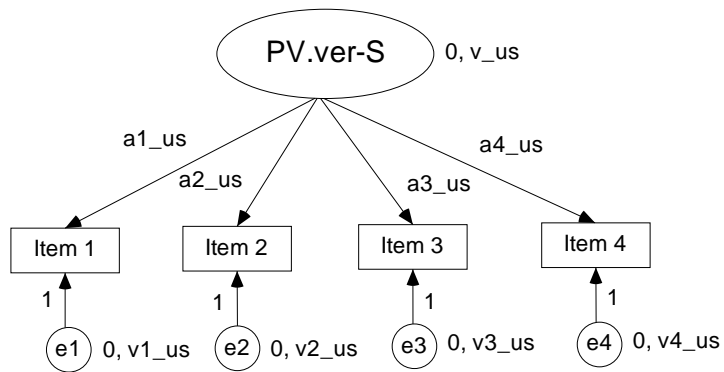
## 2. Metric and Scalar Measurement Invariance

Two steps were implemented to test for metric and scalar measurement invariance. First, a two-group, one-factor CFA was used with each factor to test the equality of loadings across the two samples. For instance, to test for metric invariance for the Verbal PV – Self-report factor, a latent variable “*PV.ver-S*” was created in a model onto which items 1, 2, 3, and 4 from the PVS

all loaded, in a two group (U.S. and Vietnam) model. Within each model, two models were compared: Model 1 was unconstrained and had no restrictions; Model 2 had equal loadings across groups (countries); that is, all factor loadings were constrained to be equal across the two groups. So for this model, for instance, the following constraints were used:  $a1_{us}=a1_{vn}$ ;  $a2_{us}=a2_{vn}$ ;  $a3_{us}=a3_{vn}$ ; and  $a4_{us}=a4_{vn}$ . A summary of fit indices and group comparisons are reported in the tables below.

Figure 2a

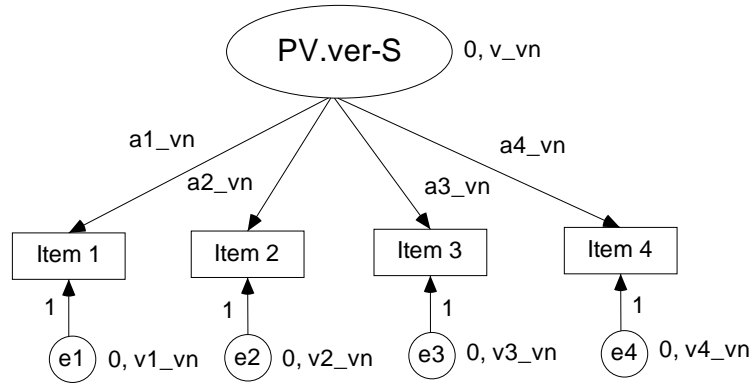
Test of Metric Invariance for Verbal Peer Victimization – Self-report factor



*Note: PV.ver-S = Factor Verbal Peer Victimization – Self-report;  $v_{us}$  = variance of PV.ver-S in U.S. sample;  $a1_{us}$  to  $a4_{us}$  = path coefficients (loadings) from items 1 to 4 to factor PV.ver-S in U.S. sample; e1 to e4 = error terms of each manifest variables “Item 1” to “Item 4”;  $v1_{us}$  to  $v4_{us}$  = variances of error terms e1 to e4 in U.S. sample.*

Figure 2b

Test of Metric Invariance for factor Verbal Peer Victimization – Self-report



Note: *PV.ver-S* = Factor Verbal Peer Victimization – Self-report; *v\_vn* = variance of *PV.ver-S* in Vietnam sample; *a1\_vn* to *a4\_vn* = path coefficients (loadings) from items 1 to 4 to factor *PV.ver-S* in Vietnam sample; *e1* to *e4* = error terms of each manifest variables “Item 1” to “Item 4”; *v1\_vn* to *v4\_vn* = variances of error terms *e1* to *e4* in Vietnam sample.

Table 11a  
Fit indices of Models in Set I

	<i>AIC</i>	<i>BIC</i>	$\chi^2$	<i>df</i>	<i>p</i> <sub>perfect</sub>	RMSEA				NFI	TLI	CFI
						( $\hat{\epsilon}$ )	$\hat{\epsilon}_{LO}$	$\hat{\epsilon}_{HI}$	<i>p</i> <sub>close</sub>			
Model 1	82.47	82.75	34.47	8	0.000	0.066	0.047	0.087	0.083	0.98	0.93	0.99
Model 2	92.11	92.34	52.11	4	0.000	0.056	0.042	0.071	0.221	0.98	0.95	0.98

Note: Model 1 = Unconstrained; Model 2 = Equal loadings; NFI = Normed Fit Index

Table 11b  
Model comparison in Set I

	$\Delta\chi^2$	$\Delta df$	<i>p</i>	$\Delta$ NFI	$\Delta$ TLI
Model 2 vs. Model 1	17.639	4	<b>0.001</b>	0.01	-0.02

Note:  $\Delta\chi^2$  = difference in chi-square;  $\Delta df$  = difference in degree of freedom

Although Model 2 provided a good fit with NFI = 0.98, TLI = 0.95, CFI = 0.98, and RMSEA = 0.056 (0.042-0.071), its fit was significantly worse than Model 1 (see Table 11a), with  $\Delta\chi^2_{\Delta df=4} = 17.639, p = 0.01$ . However, given the large sample size (i.e., high statistical

power) of this study and the fact that the fit statistics in general suggested a good fit, we assessed the effect size for this comparison by comparing the unconstrained factor loadings across the two groups.

Overall, factor loadings in the U.S. sample were generally larger than in the Vietnam sample. We took the absolute value of the difference of the loading coefficient for the U.S. vs. Vietnam sample. We then averaged all differences in each set:  $(|0.861-0.576|) + (|0.823-0.648|) + (|0.515-0.383|) + (|0.611-0.616|) / 4 = 0.147$  ( see table 12). In addition to these differences, absolute values of means of loading coefficients for each sample are presented in the table.

This same strategy was applied to the other 18 factors. For 17 of the 18 factors the chi-square was significant. The one exception was the AVS Respect for Authorities factor, for which the  $\chi^2$  was not significant in  $(\Delta\chi^2_{df=3} = 4.315, p = 0.229)$ . However, the two other AVS factors had  $p < 0.001$ , hence the AVS overall did not show metric invariance.



Table 12

Absolute value of average loadings and the difference between loadings of factors of measures in U.S. and Vietnam samples.

Factors	Average loadings of factors of measures in...		Average difference of loadings*
	U.S.	V.N.	
Self-report of Verbal Peer Victimization	0.703	0.556	0.147
Self-report of Physical Peer Victimization	0.679	0.517	0.162
Self-report of Relational Peer Victimization	0.680	0.565	0.115
Parent-report of Verbal Peer Victimization	0.799	0.508	0.291
Parent-report of Physical Peer Victimization	0.693	0.541	0.152
Parent-report of Relational Peer Victimization	0.662	0.641	0.021
Asian Values Scale – Conformity to Norms	0.565	0.441	0.124
Asian Values Scale – Respect for Authorities	0.364	0.352	0.012
Asian Values Scale – Family Pride for Academic Achievements	0.567	0.509	0.058
Child Depression Inventory	0.538	0.468	0.070
Self-report of Short Mood and Feelings Questionnaire	0.608	0.547	0.061
Parent-report of Short Mood and Feelings Questionnaire	0.604	0.499	0.104
Cognitive Triad Inventory - Positive	0.564	0.472	0.091
Cognitive Triad Inventory - Negative	0.543	0.522	0.021
Children's Automatic Thoughts Scale – Personal Failure	0.677	0.591	0.086
Children's Automatic Thoughts Scale – Social Threat	0.786	0.594	0.192
Self-Perception Profile for Children – Physical Appearance	0.368	0.361	0.008
Self-Perception Profile for Children – Social Acceptance	0.338	0.279	0.059
Self-Perception Profile for Children – Global Self-worth	0.356	0.220	0.137
<b>Mean</b>	<b>0.577</b>	<b>0.483</b>	<b>0.101</b>

Note: \* Loadings of U.S. sample minus loadings of Vietnam sample; VN = Vietnam; Corr = Correlation; Cov = Covariance; coeff = coefficient

Mean differences in loading varied substantially across different factors. Some were relatively large (e.g., the Global Self-worth factor of the SPPC) whereas other differences were quite small (e.g., in the Parent-report of Relational PV). However, the mean loading values were larger in the U.S. sample than in the Vietnam sample for all scales. In general, there was weak

evidence of metric measurement invariance for the measures used in this study. Consequently, we did not test for scalar metric invariance.

### **Substantive analyses**

The goals of the substantive analyses were to determine (a) how the three types of victimization varied as a function of gender, age, and country; and (b) whether the magnitude of the relations among the latent constructs for peer victimization, self-cognitions, and depressive symptoms differed between the U.S. and Vietnamese samples.

### **3. Effects of Age, Gender, and Country on Peer Victimization (PV)**

#### ***Verbal PV***

In the next set of analyses, the effects of age (as a 1 degree of freedom continuous variable), gender and country and their interaction terms on the three types of peer victimization were assessed. Table 13a reports these results, for Verbal PV. The 3-way interaction (Age x Sex x Country) was not significant, nor were the Age x Sex or Country x Sex interactions. However, the Age x Country interaction was significant ( $p < .001$ ). Figure 3 displays this interaction, showing the effect Age on Verbal PV, separately for the U.S. and Vietnam. As can be seen in the figure, the Vietnam sample showed an increase in Verbal PV whereas the U.S. sample showed a small decrease across ages. Each of the regression lines within country was tested to see if the slope was statistically different from 0 (i.e., whether there was a significant linear effect for ages, within country). The regression line for U.S. sample was not significantly different from 0 ( $p > 0.10$ ) whereas the slope for the Vietnam sample was significantly ( $p < 0.001$ ) different from 0. In other words, Verbal PV did not show a linear change across ages in the U.S. but did show a linear increase across ages in Vietnam.

Table 13a

Regression of Self-reported Verbal PV onto Sex, Age, Country (Plus 2- and 3-way Interactions)

Predictor	<i>B</i>	<i>SE(B)</i>	$\beta$	<i>t</i>	<i>p</i>
(Constant)	1.847	0.432		4.278	0.000
Sex	0.958	0.563	0.663	1.703	0.089
Age	-0.006	0.036	-0.010	-0.175	0.861
Country	-1.615	0.562	-1.113	-2.876	<b>0.004</b>
Age x Country	0.163	0.048	1.285	3.420	<b>0.001</b>
Age x Sex	-0.082	0.047	-0.664	-1.749	0.080
Country x Sex	-1.282	0.759	-0.778	-1.689	0.091
Age x Country x Sex	0.104	0.065	0.721	1.616	0.106

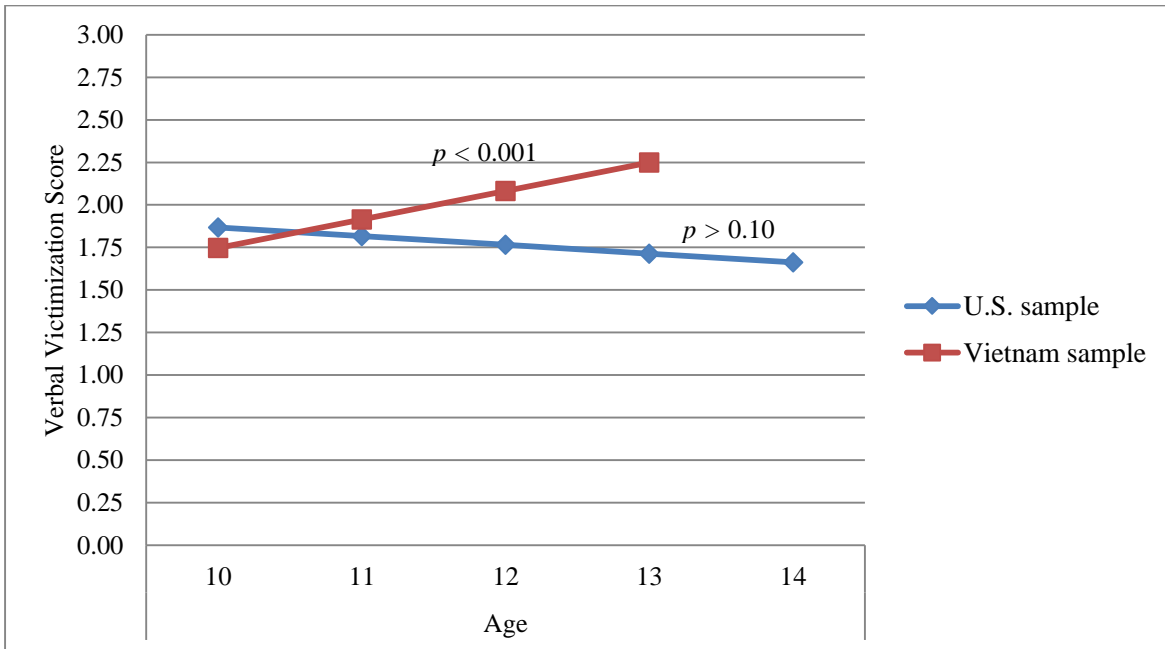
Table 13b

Regression of Self-reported Verbal PV onto Sex, Age, Country (Plus 2-way Interactions)

Predictor	<i>B</i>	<i>SE(B)</i>	$\beta$	<i>t</i>	<i>p</i>
(Constant)	2.231	0.360		6.190	0.000
Sex	0.304	0.391	0.211	0.778	0.437
Age	-0.038	0.030	-0.058	-1.282	0.200
Country	-2.280	0.382	-1.572	-5.967	<b>0.000</b>
Age x Country	0.219	0.032	1.732	6.810	<b>0.000</b>
Age x Sex	-0.027	0.032	-0.221	-0.842	0.400
Country x Sex	-0.061	0.072	-0.037	-0.847	0.397

Figure 3

Plot of Verbal PV x Age, by U.S. vs. Vietnam



### ***Physical PV***

We next analyzed the effects of age, gender, and country on Physical PV. Again, the 3-way interaction, the Age x Sex interaction, and the Country x Sex interaction were non-significant but the Age x Country interaction was significant. Figure 4 displays this interaction, showing the effect Age on Physical PV separately for the U.S. and Vietnam samples. Similar to Verbal PV, as can be seen in Figure 4 the Vietnam sample showed a slight increase in Physical PV whereas the U.S. sample showed a decrease across Age in Physical PV. The regression line for the U.S. sample showed a significant decrease ( $p < 0.001$ ), but the line for the Vietnam sample was only marginally significant ( $p < .10$ ). In other words, Physical PV significantly decreased across ages in the U.S. sample but showed a marginally significant increase across ages in Vietnam.

Table 14a

Regression of Self-reported Physical PV onto Sex, Age, Country (Plus 2- and 3-way Interactions)

Predictor	<i>B</i>	<i>SE(B)</i>	$\beta$	<i>T</i>	<i>p</i>
(Constant)	2.386	0.325		7.331	0.000
Sex	-0.330	0.425	-0.298	-0.776	0.438
Age	-0.086	0.027	-0.171	-3.173	<b>0.002</b>
Country	-1.234	0.424	-1.111	-2.909	<b>0.004</b>
Age x Country	0.128	0.036	1.324	3.571	<b>0.000</b>
Age x Sex	0.018	0.035	0.191	0.509	0.611
Country x Sex	0.285	0.573	0.226	0.496	0.620
Age x Country x Sex	-0.029	0.049	-0.261	-0.592	0.554

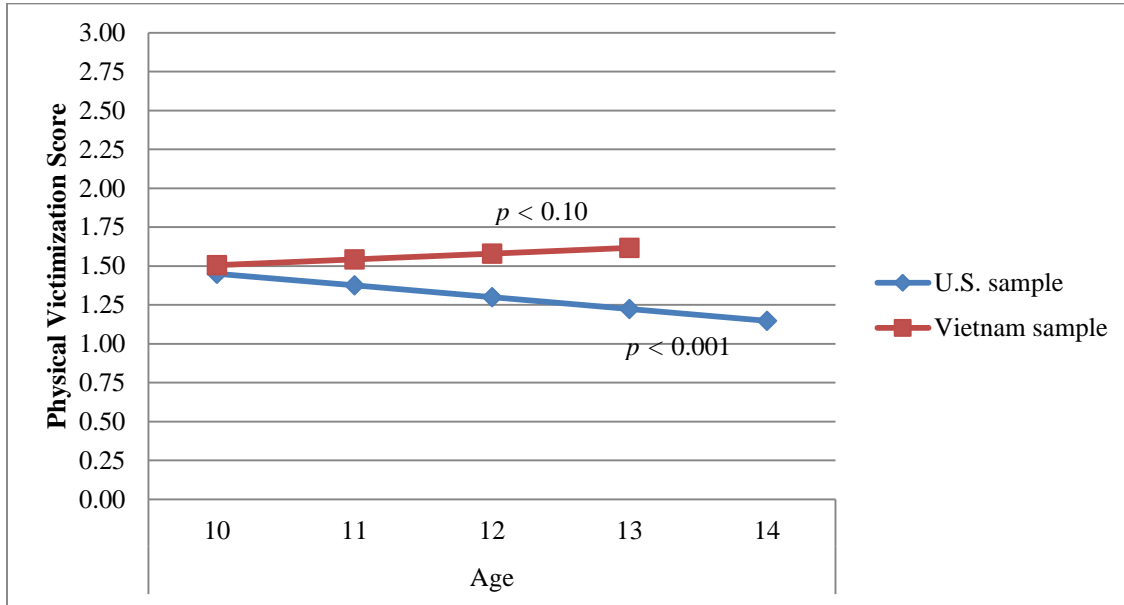
Table 14b

Regression of Self-reported Physical PV onto Sex, Age, Country (Plus 2-way Interactions)

Predictor	<i>B</i>	<i>SE(B)</i>	$\beta$	<i>t</i>	<i>p</i>
(Constant)	2.280	0.272		8.390	0.000
Sex	-0.149	0.295	-0.135	-0.504	0.614
Age	-0.077	0.022	-0.153	-3.414	<b>0.001</b>
Country	-1.049	0.288	-0.945	-3.639	<b>0.000</b>
Age x Country	0.113	0.024	1.162	4.633	<b>0.000</b>
Age x Sex	0.003	0.024	0.031	0.118	0.906
Country x Sex	-0.053	0.054	-0.042	-0.988	0.323

Figure 4

Plot of Physical PV x Age, by U.S. vs. Vietnam



### ***Relational PV***

Finally, we analyzed the effects of age, gender, and country on Relational PV. The 3-way interaction, the Age x Sex interaction, and the Country x Sex interaction were not significant but the Age x Country interaction again was significant. Figure 5 describes this interaction, showing the effect Age on Physical PV, separately for the U.S. and Vietnam. As can be seen in Figure 5, in contrast to Physical and Verbal PV, in the Vietnam sample there was a actually significant ( $p < .05$ ) increase across ages in Relational PV whereas the U.S. sample there was a a significant ( $p < .05$ ) decrease in Relational PV.

Table 15a

Regression of Self-reported Relational PV onto Sex, Age, Country (Plus 2- and 3-way Interactions)

Predictor	<i>B</i>	<i>SE(B)</i>	$\beta$	<i>t</i>	<i>p</i>
(Constant)	2.486	0.406		6.129	0.000
Sex	-0.009	0.530	-0.007	-0.018	0.986
Age	-0.076	0.034	-0.126	-2.256	<b>0.024</b>
Country	-1.640	0.527	-1.230	-3.112	<b>0.002</b>
Age x Country	0.141	0.045	1.213	3.162	<b>0.002</b>
Age x Sex	0.014	0.044	0.123	0.318	0.751
Country x Sex	0.331	0.713	0.219	0.464	0.642
Age x Country x Sex	-0.040	0.061	-0.298	-0.654	0.513

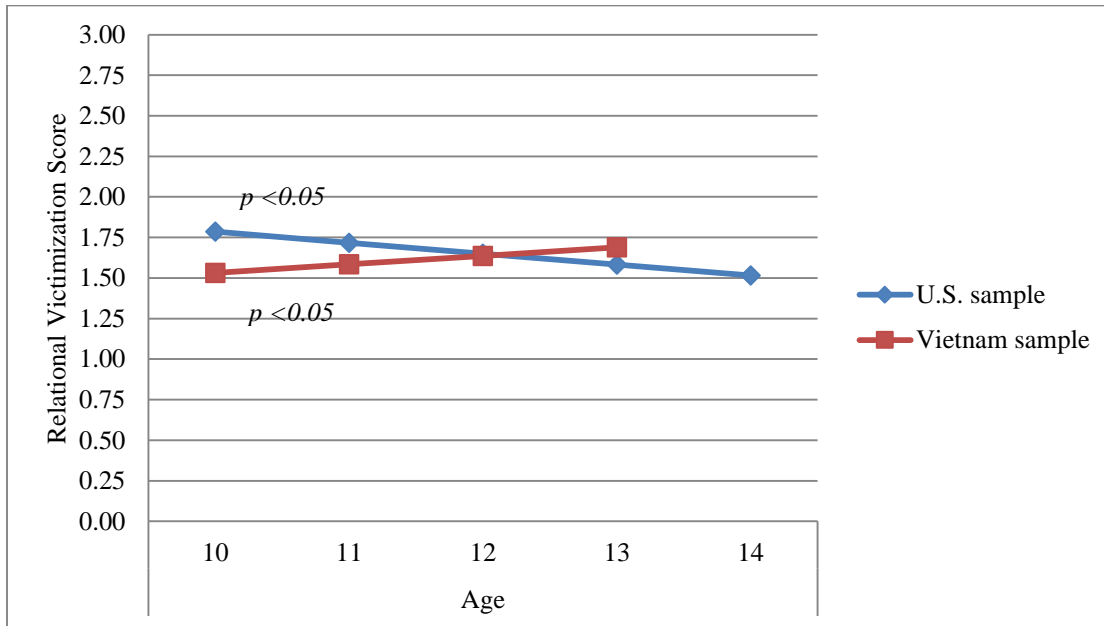
Table 15b

Regression of Self-reported Relational PV onto Sex, Age, Country (Plus 2-way Interactions)

Predictor	<i>B</i>	<i>SE(B)</i>	$\beta$	<i>t</i>	<i>p</i>
(Constant)	2.340	0.338		6.913	0.000
Sex	0.240	0.367	0.181	0.653	0.514
Age	-0.064	0.028	-0.106	-2.275	<b>0.023</b>
Country	-1.387	0.359	-1.041	-3.864	<b>0.000</b>
Age x Country	0.120	0.030	1.029	3.955	<b>0.000</b>
Age x Sex	-0.007	0.030	-0.060	-0.225	0.822
Country x Sex	-0.133	0.067	-0.088	-1.973	<b>0.049</b>

Figure 5

Plot of Relational PV x Age, by U.S. vs. Vietnam



#### 4. Relations among Peer Victimization, Depression, and Self-cognitions

We used the Box test in path diagram models to test whether relations among peer victimization, depression, and self-cognitions differed across countries. Multi-group analyses were used, with the path diagram models fit simultaneously to the U.S. and Vietnam data. Each groups' data was fit to the path diagram model linking observed variables within each of the three pairs of domains (listed in Table 16 below). The first pair of domains was verbal victimization and self-cognitions, assessing the relations between the observed variables for PVS verbal victimization factor, and the factors from the CTI, CATS and SPPC. The model first was estimated in the U.S. and Vietnamese data without any cross-group constraints. Then the model was tested constraining the six paths between the variables in the two groups to be equal across the two groups. The equality of the paths across the two groups was tested by the difference of the  $\chi^2$  for constrained and unconstrained models. Similar analyses were conducted for



victimization and depression, and self-cognitions and depression.

A total of seven sets of models (A-G) were analyzed. Each set contained three sub-models: (1) Model 1 - No constraints; (2) Model 2 - Variances of each variable constrained to be equal between US and Vietnam; (3) Model 3 - Covariances between the sets of variables constrained to be equal in the U.S. and Vietnam samples without constraining variances.

Table 16

Domains and factors

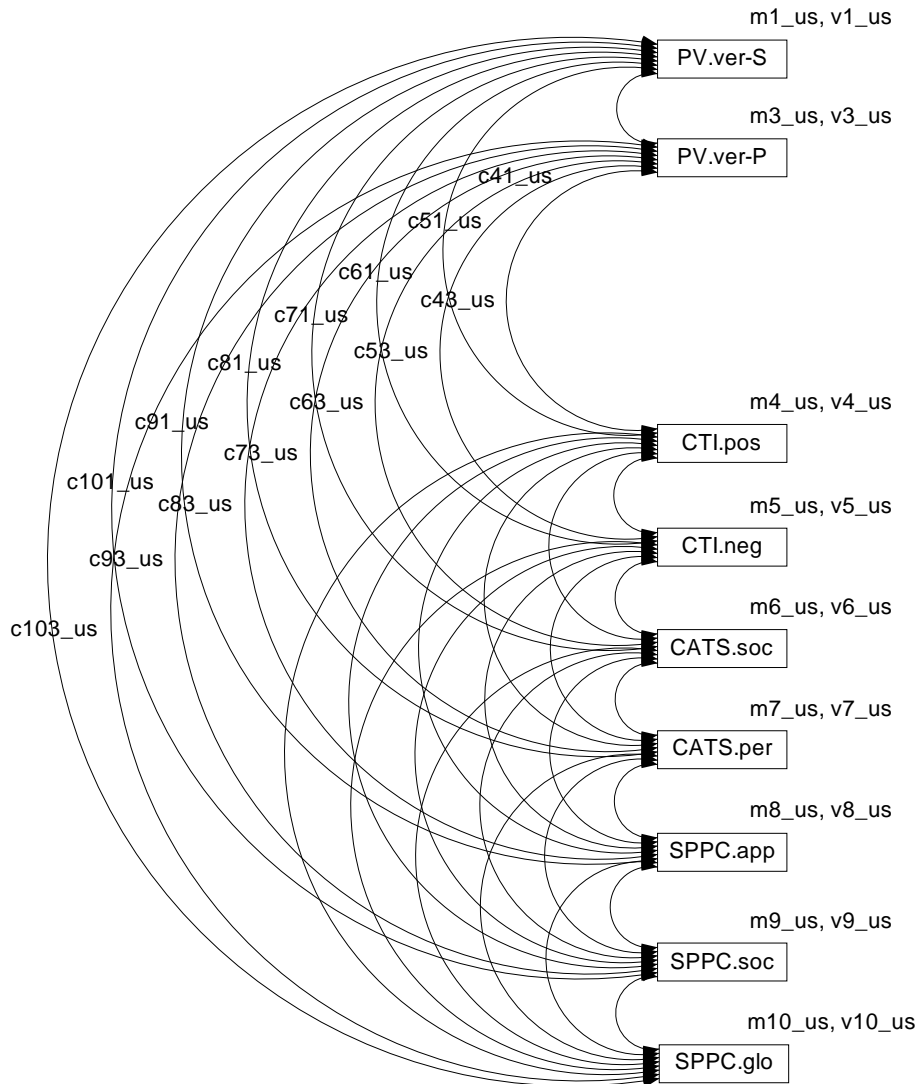
<b>Domain</b>	<b>Factor</b>
<b>1. Victimization</b>	<p><i>1.1. Verbal victimization</i></p> <p>a. Verbal victimization – Self-report</p> <p>b. Verbal victimization – Parent-report</p> <p><i>1.2. Physical victimization</i></p> <p>a. Physical victimization – Self-report</p> <p>b. Physical victimization – Peer nomination</p> <p>c. Physical victimization – Parent-report</p> <p><i>1.3. Relational victimization</i></p> <p>a. Relational victimization – Self-report</p> <p>b. Relational victimization – Peer nomination</p> <p>c. Relational victimization – Parent-report</p>
<b>2. Self-cognitions</b>	<p><i>2. Self-cognitions</i></p> <p>a. CTI Positive Cognitions</p> <p>b. CTI Negative Cognitions</p> <p>c. CATS Personal Failure</p> <p>d. CATS Physical Threat</p> <p>e. SPPC Physical Attractiveness</p> <p>f. SPPC Social Acceptance</p> <p>g. SPPC Global Self-worth</p>
<b>3. Depressive symptoms</b>	<p><i>3. Depressive symptoms</i></p> <p>a. CDI Total</p> <p>b. SMFQ-S Total Score</p> <p>c. SMFQ-P Total Score</p>

***Set A - Relations between Verbal PV and Self-Cognition in the U.S. and Vietnam***

In this set, Model 2 had the following constrains:  $v1_{us}=v1_{vn}$ ;  $v3_{us}=v3_{vn}$ ;  $v4_{us}=v4_{vn}$ ;  $v5_{us}=v5_{vn}$ ;  $v6_{us}=v6_{vn}$ ;  $v7_{us}=v7_{vn}$ ;  $v8_{us}=v8_{vn}$ ;  $v9_{us}=v9_{vn}$ ; and  $v10_{us}=v10_{vn}$ . Model 3 had the following constrains:  $c43_{us}=c43_{vn}$ ;  $c53_{us}=c53_{vn}$ ;  $c63_{us}=c63_{vn}$ ;  $c73_{us}=c73_{vn}$ ;  $c83_{us}=c83_{vn}$ ;  $c93_{us}=c93_{vn}$ ;  $c103_{us}=c103_{vn}$ ;  $c41_{us}=c41_{vn}$ ;  $c51_{us}=c51_{vn}$ ;  $c61_{us}=c61_{vn}$ ;  $c71_{us}=c71_{vn}$ ;  $c81_{us}=c81_{vn}$ ;  $c91_{us}=c91_{vn}$ ; and  $c101_{us}=c101_{vn}$ . Summary of fit indices and group comparison of this set is present in the tables below.

Figure 6a

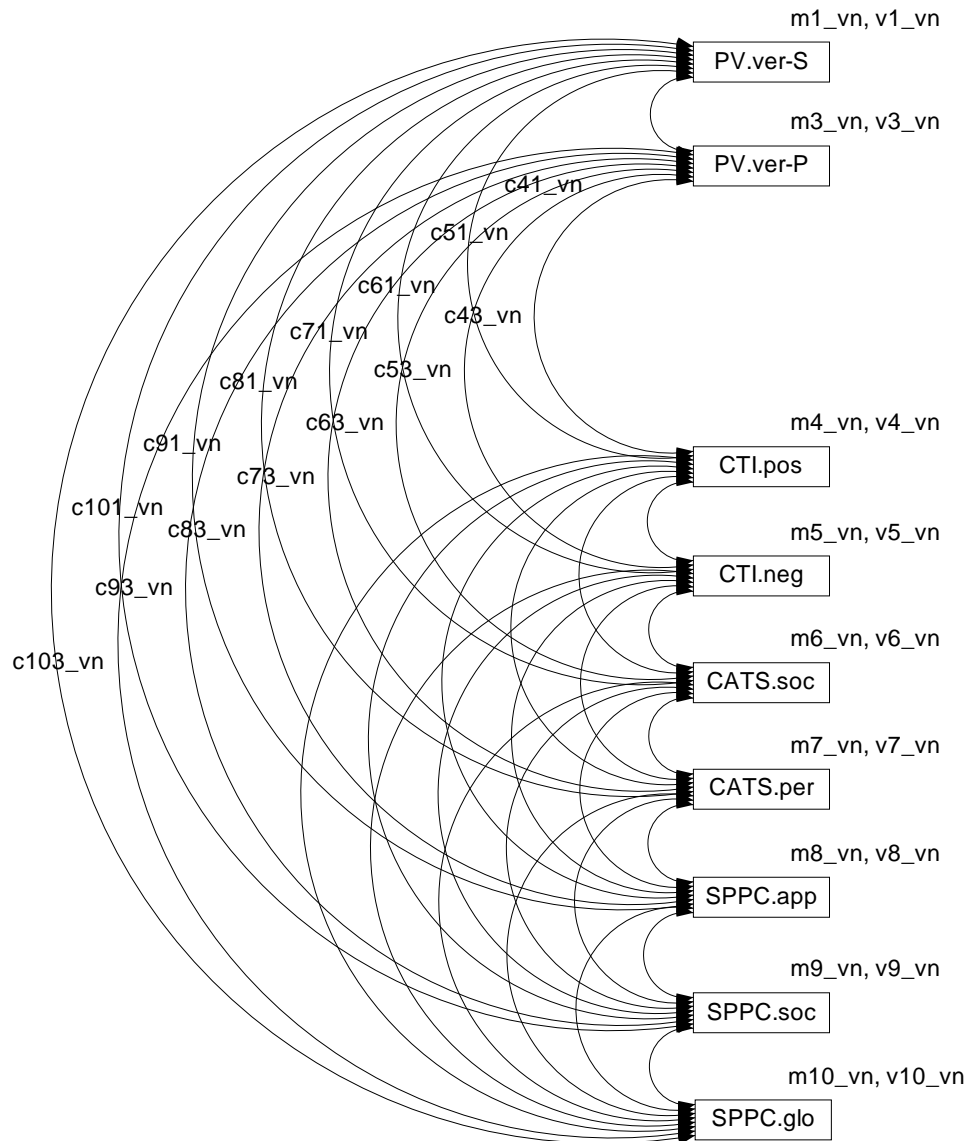
Test of Equality of Relations between Verbal Peer Victimization and Self-cognition - U.S. group



*Note: PV.ver-S = Self-report of Verbal Peer Victimization; PV.ver-P = Parent-report of Verbal Peer Victimization; CTI.pos = Cognitive Triad Inventory – Positive; CTI.neg = Cognitive Triad Inventory – Negative; CATS.per = Children’s Automatic Thoughts Scale – Personal Failure; CATS.soc = Children’s Automatic Thought Scale – Social Threat; SPPC.app = Self-Perception Profile for Children – Physical Appearance; SPPC.soc = Self-Perception Profile for Children – Social Acceptance; SPPC.glo = Self-Perception Profile for Children – Global Self-worth.; m1\_us to m10\_us = variable means in U.S. sample; v1\_us to v10\_us = variable variances in U.S. sample; c41, c51... c93, c103 = covariances among variables in U.S. sample.*

Figure 6b

Test of Equality of Relations between Verbal Peer Victimization and Self-cognition - Vietnam group



*Note: PV.ver-S = Self-report of Verbal Peer Victimization; PV.ver-P = Parent-report of Verbal Peer Victimization; CTI.pos = Cognitive Triad Inventory – Positive; CTI.neg = Cognitive Triad Inventory – Negative; CATS.per = Children’s Automatic Thoughts Scale – Personal Failure; CATS.soc = Children’s Automatic Thought Scale – Social Threat; SPPC.app = Self-Perception Profile for Children – Physical Appearance; SPPC.soc = Self-Perception Profile for Children – Social Acceptance; SPPC.glo = Self-Perception Profile for Children – Global Self-worth.; m1\_vn to m10\_vn= variable means in Vietnam sample; v1\_vn to v10\_vn = variable variances in Vietnam sample; c41, c51... c93, c103 = covariances among variables in Vietnam sample.*

Table 17a

## Fit indices for Set A Models

	AIC	BIC	$\chi^2$	$df$	$p_{perfect}$	RMSEA ( $\hat{\epsilon}$ )	$\hat{\epsilon}_{LO}$	$\hat{\epsilon}_{HI}$	$p_{close}$	NFI	TLI	CFI
Model 1	216.00	218.53	0.000	0						1.00		1.00
Model 2	315.48	317.79	117.475	9	0.000	0.083	0.070	0.097	0.000	0.98	0.80	0.98
Model 3	242.89	245.09	54.890	14	0.000	0.041	0.030	0.053	0.898	0.99	0.95	0.99

Note: Model 1 = Unconstrained; Model 2 = Equal loadings; NFI = Normed Fit Index

Table 17b

## Model comparison in Set A

	$\Delta\chi^2$	$\Delta df$	$p$	$\Delta NFI$	$\Delta TLI$
Model 2 vs. Model 1	117.48	9	0.000	0.02	---
Model 3 vs. Model 1	54.89	14	0.000	0.01	---

Note:  $\Delta\chi^2$  = difference in chi-square;  $\Delta df$  = difference in degree of freedom

Model 2 (cross-group constraints on variances) produced a significantly worse fit to the data than Model 1 (no constraints), indicating that the variances for Verbal PV and Self-cognition were significantly different across the U.S. and Vietnam,  $\chi^2_{df=9} = 117.48, p < .001$ . Consequently, the null hypothesis that the variances of the variables in U.S. sample and Vietnam sample were equal was rejected.

Based on the chi-square, Model 3 provided a significantly worse fit to the data than did Model 1 ( $\chi^2_{df=14} = 54.89, p < .001$ ); however, with large samples, relatively small discrepancies can be statistically significant (Cole, 1987). Overall, then, the evidence regarding whether the relations between verbal PV and self-cognition were different between the U.S. and Vietnam was equivocal, with different indices suggesting different interpretations (see Table 17a). Differences in the magnitude of the differences in the correlations across country are discussed at the end of this section.

Table 17d

## Correlations between Verbal PV and Self-Cognition measures – U.S. and Vietnam samples

	PV.ver-S	PV.ver-P	CTI.pos	CTI.neg	CATS.per	CATS.soc	SPPC.app	SPPC.soc	SPPC.glo
U.S.									
PV.ver-S	1.000								
PV.ver-P	0.490	1.000							
CTI.pos	<b>-0.359</b>	<b>-0.243</b>	1.000						
CTI.neg	<b>0.376</b>	<b>0.243</b>	-0.613	1.000					
CATS.per	<b>0.383</b>	<b>0.174</b>	-0.646	0.686	1.000				
CATS.soc	<b>0.588</b>	<b>0.332</b>	-0.479	0.514	0.640	1.000			
SPPC.app	<b>-0.263</b>	<b>-0.164</b>	0.442	-0.401	-0.422	-0.430	1.000		
SPPC.soc	<b>-0.445</b>	<b>-0.270</b>	0.487	-0.408	-0.442	-0.528	0.344	1.000	
SPPC.glo	<b>-0.327</b>	<b>-0.207</b>	0.618	-0.571	-0.596	-0.532	0.630	0.475	1.000
Vietnam									
PV.ver-S	1.000								
PV.ver-P	0.263	1.000							
CTI.pos	<b>-0.243</b>	<b>-0.116</b>	1.000						
CTI.neg	<b>0.249</b>	<b>0.179</b>	-0.412	1.000					
CATS.per	<b>0.275</b>	<b>0.176</b>	-0.426	0.693	1.000				
CATS.soc	<b>0.445</b>	<b>0.239</b>	-0.332	0.509	0.570	1.000			
SPPC.app	<b>-0.159</b>	<b>-0.076</b>	0.214	-0.320	-0.253	-0.231	1.000		
SPPC.soc	<b>-0.241</b>	<b>-0.159</b>	0.432	-0.392	-0.327	-0.338	0.216	1.000	
SPPC.glo	<b>-0.245</b>	<b>-0.081</b>	0.407	-0.469	-0.431	-0.311	0.474	0.396	1.000

*Note: PV.ver-S = Self-report of Verbal Peer Victimization; PV.ver-P = Parent-report of Verbal Peer Victimization; CTI.pos = Cognitive Triad Inventory – Positive; CTI.neg = Cognitive Triad Inventory – Negative; CATS.per = Children’s Automatic Thoughts Scale – Personal Failure; CATS.soc = Children’s Automatic Thought Scale – Social Threat; SPPC.app = Self-Perception Profile for Children – Physical Appearance; SPPC.soc = Self-Perception Profile for Children – Social Acceptance; SPPC.glo = Self-Perception Profile for Children – Global Self-worth.*

As Table 17d above indicates, the absolute values of the correlations in U.S. sample were larger than in Vietnam sample, with one exception. This one exception was the correlation between *PV.ver-P* and *CATS.per*.

**Set B - Relations between Verbal Peer Victimization and Depression** (including the CDI, Self-Report SMFQ and Parent-Report SMFQ)

The same analytic strategy was used for all of the following path analysis tests. Set B showed the similar pattern for Model 2 versus Model 1, and Model 3 versus Model 1 as Set A (see Tables 18a). Overall, there was not a clear difference between the relations of Verbal PV and depression in the U.S. and Vietnam. However, all correlations among variables of interest (in bold, in Table 18c) were larger in the U.S. sample than in the Vietnam sample.

Table 18a

Model comparison in Set B

	$\Delta\chi^2$	$\Delta df$	<i>p</i>	$\Delta NFI$	$\Delta TLI$
Model 2 vs. Model 1	134.66	5	<b>0.000</b>	0.06	---
Model 3 vs. Model 1	40.68	6	<b>0.000</b>	0.02	---

Note:  $\Delta\chi^2$  = difference in chi-square;  $\Delta df$  = difference in degree of freedom

Table 18c

Correlations between Verbal PV and Depression measures – US and Vietnam samples

Measure	PV.ver-S	PV.ver-P	CDI	SMFQ-S	SMFQ-P
U.S.					
PV.ver-S	1.000				
PV.ver-P	0.484	1.000			
CDI	<b>0.429</b>	<b>0.246</b>	1.000		
SMFQ-S	<b>0.458</b>	<b>0.279</b>	0.792	1.000	
SMFQ-P	<b>0.250</b>	<b>0.420</b>	0.311	0.324	1.000
Vietnam					
PV.ver-S	1.000				
PV.ver-P	0.258	1.000			
CDI	<b>0.366</b>	<b>0.206</b>	1.000		
SMFQ-S	<b>0.285</b>	<b>0.154</b>	0.724	1.000	
SMFQ-P	<b>0.206</b>	<b>0.365</b>	0.355	0.366	1.000

Note: PV.ver-S = Self-report of Verbal Peer Victimization; PV.ver-P = Parent-report of Verbal Peer Victimization; CDI = Child Depression Inventory; SMFQ-S = Self-report of Short Mood and Feelings Questionnaire; SMFQ-P = Parent-report of Short Mood and Feelings Questionnaire.

### ***Set C – Relations between Physical PV and Self-Cognition***

Set C produced similar fit patterns for Model 2 versus Model 1 and Model 3 versus Model 1 as Set A. That is, there was not a clear difference between the relations of verbal PV and depression in the U.S. versus Vietnam. However, most correlations (except correlations between *PV.phy-PN* and *CTI.pos*, *CATS.per*, *CATS.soc*, and *SPPC.glo*) among variables of interest (in bold) again were larger in the U.S. sample than in the Vietnam sample.

Table 19a

Model comparison in Set C

	$\Delta\chi^2$	$\Delta df$	<i>p</i>	$\Delta NFI$	$\Delta TLI$
Model 2 vs. Model 1	143.59	10	<b>0.000</b>	0.03	---
Model 3 vs. Model 1	40.74	21	<b>0.006</b>	0.01	---

*Note:  $\Delta\chi^2$  = difference in chi-square;  $\Delta df$  = difference in degree of freedom*



Table 19c

Correlations between Physical PV and Self-Cognition measures – U.S. and Vietnam samples

	PV.phy-SPV.phy-PN	PV.phy-P	CTI.pos	CTI.neg	CATS.per	CATS.soc	SPPC.app	SPPC.soc	SPPC.glo	
U.S.										
PV.phy-S	1.000									
PV.phy-PN	0.201	1.000								
PV.phy-P	0.372	0.171	1.000							
CTI.pos	<b>-0.351</b>	<b>-0.036</b>	<b>-0.212</b>	1.000						
CTI.neg	<b>0.387</b>	<b>0.184</b>	<b>0.253</b>	-0.613	1.000					
CATS.per	<b>0.380</b>	<b>0.069</b>	<b>0.193</b>	-0.646	0.686	1.000				
CATS.soc	<b>0.524</b>	<b>0.179</b>	<b>0.254</b>	-0.478	0.514	0.640	1.000			
SPPC.app	<b>-0.222</b>	<b>-0.054</b>	<b>-0.165</b>	0.441	-0.400	-0.420	-0.429	1.000		
SPPC.soc	<b>-0.396</b>	<b>-0.257</b>	<b>-0.216</b>	0.487	-0.408	-0.442	-0.528	0.343	1.000	
SPPC.glo	<b>-0.304</b>	<b>-0.083</b>	<b>-0.187</b>	0.618	-0.571	-0.596	-0.531	0.629	0.475	1.000
Vietnam										
PV.phy-S	1.000									
PV.phy-PN	0.209	1.000								
PV.phy-P	0.309	0.250	1.000							
CTI.pos	<b>-0.201</b>	<b>-0.178</b>	<b>-0.089</b>	1.000						
CTI.neg	<b>0.257</b>	<b>0.144</b>	<b>0.146</b>	-0.412	1.000					
CATS.per	<b>0.267</b>	<b>0.155</b>	<b>0.113</b>	-0.426	0.693	1.000				
CATS.soc	<b>0.422</b>	<b>0.230</b>	<b>0.239</b>	-0.333	0.510	0.571	1.000			
SPPC.app	<b>-0.135</b>	<b>-0.037</b>	<b>-0.016</b>	0.212	-0.318	-0.252	-0.227	1.000		
SPPC.soc	<b>-0.227</b>	<b>-0.235</b>	<b>-0.139</b>	0.432	-0.393	-0.325	-0.339	0.214	1.000	
SPPC.glo	<b>-0.188</b>	<b>-0.107</b>	<b>-0.042</b>	0.405	-0.468	-0.431	-0.310	0.473	0.394	1.000

*Note: PV.phy-S = Self-report of Physical Peer Victimization; PV.phy-PN = Peer Nomination of Physical Peer Victimization; PV.phy-P = Parent-report of Physical Peer Victimization; CTI.pos = Cognitive Triad Inventory – Positive; CTI.neg = Cognitive Triad Inventory – Negative; CATS.per = Children’s Automatic Thoughts Scale – Personal Failure; CATS.soc = Children’s Automatic Thought Scale – Social Threat; SPPC.app = Self-Perception Profile for Children – Physical Appearance; SPPC.soc = Self-Perception Profile for Children – Social Acceptance; SPPC.glo = Self-Perception Profile for Children – Global Self-worth.*

**Set D – Relations between Physical PV and Depression**

Set D showed a similar pattern of fit as found in the previous analyses, with the difference between the relations of physical PV and depression in the U.S. and Vietnam

equivocal. Some criteria suggested a difference (chi-square) whereas other criteria (RMSEA) did not. However, most correlations of interest (except correlations between *PV.phy-PN* and *CDI* and with *SMFQ-P*) again were larger in the U.S. sample than in the Vietnam sample (in bold, Table 20b).

Table 20a  
Model comparison in Set D

	$\Delta\chi^2$	$\Delta df$	<i>p</i>	$\Delta NFI$	$\Delta TLI$
Model 2 vs. Model 1	168.24	6	<b>0.000</b>	0.07	---
Model 3 vs. Model 1	31.93	9	<b>0.000</b>	0.01	---

*Note:*  $\Delta\chi^2$  = difference in chi-square;  $\Delta df$  = difference in degree of freedom

Table 20c  
Correlations between Physical PV and Depression measures – U.S. and Vietnam samples

	PV.phy-S	PV.phy-PN	PV.phy-P	CDI	SMFQ-S	SMFQ-P
U.S.						
PV.phy-S	1.000					
PV.phy-PN	0.197	1.000				
PV.phy-P	0.373	0.163	1.000			
CDI	<b>0.446</b>	<b>0.159</b>	<b>0.235</b>	1.000		
SMFQ-S	<b>0.420</b>	<b>0.196</b>	<b>0.247</b>	0.792	1.000	
SMFQ-P	<b>0.217</b>	<b>0.148</b>	<b>0.364</b>	0.310	0.322	1.000
Vietnam						
PV.phy-S	1.000					
PV.phy-PN	0.210	1.000				
PV.phy-P	0.305	0.249	1.000			
CDI	<b>0.302</b>	<b>0.219</b>	<b>0.157</b>	1.000		
SMFQ-S	<b>0.255</b>	<b>0.168</b>	<b>0.092</b>	0.724	1.000	
SMFQ-P	<b>0.171</b>	<b>0.158</b>	<b>0.245</b>	0.355	0.367	1.000

*Note:* *PV.phy-S* = Self-report of Physical Peer Victimization; *PV.phy-PN* = Peer Nomination of Physical Peer Victimization; *PV.phy-P* = Parent-report of Physical Peer Victimization; *CDI* = Child Depression Inventory; *SMFQ-S* = Self-report of Short Mood and Feelings Questionnaire; *SMFQ-P* = Parent-report of Short Mood and Feelings Questionnaire.

**Set E – Relations between Relational PV and Self-Cognition**

Set E had a similar fit pattern as the previous analyses, with equivocal differences. However, most correlations (except correlations between *PV.rel-PN* and *CTI.pos*, *CTI.neg*, *CATS.per*, *CATS.soc* respectively) among variables of interest (in bold) were larger in the U.S. sample than in the Vietnam sample.

Table 21a

Model comparison in Set E

	$\Delta\chi^2$	$\Delta df$	<i>p</i>	$\Delta NFI$	$\Delta TLI$
Model 2 vs. Model 1	199.79	10	<b>0.000</b>	0.04	---
Model 3 vs. Model 1	68.68	21	<b>0.000</b>	0.01	---

*Note:  $\Delta\chi^2$  = difference in chi-square;  $\Delta df$  = difference in degree of freedom*

Table 21c

## Correlations between Relational PV and Self-Cognition measures – U.S. and Vietnam samples

	PV.rel-S	PV.rel-PN	PV.rel-P	CTI.pos	CTI.neg	CATS.per	CATS.soc	SPPC.app	SPPC.soc	SPPC.glo
U.S.										
PV.rel-S	1.000									
PV.rel-PN	0.255	1.000								
PV.rel-P	0.443	0.234	1.000							
CTI.pos	<b>-0.363</b>	<b>-0.033</b>	<b>-0.182</b>	1.000						
CTI.neg	<b>0.412</b>	<b>0.089</b>	<b>0.209</b>	-0.613	1.000					
CATS.per	<b>0.411</b>	<b>0.077</b>	<b>0.183</b>	-0.646	0.685	1.000				
CATS.soc	<b>0.599</b>	<b>0.158</b>	<b>0.355</b>	-0.479	0.512	0.639	1.000			
SPPC.app	<b>-0.265</b>	<b>-0.080</b>	<b>-0.178</b>	0.441	-0.400	-0.421	-0.430	1.000		
SPPC.soc	<b>-0.432</b>	<b>-0.219</b>	<b>-0.244</b>	0.486	-0.407	-0.441	-0.527	0.343	1.000	
SPPC.glo	<b>-0.345</b>	<b>-0.096</b>	<b>-0.217</b>	0.619	-0.571	-0.596	-0.532	0.629	0.474	1.000
Vietnam										
PV.rel-S	1.000									
PV.rel-PN	0.120	1.000								
PV.rel-P	0.345	0.121	1.000							
CTI.pos	<b>-0.238</b>	<b>-0.143</b>	<b>-0.091</b>	1.000						
CTI.neg	<b>0.316</b>	<b>0.125</b>	<b>0.138</b>	-0.412	1.000					
CATS.per	<b>0.330</b>	<b>0.099</b>	<b>0.161</b>	-0.426	0.692	1.000				
CATS.soc	<b>0.438</b>	<b>0.179</b>	<b>0.271</b>	-0.333	0.509	0.571	1.000			
SPPC.app	<b>-0.098</b>	<b>-0.038</b>	<b>-0.087</b>	0.214	-0.321	-0.256	-0.232	1.000		
SPPC.soc	<b>-0.276</b>	<b>-0.185</b>	<b>-0.134</b>	0.432	-0.392	-0.325	-0.337	0.216	1.000	
SPPC.glo	<b>-0.246</b>	<b>-0.080</b>	<b>-0.080</b>	0.406	-0.469	-0.432	-0.313	0.474	0.395	1.000

*Note:* PV.rel-S = Self-report of Relational Peer Victimization; PV.rel-PN = Peer Nomination of Relational Peer Victimization; PV.rel-P = Parent-report of Relational Peer Victimization; CTI.pos = Cognitive Triad Inventory – Positive; CTI.neg = Cognitive Triad Inventory – Negative; CATS.per = Children’s Automatic Thoughts Scale – Personal Failure; CATS.soc = Children’s Automatic Thought Scale – Social Threat; SPPC.app = Self-Perception Profile for Children – Physical Appearance; SPPC.soc = Self-Perception Profile for Children – Social Acceptance; SPPC.glo = Self-Perception Profile for Children – Global Self-worth.

**Set F – Relations between Relational PV and Depression**

Set F showed similar fit patterns as the previous analyses. Again, most correlations (except correlations between PV.rel-PN and CDI, and SMFQ-P) among variables of interest (in bold) were larger in the U.S. sample than in the Vietnam sample.

Table 22a

Model comparison in Set F

	$\Delta\chi^2$	$\Delta df$	<i>p</i>	$\Delta NFI$	$\Delta TLI$
Model 2 vs. Model 1	233.04	6	<b>0.000</b>	0.09	---
Model 3 vs. Model 1	60.79	9	<b>0.000</b>	0.02	---

*Note:  $\Delta\chi^2$  = difference in chi-square;  $\Delta df$  = difference in degree of freedom*

Table 22c

Correlations between Relational PV and Depression measures – U.S. and Vietnam samples

	PV.rel-S	PV.rel-PN	PV.rel-P	CDI	SMFQ-S	SMFQ-P
U.S.						
PV.rel-S	1.000					
PV.rel-PN	0.259	1.000				
PV.rel-P	0.444	0.236	1.000			
CDI	<b>0.466</b>	<b>0.117</b>	<b>0.245</b>	1.000		
SMFQ-S	<b>0.451</b>	<b>0.148</b>	<b>0.245</b>	0.792	1.000	
SMFQ-P	<b>0.266</b>	<b>0.107</b>	<b>0.456</b>	0.311	0.324	1.000
Vietnam						
PV.rel-S	1.000					
PV.rel-PN	0.119	1.000				
PV.rel-P	0.342	0.118	1.000			
CDI	<b>0.402</b>	<b>0.169</b>	<b>0.224</b>	1.000		
SMFQ-S	<b>0.347</b>	<b>0.107</b>	<b>0.159</b>	0.724	1.000	
SMFQ-P	<b>0.232</b>	<b>0.125</b>	<b>0.290</b>	0.354	0.367	1.000

*Note: PV.rel-S = Self-report of Relational Peer Victimization; PV.rel-PN = Peer Nomination of Relational Peer Victimization; PV.rel-P = Parent-report of Relational Peer Victimization; CDI = Child Depression Inventory; SMFQ-S = Self-report of Short Mood and Feelings Questionnaire; SMFQ-P = Parent-report of Short Mood and Feelings Questionnaire.*

### **Set G – Relations between Depression and Self-Cognition**

Finally, Set G showed a similar fit pattern for Model 2 versus Model 1 and Model 3 versus Model 1 to that in the previous analyses. Most correlations (except correlations between *SMFQ-S* and *CTI.neg*, between *SMFQ-P* and *CATS.per*) among variables of interest (in bold) were larger correlations in the U.S. sample than in the Vietnam sample.

Table 23a

## Model comparison in Set G

	$\Delta\chi^2$	$\Delta df$	$p$	$\Delta NFI$	$\Delta TLI$
Model 2 vs. Model 1	145.56	10	<b>0.000</b>	0.02	---
Model 3 vs. Model 1	79.55	21	<b>0.000</b>	0.01	---

Note:  $\Delta\chi^2$  = difference in chi-square;  $\Delta df$  = difference in degree of freedom

Table 23c

## Correlations between Depression and Self-Cognition measures – U.S. and Vietnam samples

	CDI	SMFQ-S	SMFQ-P	CTI.pos	CTI.neg	CATS.per	CATS.soc	SPPC.app	SPPC.soc	SPPC.glo
US										
CDI	1.000									
SMFQ-S	0.791	1.000								
SMFQ-P	0.310	0.324	1.000							
CTI.pos	<b>-0.728</b>	<b>-0.656</b>	<b>-0.293</b>	1.000						
CTI.neg	<b>0.710</b>	<b>0.662</b>	<b>0.314</b>	-0.610	1.000					
CATS.per	<b>0.751</b>	<b>0.786</b>	<b>0.251</b>	-0.643	0.687	1.000				
CATS.soc	<b>0.624</b>	<b>0.657</b>	<b>0.279</b>	-0.480	0.514	0.640	1.000			
SPPC.app	<b>-0.528</b>	<b>-0.470</b>	<b>-0.188</b>	0.443	-0.402	-0.422	-0.432	1.000		
SPPC.soc	<b>-0.556</b>	<b>-0.514</b>	<b>-0.280</b>	0.488	-0.409	-0.441	-0.527	0.344	1.000	
SPPC.glo	<b>-0.665</b>	<b>-0.634</b>	<b>-0.296</b>	0.620	-0.572	-0.596	-0.532	0.630	0.474	1.000
Vietnam										
CDI	1.000									
SMFQ-S	0.725	1.000								
SMFQ-P	0.351	0.366	1.000							
CTI.pos	<b>-0.550</b>	<b>-0.444</b>	<b>-0.229</b>	1.000						
CTI.neg	<b>0.634</b>	<b>0.667</b>	<b>0.307</b>	-0.415	1.000					
CATS.per	<b>0.686</b>	<b>0.713</b>	<b>0.281</b>	-0.429	0.693	1.000				
CATS.soc	<b>0.555</b>	<b>0.555</b>	<b>0.276</b>	-0.335	0.509	0.570	1.000			
SPPC.app	<b>-0.325</b>	<b>-0.304</b>	<b>-0.098</b>	0.212	-0.316	-0.253	-0.229	1.000		
SPPC.soc	<b>-0.469</b>	<b>-0.391</b>	<b>-0.188</b>	0.431	-0.386	-0.327	-0.333	0.213	1.000	
SPPC.glo	<b>-0.498</b>	<b>-0.455</b>	<b>-0.248</b>	0.407	-0.466	-0.434	-0.311	0.472	0.393	1.000

Note: CDI = Child Depression Inventory; SMFQ-S = Self-report of Short Mood and Feelings Questionnaire; SMFQ-P = Parent-report of Short Mood and Feelings Questionnaire; CTI.pos = Cognitive Triad Inventory – Positive; CTI.neg = Cognitive Triad Inventory – Negative; CATS.per = Children’s Automatic Thoughts Scale – Personal Failure; CATS.soc = Children’s Automatic Thought Scale – Social Threat; SPPC.app = Self-Perception Profile for Children – Physical Appearance; SPPC.soc = Self-Perception Profile for Children – Social Acceptance; SPPC.glo = Self-Perception Profile for Children – Global Self-worth.

### **Mean difference of correlation and covariance coefficients between two countries**

Because results from the tests of comparison of the relations between the various sets of variables in the U.S. vs. Vietnam were equivocal, we examined the magnitude of the differences of relevant correlation coefficients in each set (Set A – Set F) of comparisons. We took the absolute value of differences in correlations in each set (see Table 24). In addition, mean correlation and covariance coefficients for all measures are presented in the table. For example, relations between Verbal Victimization and Self-cognition were assessed as followed, with the mean difference of correlation coefficients =

$$\begin{aligned} & ( (|-0.359+0.243|) + (|-0.243+0.116|) + (|0.376-0.249|) + (|0.243-0.179|) + (|0.588-0.445|) + \\ & (|0.332-0.239|) + (|0.383-0.275|) + (|0.174-0.176|) + (|-0.263+0.159|) + (|-0.164+0.076|) + (|- \\ & 0.445+0.241|) + (|-0.270+0.159|) + (|-0.327+0.245|) + (|-0.207+0.081|) ) / 14 = 0.106. \end{aligned}$$

All correlations and covariances were larger in magnitude in the U.S. sample than the Vietnam sample.

Table 24

Mean Correlation and Covariance Coefficients and Their Difference between relations among Peer Victimization, Depression, and Self-Cognition

Relations	Average coefficients of				Average difference in...	
	Correlation		Covariance		Corr.	Cov.
	in...		in...		coeff.*	coeff.*
	U.S.	V.N.*	U.S.	V.N.*		
Set A - Verbal PV and Self-Cognition	0.312	0.206	0.147	0.081	0.106	0.066
Set B - Verbal PV and Depression	0.347	0.264	0.078	0.049	0.083	0.029
Set C - Physical PV and Self-Cognition	0.234	0.170	0.064	0.040	0.064	0.024
Set D - Physical PV and Depression	0.270	0.196	0.035	0.022	0.074	0.013
Set E - Relational PV and Self-Cognition	0.245	0.179	0.098	0.051	0.066	0.047
Set F - Relational PV and Depression	0.278	0.228	0.052	0.032	0.050	0.020
Set G - Depression and Self-Cognition	0.516	0.422	0.102	0.079	0.094	0.023
<b>Mean</b>	0.315	0.238	0.082	0.051	0.077	0.032

Note: V.N. = Vietnam; Corr = Correlation; Cov = Covariance; coeff = coefficient



## CHAPTER IV

### DISCUSSION

Few studies have compared peer victimization across cultural groups or countries. Akiba (2002) examined rates of school violence, including peer victimization, in 37 nations but did not assess other psychological constructs such as self-cognitions or internalizing mental health problems. Due et al. (2005) investigated relations among bullying, and physical as well as psychological symptoms in 28 countries in Europe and North America but did not assess self-cognition or depression. As part of an international longitudinal project on bullying coordinated by Mitsuri Taki at the National Institute of Educational Policy Research in Tokyo, Konishi et al. (2009) focused on the comparability of children's self-reports of bullying across Australia, Canada, Japan, South Korea, and United States but did not assess other psychological constructs. In a more comprehensive report, Taki (2010) examined relations among bullying, stress, and stressors in the five countries; however relations across countries were not compared. Menzer et al. (2010) examined behavioral correlates of peer victimization among European and East Asian American adolescents, focusing on aggressive and withdrawn behavior but not self-cognition or depression. The current study, then, is the first empirical investigation that directly compared relations among peer victimization, self-cognition, and depression, and demographic characteristics in two countries - countries that are substantially different from each other in regards to basic cultural dimensions (i.e., individualism and collectivism).

There were four primary findings in the current study. First, our cultural values scale was psychometrically weak, to the point that it was not used in our main analyses. Second, all measures had full or partial configural measurement invariance but not metric or scalar

invariance. Third, age trends in regards to levels of the three types of peer victimization differed significantly across the two countries. And fourth, there were significant differences in the relations among peer victimization, self-cognition and depression between the U.S. and Vietnam. The following discussion elaborates on each of these findings and relates them to previous studies and theories.

The first major finding was that Asian Value Scales (AVS) showed relatively weak configural measurement invariance, low internal consistency, and a relatively unclear factor structure. The AVS is designed to assess cultural values related to individualism and collectivism. The U.S. is generally seen as one of the most, if not *the* most, individualistic country in the world; Vietnam, in contrast, is generally considered a collectivistic country (Hofsted, 1980; Triandis, 1995). However, the AVS was psychometrically weak, and no significant group (U.S. vs. Vietnam) differences effects were found for the AVS factors.

There are several possible explanations for why the AVS was psychometrically weak and failed to produce significant results. First, the AVS was developed in the U.S. with an adult sample. Although it was carefully modified and reworded for use with children, cultural values in pre-adult populations may be relatively amorphous (Oyserman, 2002). Children and even young adolescents may not be fully socialized yet to their cultural values, and if so that may be one reason why the AVS did not find differences in cultural values across countries. A second related reason for the failure of the AVS to produce significant cross-country effects is that the AVS was psychometrically weak in both countries: In all of the factor solutions fewer than 50% of the items loaded onto a factor, internal consistency was low, the number of items in each factor differed across countries, and the meaning of the factors (based on item content) was not clear. Thus, its failure to perform well may be due to the fact that it was not a psychometrically

sound measure of cultural values. It is quite possible that these two reasons are related: The reason for this psychometric weakness may be because the children were not old enough to fully understand a measure originally developed for adults, even though the measure was well adapted.

Our second major finding was that with the exception of the AVS, all of our measures showed either full configural invariance, or strong partial configural invariance. There was little support for metric invariance, however, and scalar invariance hence was not examined. Both samples had the same configural structure (the same pattern of item loadings) for the self-report and parent-report Peer Victimization Scale (PVS); i.e., the PVS showed full configural invariance for both informants. These results indicate that the PVS items tend to co-vary in similar patterns across the two countries, which suggests that physical, verbal, and relational peer victimization are distinct forms of peer victimization that are consistent even across very different countries. This in part may be because these different types of victimization, as assessed by the PVS as well as in general, involve specific, concrete, observable behaviors, the meaning of which may be relatively consistent across countries.

The Short Mood and Feeling Questionnaire (SMFQ), in contrast, contains mostly items that do not assess straightforward, observable behaviors but rather cognitions or affect (e.g., “*I felt lonely*”) that may be subject to more influence by cross-national differences in cultural factors. Nevertheless, the parent-report of the SMFQ showed full configural invariance, and the self-report SMFQ had very strong partial measurement invariance, with 12 of 13 items loading on the single general factor. One possible explanation for these results, despite the somewhat abstract nature of the items, is that for both the parent-report and self-report SMFQ a single

factor solution was selected. This likely increased configural invariance since items could only load on a single factor.

The Children's Depression Inventory (CDI) also had a single factor in both countries. It, however, did not show full configural invariance but rather moderately strong partial configural invariance. Twenty-one of the twenty-six items items loaded on the single general factor in both countries. All of the five non-matching items loaded on the general factor in the U.S. sample but not on the general factor for the Vietnam sample. These five items focused on doing school work, sleeping, eating and appetite, obedience to adult authority figures, and getting into fights. In Vietnam, high school education is very stressful for students, parents and the society. Students expect to study very hard and receive a great deal of homework every day. Difficulties and stress related to schoolwork, and consequent sleep problems, are very typical for Vietnamese students, so these characteristics may not be highly related to depression among Vietnamese adolescents. Similarly, in a collectivistic culture like Vietnam, social hierarchy and power distance are very clear, and young people are expected always to show respect to their elders, and pay great respect to their parents and teachers in every situation (i.e., Singelis, Triandis, Bhawuk, & Gelfand, 1995; Han & Ling, 1998; Zhang, Lin, Nonaka, Beom, & 2005). Thus, like the CDI item involving school work, the item about obedience ("*I never do what I am told*") may be more strongly related to other issues in Vietnam other than depression.

The CTI showed strong partial configural invariance, with 33 of 36 (86%) items loading on the same factor across the two countries. Two of the three items that did not show configural invariance loaded on the negative CTI factor for the Vietnam sample but not the U.S. sample. These items were "*Schoolwork is no fun,*" and "*I am faced with many difficulties.*" These items have been found to load on the CTI negative factor in previous studies conducted in the same

region of the U.S. as the present study (e.g., LaGrange & Cole, 2008). The third item that did not show configural invariance (“*The world is a very mean place*”) loaded on the negative CTI factor in the Vietnam sample and on the positive CTI factor in the U.S. sample in a negative loading. Together this suggests the small lack of stability in the CTI was unrelated to cultural factors differentiating the U.S. and Vietnam, as these CTI items performed better (i.e., produced results similar to those of the CTI as originally developed in the U.S.) in Vietnam than in the U.S. That is, if there were cultural factors influencing the CTI, one would expect it to perform better in the country where it was developed (the U.S.) and where the cultural factors were more similar to those influencing it under its development conditions, and less well in a country (Vietnam) where different cultural factors were operating. The fact that the three items functioned better (i.e., produced results similar to those to the CTI as originally developed in the U.S.) suggests that this was not the case.

The other two self-cognition measures (the CATS and the SPPC) showed moderately strong partial configural invariance. For the CATS, 16 of 20 (80%) items loaded on the same factor in both countries. Opposite to the CTI, however, all of the items that did not show configural invariance loaded in the U.S. sample on the factor on which they have loaded in previous U.S. studies (Social Threat) but in Vietnam sample loaded most strongly on the Personal Failure factor. For instance, items “*Kids will think I’m stupid*” and “*I’m going to look silly*” loaded higher on the “Personal Failure” factor in Vietnam sample. This suggests that in Vietnam, certain perceptions / beliefs that in the U.S. reflect negative social evaluations (based on their relations to other perceptions / beliefs) function more as personal failures.

Compared to the CTI and CATS, the SPPC has the lowest percentage of items loading on the same factor in both countries, with 12 of 18 (67%) items loading on the same (of three)

factors in both countries. Similar to the CDI and the CATS, all of the six items that failed to show configural invariance loaded on the “correct” factor (i.e., the factor upon which they have loaded in previous U.S. studies) in U.S. sample but loaded on a different factor in the Vietnam sample. For example, in previous studies the item “*Other kids are not happy with the way they look*” has loaded on the “Physical Appearance” but in the Vietnam sample loaded in factor “Global Self-worth.” The other five items did not load on any factor in Vietnam sample.

As with the AVS, these measures assess relatively abstract behaviors or psychological concepts, relative to the PVS. For instance, these cognitive measures assess the way adolescents think about themselves (*I can't do anything right* in the CATS, or *I am a failure* in the CTI), their life (*Some kids don't like the way they are leading their life* in the SPPC), and their beliefs about the world (*The world is a very mean place* in the CTI). These scales do, however, reflect more judgments about the self or the world rather than values. The relatively high degree of partial configural invariance suggests that the structure of these cognitions is relatively similar across the countries, despite the cultural differences between the two countries. This suggests that values may be one of the psychological constructs most highly influenced by culture.

Across all of the scales, most factors loadings were higher in the U.S. sample than in the Vietnam sample. Another way of looking at this is that the individual items correlated less highly with each other within factors and were less reliable in Vietnam. All of the measures used in this study were originally developed and normed in the U.S., using U.S. children and adolescents (with the exception of the AVS which was developed using Asian-American adults). Although the measures were carefully translated and adapted at the language and wording level, the constructs that they were designed to assess were derived from U.S. and Western culture. The

consistently lower factor loadings for the Vietnam sample is another indication that the constructs assessed in this study were somewhat different in Vietnam than from in the U.S.

Given that Cronbach's alpha and factor loadings are both based on the inter-item correlations, it is not surprising that 18 of 19 factors (the exception was the AVS factor "Respect for Authorities" which had very low Cronbach's alpha in both countries) had lower internal consistency values in Vietnam than in the U.S. The mean value for internal consistency in Vietnam was 0.708, compared to a value of 0.815 in the U.S. This again indicates that measures developed in one culture and used in another different culture, even when well adapted, are likely to be less reliable.

Susan Harter, the author of the SPPC, has conducted an insightful analysis of potential cultural influences on constructs and scales such as the SPPC (Harter, 2012). She suggested that the SPPC and similar measures may not be appropriate for Asian samples (i.e., will have weak psychometric properties) for several reasons. First, some SPPC items and its subscales may not be relevant in many Asian cultures or not important to the daily life of Asians (e.g., *Other kids are not very popular*). If an item does not make sense, then individuals responding to items may tend to answer somewhat randomly, attenuating reliability and validity.

Another potential cultural influence on scales such as the SPPC raised by Harter (2012) is that, as a number of Asian scholars have pointed out, the concept of "*self-esteem*" or "*self-concept*" is not central to Asian children, parents, and teachers (Cross, Gore, & Morris, 2003; Cross & Markus, 1999; Kitayama, Duffy, & Uchida, 2007). Unlike American parents, it is not a child-rearing goal of most Asian parents to enhance their children's self-esteem. . One consequence of this is that living in an individualistic culture, Americans tend to engage in self-enhancing strategies that can lead to unrealistically positive self-evaluations, whereas Asians are

more likely to exhibit self-effacing tendencies and modesty, which can conversely lead to lower scores on instruments designed to assess Western concepts of self-esteem and the self (e.g., Schwartz, Shafermeier, & Trommsdorff, 2005). Consequently, Asian respondents may score significantly lower than respondents in Western countries on measures of self-esteem or self-concept not because the Asians have negative self-evaluations but because (a) the individualistic self-esteem measures may not be measuring a construct that is important for collectivistic Asian's self-evaluation, and (b) Asian's cultural values may lead them to express self-opinions that are harsher on themselves, in the spirit of the modesty that is a central collectivistic value designed to maintain harmony with in-group members.

The third major finding was that there was a consistent difference in age trends across countries in regards to levels of peer victimization, with all three forms of victimization showing a significant difference between age slopes for the level of victimization in the U.S. vs. Vietnam samples. Overall, levels of victimization decreased or stayed the same across ages in the U.S., whereas in Vietnam they either stayed the same or increased. More specifically, in the Vietnam sample, verbal and relational victimization significantly increased across age. (Physical victimization also increased across age but not significantly). In the U.S. sample, verbal victimization decreased but not significantly whereas physical and relational victimization significantly decreased across age.

There are several possible, admittedly speculative, explanations for these effects. First, it is possible that differences in sensitivity to social desirability effects may be at least partly responsible for these results. American students are fairly familiar with surveys and questionnaires. In contrast, Vietnamese students seldom if ever participate in research or answer questionnaires about their personal lives; in fact, most of the Vietnamese elementary and middle



schools involved in this study never had participated in a social science research study previously. Thus, one reason for differing trends in levels of victimization is that in the U.S., as students become older they may become sensitive to reporting victimization experiences that reflect badly on their school. In contrast, in Vietnam, because most students in this study had little or no experience with answering questionnaires, they may have been less inclined to respond in a socially desirable manner.

A second possible reason for the different trends is that in Vietnam, as a collectivistic country, an adolescent's identity comes from his or her relationships to his in-group(s). (Hofstede, 1980; Hsu, 1983; U. Kim, 1994; Markus & Kitayama, 1991; Oyserman, 1993; Triandis, 1995) more so than for American adolescents. In-group exchanges are hierarchical but within this hierarchy generally are based on equality or even generosity among in-group members (Kim, 1994; Morris & Leung, 2000; Sayle, 1998; Triandis, 1995). As adolescents become older, their attachments to their in-group(s) become stronger, and they may increasingly discriminate in-group and out-group relations more strongly than U.S. adolescents do, leading to out-group members being seen as 'different.' Being seen as 'different' (depressed, of a different ethnic group, intelligent or unintelligent depending on one's reference group, etc.) is a prime risk factor for being bullied (i.e., Hodges, Malone, & Perry, 1997; Kochenderfer & Ladd, 2008; Tran, Cole, & Weiss, 2012), which may lead to increased rates of bullying with increasing age in Vietnam.

The fourth and final primary finding was that the relations among victimization, self-cognition and depression were significant smaller in Vietnam than in the U.S. The results of the factor analyses conducted for configural invariance analyses suggested that they might be smaller, as the lower factor loadings in the Vietnam sample suggest lower levels of covariance

among the items. This was, however, within-measure and the present analyses focused on between-measure correlations. Our previous meta-analysis (Tran et al., 2010) did not find a significant relation between the magnitude of the relation between peer victimization and depression, and individualism, and collectivism. However, this analysis was subject to the various limitations inherent to meta-analysis (e.g., loss of within-study variability). The findings of the current study were that victimization, depressive symptoms, and self-cognitions showed significantly different relations in the U.S. and in Vietnam, although in a number of instances the magnitude of these differences was not large.

These results are congruent with other results of this study. Overall it appears that peer victimization, self-cognitions and depression are somewhat different constructs in the U.S. and in Vietnam. Peer victimization appears to be structurally similar in regards to sub-types (relational, physical, verbal), but does appear to differ in its relations to other theoretically important constructs. Unfortunately, the cultural value measure used in this study that was intended to explain such differences was psychometrically weak and unable to provide useful information.

Several limitations of the current study should also be mentioned. First, although a careful and in-depth translation process was used, there is always the possibility that subtle nuances in the meanings of words were missed, resulting in misleading results (i.e., observed U.S. / Vietnam differences were not due to fundamental differences in the two samples, but rather in the content of the questionnaires); this challenge is, however, inherent in most cross-cultural research. Second, although multiple informants were used, all data were based on paper-and-pencil questionnaires. Interviews or observations might have provided a different perspective, potentially influencing the results. Finally, and most importantly, participants were

assessed at only a single time point, precluding assessment of causal (or at least prospective) relations.

There are also several strengths of this study that should be mentioned. The sample sizes in both groups were large, providing sufficient statistical power to detect even relatively small effects. The samples were based on a moderate number of different schools, providing for increased generalizability of the results. Multiple informants were used and even within the same informant, multiple measures were used to examine the same construct.

Several directions for future study are suggested. First, an important potential cross-cultural difference that should be assessed in future studies is the relationship between the bully and the victim in terms of their positions within the broader social framework. That is, one possible explanation for the differences in age trends in levels of victimization in the U.S. / Vietnam is how in- vs. out-group members are viewed and how this view changes with age. Whether and how such a process unfolds would require understanding both bully / victim relationships vis-a-vis each other's relative in-group / out-group status, as well as how out-group members are viewed.

A second direction for future study focuses on assessment of cultural values. In the present, our measure of cultural values showed poor psychometric properties, and failed to show cross-national differences. Development of a psychometrically-stronger measure of cultural values appropriate for children and adolescents would be important, since whether and how cultural values underlie differences between individualistic and collectivistic countries such as the U.S. and Vietnam is of central importance to research such as this but requires a psychometrically adequate measure.

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## **APPENDICES**





## PROJECT GETTING ALONG

What is your first and last name? \_\_\_\_\_

If you go by a name that is different from your first name write it here \_\_\_\_\_

What is the name of your school? \_\_\_\_\_

What is the name of your teacher? \_\_\_\_\_

## Self Reported Victimization Scale

### The Way Kids Are

These questions are about what the kids you know are like.  
How often do kids do these things to you?

HOW OFTEN DO KIDS ...	Never	Rarely (once or twice)	Sometimes	A lot
1. make fun of you?				
2. call you names?				
3. laugh at you in a mean way?				
4. tease you?				
5. say something nice to you?				
6. push or shove you around				
7. hit or kick you				
8. hurt you physically				
9. say they will hurt you later				
10. let you be in their group				
11. say mean things about you to other kids?				
12. tell others to stop being your friend?				
13. say you can't play with them?				
14. tell lies about you to other kids?				
15. treat you like a friend?				

## Child Depression Inventory

Pick one sentence from each group that best fits you for the past two weeks. There are no right or wrong answers. Just be as honest as possible.

1.    \_\_\_ I am sad once in a while  
      \_\_\_ I am sad many times  
      \_\_\_ I am sad all the time
  
2.    \_\_\_ Nothing will ever work out for me  
      \_\_\_ I am not sure if things will work out for me  
      \_\_\_ Things will work out for me O.K.
  
3.    \_\_\_ I do most things O.K.  
      \_\_\_ I do many things wrong  
      \_\_\_ I do everything wrong
  
4.    \_\_\_ I have fun in many things  
      \_\_\_ I have fun in some things  
      \_\_\_ Nothing is fun at all
  
5.    \_\_\_ I am bad all the time  
      \_\_\_ I am bad many times  
      \_\_\_ I am bad once in a while
  
6.    \_\_\_ I think about bad things happening to me once in a while  
      \_\_\_ I worry that bad things will happen to me  
      \_\_\_ I am sure that terrible things will happen to me
  
7.    \_\_\_ I hate myself  
      \_\_\_ I do not like myself  
      \_\_\_ I like myself
  
8.    \_\_\_ All bad things are my fault  
      \_\_\_ Many bad things are my fault  
      \_\_\_ Bad things are not usually my fault
  
9.    \_\_\_ I feel like crying everyday  
      \_\_\_ I feel like crying many days  
      \_\_\_ I feel like crying once in a while
  
10.   \_\_\_ Things bother me all the time  
      \_\_\_ Things bother me many times  
      \_\_\_ Things bother me once in a while
  
11.   \_\_\_ I like being with people

- I do not like being with people many times  
 I do not want to be with people at all
12.  I cannot make up my mind about things  
 It is hard to make up my mind about things  
 I make up my mind about things easily
13.  I look O.K.  
 There are some bad things about my looks  
 I look ugly
14.  I have to push myself all the time to do my schoolwork  
 I have to push myself many times to do my schoolwork  
 Doing schoolwork is not a big problem
15.  I have trouble sleeping every night  
 I have trouble sleeping many nights  
 I sleep pretty well
16.  I am tired once in a while  
 I am tired many days  
 I am tired all the time
17.  Most days I do not feel like eating  
 Many days I do not feel like eating  
 I eat pretty well.
18.  I do not worry about aches and pains  
 I worry about aches and pains many times  
 I worry about aches and pains all the time
19.  I do not feel alone  
 I feel alone many times  
 I feel alone all the time
20.  I never have fun at school  
 I have fun at school only once in a while  
 I have fun at school many times
21.  I have plenty of friends  
 I have some friends but I wish I had more  
 I do not have any friends
22.  My schoolwork is alright  
 My schoolwork is not as good as before

- I do very badly in subjects I used to be good in
- 23.**  I can never be as good as other kids  
 I can be as good as other kids if I want to  
 I am just as good as other kids
- 24.**  Nobody really loves me  
 I am not sure if anybody loves me  
 I am sure that somebody loves me
- 25.**  I usually do what I am told  
 I do not do what I am told most times  
 I never do what I am told
- 26.**  I get along with people  
 I get into fights many times  
 I get into fights all the time

**Short Mood and Feelings Questionnaire – Self report**

**How have you been feeling the last two weeks?**

**Please mark how true were these things for you over the last two weeks?**

	<b>Not true</b>	<b>Sort of true</b>	<b>True</b>
<b>1. I felt miserable or unhappy.</b>			
<b>2. I didn't enjoy anything at all.</b>			
<b>3. I felt so tired I just sat around and did nothing.</b>			
<b>4. I was very restless.</b>			
<b>5. I felt I was no good anymore.</b>			
<b>6. I cried a lot.</b>			
<b>7. I found it hard to think properly or concentrate.</b>			
<b>8. I hated myself.</b>			
<b>9. I felt I was a bad person.</b>			
<b>10. I felt lonely.</b>			
<b>11. I thought nobody really loved me.</b>			
<b>12. I thought I could never be as good as other kids.</b>			
<b>13. I felt I did everything wrong.</b>			

**Children’s Automatic Thoughts Scale**

*not at all*      *sometimes*      *fairly often*      *often*      *all the time*

Over the past week, how often have you thought...

1. I can’t do anything right					
2. I am worthless					
3. Nothing ever works out for me anymore					
4. It’s my fault that things have gone wrong					
5. I’ve made such a mess of my life					
6. I have lots of friends					
7. I’ll never be as good as other people are					
8. I am a failure					
9. Life is not worth living					
10. I will never overcome my problems					
11. I hate myself					
12. People like me					
13. Kids will think I’m stupid					
14. I’m worried that I’m going to get teased					
15. Kids are going to laugh at me					
16. I’m going to look silly					
17. People are thinking bad things about me					
18. Someone cares about me					
19. I’m afraid of what other kids will think of me					
20. I look like an idiot					
21. Other kids are making fun of me					
22. Everyone is staring at me					
23. I’m afraid I will make a fool of myself					
24. I can count on my friends					

## Cognitive Triad Inventory for Children

Here is a list of things that kids sometimes think or feel. How do you feel right now?  
Today, do you think...

	Yes	Sort of	No
I do well at many different things.	___	___	___
Schoolwork is no fun.	___	___	___
Most people are friendly and helpful.	___	___	___
Nothing is likely to work out for me.	___	___	___
I am a failure.	___	___	___
I like to think about the good things that will happen for me in the future.	___	___	___
I do my schoolwork okay.	___	___	___
The people I know help me when I need it.	___	___	___
I think that things will be going well for me a few years from now.	___	___	___
I have messed up almost all the friendships I have ever had.	___	___	___
Lots of fun things will happen for me in the future.	___	___	___
The things I do every day are fun.	___	___	___
I can't do anything right.	___	___	___
People like me.	___	___	___
There is nothing left in my life to look forward to.	___	___	___
My problems and worries will never go away.	___	___	___
I am as good as other people I know.	___	___	___
The world is a very mean place.	___	___	___
There is no reason for me to think that things will get better for me.	___	___	___
The important people in my life are helpful and nice to me.	___	___	___
I hate myself.	___	___	___
I will solve my problems.	___	___	___
Bad things happen to me a lot.	___	___	___
I have a friend who is nice and helpful to me.	___	___	___
I can do a lot of things well.	___	___	___
My future is too bad to think about.	___	___	___
My family doesn't care what happens to me.	___	___	___
Things will work out okay for me in the future.	___	___	___
I feel guilty for a lot of things.	___	___	___
No matter what I do, other people make it hard for me to get what I need.	___	___	___
I am a good person.	___	___	___
There is nothing to look forward to as I get older.	___	___	___
I like myself.	___	___	___
I am faced with many difficulties.	___	___	___
I have problems with my personality.	___	___	___
I think that I will be happy as I get older.	___	___	___



### Self Perceived Profile of Competence

In this part, we want to know what kinds of kids are like you. Each question describes two kinds of kids. You should mark 2 things on every row.

On the left,  
pick the sentence that describes the  
**kinds of kids that are more like you.**

On the right,  
mark whether these kinds of kids are  
**sort of like you or really like you.**

	Sort of like me	Really like me
Example: ___ Some kids like to play outdoors. ___ Other kids would rather watch T.V.	___	___
1. ___ Some kids find it <i>hard</i> to make friends. ___ Other kids find it's <i>easy</i> to make friends.	___	___
2. ___ Some kids are <i>happy</i> with the way they look. ___ Other kids are <i>not</i> happy with the way they look.	___	___
3. ___ Some kids are often <i>unhappy</i> with themselves. ___ Other kids are pretty <i>pleased</i> with themselves.	___	___
4. ___ Some kids have <i>a lot</i> of friends. ___ Other kids <i>don't</i> have very many friends.	___	___
5. ___ Some kids are <i>happy</i> with their height and weight. ___ Other kids wish their height or weight were different.	___	___
6. ___ Some kids <i>don't</i> like the way they are leading their life. ___ Other kids <i>do</i> like the way they are leading their life.	___	___
7. ___ Some kids would like to have a lot more friends. ___ Other kids have as many friends as they want.	___	___
8. ___ Some kids wish their body was <i>different</i> . ___ Other kids <i>like</i> their body the way it is.	___	___
9. ___ Some kids are <i>happy</i> with themselves as a person. ___ Other kids are often <i>not</i> happy with themselves.	___	___
10. ___ Some kids are always doing things with <i>a lot</i> of kids. ___ Other kids usually do things by <i>themselves</i> .	___	___
11. ___ Some kids wish their physical appearance (how they look) was different. ___ Other kids <i>like</i> their physical appearance the way it is.	___	___
12. ___ Some kids <i>like</i> the kind of person they are. ___ Other kids often wish they were someone else.	___	___
13. ___ Some kids wish that more people their age liked them. ___ Other kids feel that most people their age <i>do</i> like them.	___	___
14. ___ Some kids wish something about their face or hair looked <i>different</i> . ___ Other kids <i>like</i> their face and hair the way they are.	___	___
15. ___ Some kids are very <i>happy</i> being the way they are. ___ Other kids wish they were <i>different</i> .	___	___
16. ___ Some kids are <i>popular</i> with others their age. ___ Other kids are <i>not</i> very popular.	___	___
17. ___ Some kids think that they are good looking. ___ Other kids think that they are not very good looking.	___	___
18. ___ Some kids <i>are</i> not very happy with the way they do a lot of things. ___ Other kids think the way they do things is <i>fine</i> .	___	___



**Short Mood and Feelings Questionnaire – Parent report**

Please mark how often you think these things were true about your child over the last two weeks?

	<b>Never</b>	<b>Once or twice</b>	<b>Several times</b>
1. Your child felt miserable or unhappy.			
2. Your child didn't seem to enjoy anything at all.			
3. Your child felt so tired he or she just sat around and did nothing.			
4. Your child was very restless.			
5. Your child felt she or he was no good anymore.			
6. Your child was crying.			
7. Your child found it hard to think properly or concentrate.			
8. Your child seemed to hate him or herself.			
9. Your child felt she or he was a bad person.			
10. Your child felt lonely.			
11. Your child thought nobody really loved her or him.			
12. Your child thought he or she could never be as good as other kids.			
13. Your child felt she or he did everything wrong.			

**Teacher Report of Children's Peer Victimization**

Please rate the degree to which each of the students below is being physically bullied.

Physical Bullying involves actual or threatened physical violence, such as physical intimidation, kicking, pushing, hitting, or possibly threats with a weapon. For each of the following students please mark whether or not you think they have been physically bullied by peers this semester.

Name of student	Victim of physical bullying?		If YES, how often?			If YES, how bad was it at its worst?		
	Not that I know of	Yes	Only once	Occasionally	Frequently	Mild	Moderate	Severe
Child 1								
Child 2								
Child 3								
...etc.								

Please rate the degree to which you think each of the students below is being indirectly victimized by peers.

Indirect or Relational Bullying is when one person tries to ruin another person's friendships, relationships, or reputation by saying or doing things behind the victim's back. For each of the following students indicate whether or not you think they have been indirectly victimized by peers this semester.

Name of student	Victim of indirect victimization?		If YES, how often?			If YES, how bad was it at its worst?		
	Not that I know of	Yes	Only once	Occasionally	Frequently	Mild	Moderate	Severe
Child 1								
Child 2								
Child 3								
.....etc.								

**Peer Report of Children's Peer Victimization**

**Who do you know like this?**

Some kids get bullied by other kids at school. They might get pushed around, hit, or even beaten up.

From the list below, circle the names of the kids who get treated like this.

- |          |          |
|----------|----------|
| Child 1  | Child 13 |
| Child 2  | Child 14 |
| Child 3  | Child 15 |
| Child 4  | Child 16 |
| Child 5  | Child 17 |
| Child 6  | Child 18 |
| Child 7  | Child 19 |
| Child 8  | Child 20 |
| Child 9  | Child 21 |
| Child 10 | Child 22 |
| Child 11 | Child 23 |
| Child 12 | Child 24 |

**Who do you know like this?**

Some kids get picked on by other kids at school in different ways. They might get ignored, talked about or made fun of. Other kids may say or do mean things behind their backs. They may even be left out or kicked out of groups.

From the list below, circle the names of the kids who get treated like this.

Child 1

Child 13

Child 2

Child 14

Child 3

Child 15

Child 4

Child 16

Child 5

Child 17

Child 6

Child 18

Child 7

Child 19

Child 8

Child 20

Child 9

Child 21

Child 10

Child 22

Child 11

Child 23

Child 12

Child 24

## APPENDIX B

### Vietnamese versions of measures

#### Children's Demographics Form

- a. Em tên là:.....
- b. Giới tính:     Nam     Nữ
- c. Sinh năm:.....
- d. Em đang học lớp:.....
- e. Em đang học trường:.....
- f. Số học sinh trong lớp em:.....
- g. Trong lớp có bao nhiêu bạn nam?...
- h. Em chơi với bao nhiêu bạn trong lớp .....
- i. Trong những bạn mà em chơi có bao nhiêu bạn nam?.....
- j. Trong những bạn mà em chơi có bao nhiêu bạn nữ?.....
- k. Hình dáng và ngoại hình của em so với các bạn cùng giới khác trong lớp (khoanh tròn vào con số đúng với em):
- (con số càng nhỏ thì hình dáng càng nhỏ và con số càng lớn là hình dáng càng lớn):
- Rất nhỏ-----1-----2-----3-----4-----5-----6-----Rất to
- (con số càng nhỏ là càng gầy và con số càng lớn là càng béo):
- Rất gầy-----1-----2-----3-----4-----5-----6-----Rất béo
- (con số càng nhỏ là càng thấp và con số càng lớn là càng cao):
- Rất thấp-----1-----2-----3-----4-----5-----6-----Rất cao
- (con số càng nhỏ là càng không ưa nhìn và con số càng lớn là càng ưa nhìn):
- Rất không ưa nhìn-----1-----2-----3-----4-----5-----6-----Rất ưa nhìn
- l. Kinh tế của gia đình em so với gia đình các bạn khác trong lớp (khoanh tròn vào phương án đúng với gia đình em, con số càng nhỏ là càng nghèo và càng lớn là càng giàu):
- Rất nghèo-----1-----2-----3-----4-----5-----6-----Rất giàu

Tiếp tục ở trang sau ☞



## Self Reported Victimization Scale

### Cách ứng xử của các bạn khác với em

*Đây là những câu hỏi về cách ứng xử của các bạn khác với em. Các bạn có thường xuyên làm điều này với em không? Hãy khoanh tròn vào con số tương ứng.*

0 = Không bao giờ

1 = Hiếm khi

2 = thỉnh thoảng

3 = Thường xuyên

***Các bạn có thường xuyên làm điều này với em?***

1. Mang em ra làm trò cười	0	1	2	3
2. Gọi em bằng biệt danh xấu	0	1	2	3
3. Cười em một cách ác ý	0	1	2	3
4. Trêu chọc em	0	1	2	3
5. Nói chuyện với em một cách thân thiện	0	1	2	3
6. Xô đẩy em	0	1	2	3
7. Đánh hoặc đá em	0	1	2	3
8. Làm em tổn thương về thân thể	0	1	2	3
9. Dọa làm em tổn thương sau này	0	1	2	3
10. Cho phép em tham gia nhóm của các bạn	0	1	2	3
11. Nói những điều không hay về em với các bạn khác	0	1	2	3
12. Bảo các bạn khác không được chơi với em nữa	0	1	2	3
13. Nói rằng em không thể chơi với các bạn ấy	0	1	2	3
14. Nói dối về em với các bạn khác	0	1	2	3
15. Đối xử với em như một người bạn tốt	0	1	2	3

## Child Depression Inventory

*Trong thời gian 2 tuần vừa rồi, em có trải qua những điều dưới đây không? Em hãy chọn cho mình 1 câu đúng nhất với em trong mỗi nhóm câu sau. Em hãy trả lời trung thực với những gì em đã trải qua.*

1.           \_\_\_ Em ít khi buồn  
              \_\_\_ Em buồn nhiều  
              \_\_\_ Em luôn buồn
  
2.           \_\_\_ Sẽ chẳng có thứ gì thuận lợi cho em  
              \_\_\_ Em không chắc có thứ gì sẽ thuận lợi cho mình  
              \_\_\_ Mọi thứ sẽ thuận lợi cho em
  
3.           \_\_\_ Em làm đúng hầu hết mọi thứ  
              \_\_\_ Em làm sai nhiều thứ  
              \_\_\_ Em làm sai tất cả mọi thứ
  
4.           \_\_\_ Có nhiều điều làm em vui thích  
              \_\_\_ Chỉ một số điều làm em vui thích  
              \_\_\_ Chẳng có gì làm em vui thích cả
  
5.           \_\_\_ Em luôn luôn là người tội tệ  
              \_\_\_ Đôi khi em là người tội tệ  
              \_\_\_ Ít khi em là người tội tệ
  
6.           \_\_\_ Em ít khi nghĩ về những điều xấu sẽ xảy ra với mình.  
              \_\_\_ Em lo rằng những điều xấu sẽ xảy ra với em  
              \_\_\_ Em chắc chắn rằng những điều xấu sẽ xảy ra với em
  
7.           \_\_\_ Em ghét bản thân mình  
              \_\_\_ Em không thích bản thân mình  
              \_\_\_ Em thích bản thân mình
  
8.           \_\_\_ Tất cả những điều xấu là lỗi của em  
              \_\_\_ Nhiều điều xấu là lỗi của em  
              \_\_\_ Những điều xấu thường không phải là lỗi của em
  
9.           \_\_\_ Em luôn cảm thấy muốn khóc  
              \_\_\_ Em thường cảm thấy muốn khóc  
              \_\_\_ Ít khi em cảm thấy muốn khóc
  
10.          \_\_\_ Mọi thứ luôn luôn làm em khó chịu  
              \_\_\_ Mọi thứ thường làm em khó chịu  
              \_\_\_ Mọi thứ ít khi làm em khó chịu
  
11.          \_\_\_ Em thích tiếp xúc với mọi người  
              \_\_\_ Em thường không thích tiếp xúc với mọi người  
              \_\_\_ Em chẳng muốn tiếp xúc với mọi người tí nào
  
12.          \_\_\_ Em không thể quyết định thứ gì  
              \_\_\_ Em không dễ quyết định mọi thứ  
              \_\_\_ Em quyết định mọi thứ một cách dễ dàng
  
13.          \_\_\_ Em trông bình thường

- Có thứ gì độ xấu xí với ngoại hình của em  
 Em trông xấu xí
14.  Em luôn phải ép bản thân mình để làm bài tập về nhà  
 Em thường phải ép bản thân mình để làm bài tập về nhà  
 Làm bài tập về nhà không phải là một vấn đề lớn
15.  Em luôn khó ngủ  
 Em thường khó ngủ  
 Em ngủ khá tốt
16.  Em ít khi mệt  
 Em thường xuyên mệt  
 Em luôn luôn mệt
17.  Em luôn không muốn ăn  
 Em thường không muốn ăn  
 Em ăn khá tốt
18.  Em không lo lắng về những đau đớn  
 Em thường lo lắng về những đau đớn  
 Em luôn lo lắng về những đau đớn.
19.  Em không cảm thấy cô đơn  
 Em thường cảm thấy cô đơn  
 Em luôn cảm thấy cô đơn
20.  Em không bao giờ có niềm vui ở trường  
 Em thỉnh thoảng có niềm vui ở trường  
 Em luôn có niềm vui ở trường
21.  Em có khá nhiều bạn  
 Em có một số bạn nhưng em ước mình có nhiều hơn  
 Em không có bạn nào
22.  Việc học tập của em đang tốt  
 Việc học tập của em không tốt như trước đây  
 Em học rất kém những môn mà em từng học tốt
23.  Em không bao giờ có thể tốt như bạn khác  
 Em có thể tốt như những bạn khác nếu em muốn  
 Em cũng tốt như những bạn khác
24.  Không có ai thực sự yêu thương em  
 Em không chắc có ai yêu thương mình  
 Em chắc chắn là có ai đó yêu thương em
25.  Em thường làm những điều em được yêu cầu  
 Em thường không làm những điều mà em được yêu cầu  
 Em không bao giờ làm những điều em được yêu cầu
26.  Em không bao giờ đánh nhau  
 Em thường đánh nhau  
 Em luôn đánh nhau

### Short Mood and Feelings Questionnaire – Self report

*Trong hai tuần vừa qua, em cảm thấy như thế nào?*

*Hãy đánh dấu vào ô phù hợp những điều em đã trải qua trong 2 tuần vừa qua.*

	<b>Không đúng</b>	<b>Đúng một phần</b>	<b>Hoàn toàn đúng</b>
Em cảm thấy đau khổ và bất hạnh.			
Em không thấy thích thú bất cứ thứ gì cả.			
Em cảm thấy rất mệt mỏi đến nỗi chỉ muốn ngồi một chỗ và không làm gì cả.			
Em thấy rất bồn chồn.			
Em cảm thấy mình không còn tốt đẹp nữa.			
Em đã khóc nhiều.			
Em thấy khó để suy nghĩ rõ ràng hay tập trung vào mọi việc.			
Em ghét bản thân mình.			
Em cảm thấy mình là người xấu.			
Em cảm thấy cô đơn.			
Em nghĩ rằng không ai thực sự yêu thương em.			
Em nghĩ mình chẳng bao giờ tốt bằng các bạn khác.			
Em cảm thấy rằng mình đã sai trong mọi việc.			

### Children's Automatic Thoughts Scale

Trong một tuần qua, em có hay suy nghĩ như thế này không ....	Hoàn toàn không	Thỉnh thoảng	Khá thường xuyên	Thường xuyên	Luôn luôn
1. Em chẳng làm được điều gì đúng cả					
2. Em là người vô giá trị					
3. Mọi thứ không bao giờ diễn ra giống như em muốn					
4. Mọi điều xấu xảy ra là do lỗi của em					
5. Em đã làm rất nhiều điều sai trong cuộc sống					
6. Em có rất nhiều bạn					
7. Em không bao giờ tốt bằng người khác					
8. Em là một kẻ thất bại					
9. Cuộc đời này không đáng sống nữa					
10. Em sẽ không bao giờ giải quyết được vấn đề của mình					
11. Em ghét bản thân mình					
12. Mọi người thích em					
13. Những bạn khác sẽ nghĩ em là đồ ngốc					
14. Em lo rằng mình sẽ bị bạn khác trêu chọc					
15. Những bạn khác sẽ cười nhạo em					
16. Em sẽ trông thật ngớ ngẩn					
17. Mọi người nghĩ những điều tồi tệ về em					
18. Có ai đó quan tâm đến em					
19. Em sợ những điều các bạn khác sẽ nghĩ về em					
20. Em trông giống một kẻ đàn độn					
21. Những bạn khác đang trêu em					
22. Mọi người đang nhìn chăm chăm vào em					
23. Em sợ mình sẽ làm điều gì đó ngu ngốc					
24. Em có thể nhờ cậy vào bạn bè mình					

## Cognitive Triad Inventory for Children

**Đây là một số điều mà trẻ em đôi khi nghĩ hay cảm thấy. Bây giờ em cảm thấy thế nào?**

**Ngày hôm nay, em có nghĩ...**

	<b>Có</b>	<b>Có thể</b>	<b>Không</b>
Em làm tốt nhiều việc khác nhau . . . . .	___	___	___
Việc học không vui vẻ. . . . .	___	___	___
Hầu hết mọi người thân thiện và hay giúp đỡ. . . . .	___	___	___
Chẳng có gì sẽ suôn sẻ với em cả. . . . .	___	___	___
Em là một kẻ thất bại . . . . .	___	___	___
Em thích nghĩ về những điều tốt sẽ xảy ra với mình trong tương lai. . . . .	___	___	___
Em học khá tốt. . . . .	___	___	___
Người quen của em giúp em khi em cần. . . . .	___	___	___
Em nghĩ rằng mọi thứ sẽ tốt đẹp với em trong những năm tới. . . . .	___	___	___
Em đã làm hỏng các mối quan hệ mà em từng có. . . . .	___	___	___
Nhiều điều vui thích sẽ đến đối với em trong tương lai. . . . .	___	___	___
Những điều em làm hàng ngày thật vui thích. . . . .	___	___	___
Em chẳng làm được điều gì đúng. . . . .	___	___	___
Mọi người thích em. . . . .	___	___	___
Chẳng còn gì trong đời để em trông đợi cả. . . . .	___	___	___
Em chẳng bao giờ hết lo lắng.. . . .	___	___	___
Em cũng tốt như những người em biết. . . . .	___	___	___
Thế giới này là một nơi tồi tệ.. . . .	___	___	___
Chẳng có lý do gì để em nghĩ rằng mọi việc sẽ tốt đẹp hơn. . . . .	___	___	___
Người thân hay giúp đỡ và tốt với em. . . . .	___	___	___
Em ghét bản thân mình. . . . .	___	___	___
Em sẽ giải quyết được những khó khăn của mình. . . . .	___	___	___
Nhiều điều xấu xảy đến với em. . . . .	___	___	___
Em có một người bạn tốt và giúp đỡ em. . . . .	___	___	___
Em có thể làm tốt nhiều việc. . . . .	___	___	___
Tương lai của em tệ đến mức em không dám nghĩ về nó. . . . .	___	___	___
Gia đình em không quan tâm chút nào đến em cả. . . . .	___	___	___
Mọi điều sẽ tốt đẹp với em trong tương lai. . . . .	___	___	___
Em cảm thấy tội lỗi về nhiều thứ. . . . .	___	___	___
Bất kể em làm điều gì, người khác cũng gây khó khăn để em không đạt được thứ em cần	___	___	___
Em là người tốt. . . . .	___	___	___
Chẳng có gì đáng cho em trông đợi khi em lớn lên. . . . .	___	___	___
Em yêu bản thân mình. . . . .	___	___	___
Em đã gặp nhiều khó khăn. . . . .	___	___	___
Em không hài lòng với bản thân mình. . . . .	___	___	___
Em nghĩ rằng em sẽ hạnh phúc khi lớn lên. . . . .	___	___	___

### Self Perceived Profile of Competence

*Ở phần này, chúng tôi muốn biết em là người như thế nào. Mỗi câu hỏi mô tả kiểu trẻ em khác nhau. Em cần đánh dấu 2 chỗ ở mỗi câu hỏi.*

**Bên trái,**  
chọn câu mô tả kiểu người  
giống như em

**Bên phải,**  
đánh dấu kiểu người đó giống em một  
phần hay giống em nhiều

	<b>Giống em một phần</b>	<b>Thực sự giống em</b>
Ví dụ: ___ Một số bạn thích chơi ngoài trời. ___ Số khác thích ở nhà xem tivi hơn.	—	—
1. ___ Một số bạn thấy việc kết bạn thật khó. ___ Số khác thấy việc kết bạn thật dễ.	—	—
2. ___ Một số bạn hài lòng với ngoại hình của mình. ___ Số khác thấy không hài lòng với ngoại hình của họ.	—	—
3. ___ Một số bạn không hài lòng về bản thân mình. ___ Những bạn khác lại khá hài lòng về bản thân.	—	—
4. ___ Một số bạn có rất nhiều bạn. ___ Một số bạn khác không có nhiều bạn lắm.	—	—
5. ___ Một số bạn hài lòng với chiều cao và cân nặng của mình. ___ Một số bạn ước rằng chiều cao hay cân nặng của mình đã khác.	—	—
6. ___ Một số bạn không thích cách mà họ đang sống. ___ Một số bạn thích cách mà họ đang sống.	—	—
7. ___ Một số bạn mong muốn là có nhiều bạn bè hơn. ___ Một số bạn có thể có nhiều bạn bè như họ muốn.	—	—
8. ___ Một số bạn ước rằng cơ thể mình đã khác. ___ Một số bạn lại thích cơ thể hiện tại của mình.	—	—
9. ___ Một số bạn hài lòng với bản thân mình. ___ Một số bạn lại không hài lòng với bản thân mình.	—	—
10. ___ Một số bạn luôn làm mọi việc với nhiều bạn khác. ___ Một số bạn lại thường làm mọi việc một mình.	—	—
11. ___ Một số bạn ước rằng ngoại hình của mình đã khác. ___ Một số bạn khác thích ngoại hình của mình.	—	—
12. ___ Một số bạn thích kiểu người của mình. ___ Một số bạn khác ước rằng họ đã là người khác.	—	—
___ Một số bạn ước rằng có nhiều bạn thích họ hơn. ___ Một số bạn cảm thấy rằng phần lớn bạn bè thích họ.	—	—
14. ___ Một số bạn ước một điểm nào đó trên khuôn mặt hay tóc đã khác. ___ Một số bạn thích khuôn mặt và tóc của mình.	—	—
15. ___ Một số bạn rất hài lòng với việc mình là người thế nào. ___ Một số bạn ước rằng họ đã khác.	—	—
16. ___ Một số bạn được nhiều bạn yêu mến. ___ Một số bạn không được nhiều bạn yêu mến lắm.	—	—
17. ___ Một số bạn nghĩ rằng họ ưa nhìn. ___ Một số bạn nghĩ rằng họ không ưa nhìn lắm.	—	—
18. ___ Một số bạn không hài lòng lắm với cách mà họ làm nhiều việc. ___ Một số bạn nghĩ rằng cách mà họ làm mọi việc là ổn	—	—





14. Nói dối về cháu với các bạn khác				
15. Đối xử với cháu như một người bạn tốt				

**Short Mood and Feelings Questionnaire – Parent report**

**Bảng hỏi này hỏi về những biểu hiện của con ông/bà trong 2 tuần qua. Ông/bà hãy đánh dấu mức độ thường xuyên của những biểu hiện đó?**

	<b>Không bao giờ</b>	<b>Một hoặc hai lần</b>	<b>Nhiều lần</b>
1. Cháu cảm thấy đau khổ và bất hạnh.			
2. Cháu dường như không thích thú một thứ gì cả.			
3. Cháu cảm thấy mệt mỏi đến nỗi chỉ ngồi một chỗ và không làm gì cả.			
4. Cháu có vẻ rất bồn chồn.			
5. Cháu cảm thấy mình không còn tốt đẹp gì nữa.			
6. Cháu khóc.			
7. Cháu có vẻ khó để suy nghĩ rõ ràng hoặc tập trung cho mọi việc.			
8. Có vẻ như cháu ghét bản thân mình.			
9. Cháu cảm thấy mình là người xấu.			
10. Cháu cảm thấy cô đơn.			
11. Cháu nghĩ rằng không ai thực sự yêu thương mình.			
12. Cháu nghĩ rằng cháu không bao giờ có thể tốt bằng những bạn khác.			
13. Cháu cảm thấy rằng cháu đã sai trong mọi việc.			

**Teacher Report of Children's Peer Victimization**

**Đánh giá của giáo viên về hiện tượng bắt nạt**

Hãy đánh giá mức độ mà mỗi học sinh dưới đây bị bắt nạt về cơ thể (thân thể).

Bắt nạt về cơ thể bao gồm những những mối đe dọa về thể chất như đánh, đá, đấm, đẩy hoặc đe dọa bằng vũ khí. Đối với mỗi học sinh, hãy đánh dấu vào ô phù hợp xem học sinh đó có bị bắt nạt về cơ thể bởi bạn bè trong học kỳ vừa rồi không.

Họ và tên học sinh	Nạn nhân của bắt nạt cơ thể		Nếu có, mức độ thường xuyên như thế nào?			Nếu có, mức độ nặng nhẹ như thế nào?		
	Không	Có	Chỉ một lần	Thỉnh thoảng	Thường xuyên	Nhẹ	Trung bình	Nặng
Học sinh 1								
Học sinh 2								
Học sinh 3								

### Đánh giá của giáo viên về bắt nạt

Hãy đánh giá mức độ mà mỗi học sinh dưới đây bị bắt nạt về các mối quan hệ (gián tiếp).

Bắt nạt về các mối quan hệ khi một học sinh bị học sinh khác hủy hoại các mối quan hệ, bôi nhọ, gây tiếng xấu, từ chối chơi, loại ra khỏi nhóm, nói xấu sau lưng... Đối với mỗi học sinh, hãy đánh dấu vào ô phù hợp xem học sinh đó có bị bắt nạt về cơ thể bởi bạn bè trong học kỳ vừa rồi không.

Họ và tên học sinh	Nạn nhân của bắt nạt về quan hệ		Nếu có, mức độ thường xuyên như thế nào?			Nếu có, mức độ nặng nhẹ như thế nào?		
	Không	Có	Chỉ một lần	Thỉnh thoảng	Thường xuyên	Nhẹ	Trung bình	Nặng
Học sinh 1								
Học sinh 2								
Học sinh 3								

## Peer Report of Children's Peer Victimization

**Em thấy bạn nào trong lớp em giống như thế này?**

**Một số bạn hay bị các bạn khác bắt nạt. Các bạn bị bắt nạt có thể bi đánh, đấm, đá, đẩy...**

**Hãy khoanh tròn tên những bạn hay bị như thế, nhưng không khoanh tròn tên của em.**

Học sinh 1

Học sinh 13

Học sinh 2

Học sinh 14

Học sinh 3

Học sinh 15

Học sinh 4

Học sinh 16

Học sinh 5

Học sinh 17

Học sinh 6

Học sinh 18

Học sinh 7

Học sinh 19

Học sinh 8

Học sinh 20

Học sinh 9

Học sinh 21

Học sinh 10

Học sinh 22

Học sinh 11

Học sinh 23

Học sinh 12

Học sinh 24

**Em thấy bạn nào trong lớp em giống như thế này?**

**Một số bạn hay bị các bạn khác bắt nạt. Các bạn bị bắt nạt có thể bi bỏ mặc, bi loại ra khỏi nhóm, bi từ chối chơi cùng, bi từ chối nói chuyện, bi nói xấu sau lưng...**

**Hãy khoanh tròn tên những bạn hay bị như thế, nhưng không khoanh tròn tên của em.**

Học sinh 1	Học sinh 13
Học sinh 2	Học sinh 14
Học sinh 3	Học sinh 15
Học sinh 4	Học sinh 16
Học sinh 5	Học sinh 17
Học sinh 6	Học sinh 18
Học sinh 7	Học sinh 19
Học sinh 8	Học sinh 20
Học sinh 9	Học sinh 21
Học sinh 10	Học sinh 22
Học sinh 11	Học sinh 23
Học sinh 12	Học sinh 24

## APPENDIX C

### Supplement for the Asian Value Scale (AVS)

Table 3a

Fit criteria for EFA of the AVS

<i>m</i>	$\hat{F}$	<i>q</i>	<i>AIC</i>	<i>BIC</i>	$\chi^2$	<i>df</i>	<i>p<sub>perfect</sub></i>	RMSEA ( $\hat{\epsilon}$ )	$\hat{\epsilon}_{LO}$	$\hat{\epsilon}_{HI}$	CFI	TLI	SRMR
U.S.													
1	-25232.14	108	50680.29	51138.87	2087.02	594	0.000	0.070	0.067	0.073	0.52	0.49	0.078
2	-24939.00	143	50164.00	50771.20	1500.74	559	0.000	0.057	0.054	0.061	0.70	0.66	0.057
3	-24781.82	177	49917.64	50669.20	1186.38	525	0.000	0.049	0.046	0.053	0.79	0.74	0.048
4	-24662.98	210	49745.97	50637.65	948.70	492	0.000	0.042	0.038	0.046	0.85	0.81	0.040
5	-24581.95	242	49647.90	50675.45	786.63	460	0.000	0.037	0.033	0.041	0.89	0.86	0.035
6	-24513.16	273	49572.32	50731.50	649.05	429	0.000	0.032	0.026	0.036	0.93	0.90	0.031
Vietnam													
1	-44503.50	108	89222.99	89747.49	2662.47	594	0.000	0.061	0.058	0.063	0.41	0.37	0.070
2	-43984.89	143	88255.79	88950.26	1625.26	559	0.000	0.045	0.042	0.047	0.69	0.66	0.045
3	-43802.44	177	87958.88	88818.47	1260.36	525	0.000	0.038	0.036	0.041	0.79	0.75	0.037
4	-43681.45	210	87782.89	88802.75	1018.37	492	0.000	0.034	0.031	0.036	0.85	0.81	0.032
5	-43609.72	242	87703.43	88878.69	874.91	460	0.000	0.031	0.028	0.034	0.88	0.84	0.029
6	-43547.29	273	87640.58	88966.39	750.05	429	0.000	0.028	0.025	0.031	0.91	0.87	0.027

Table 3b

Eigenvalues for sample correlation matrix of the AVS

U.S.	Factor number	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	Eigenvalue	5.251	2.840	1.938	1.792	1.498	1.287	1.242	1.174	1.101	1.077	0.968	0.947
	Factor number	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>
	Eigenvalue	0.902	0.881	0.857	0.821	0.799	0.771	0.737	0.703	0.699	0.650	0.634	0.623
Vietnam	Factor number	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>
	Eigenvalue	0.619	0.591	0.586	0.533	0.516	0.509	0.468	0.456	0.415	0.408	0.373	0.331
	Factor number	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	Eigenvalue	3.638	2.891	1.830	1.432	1.325	1.292	1.176	1.137	1.072	1.032	1.017	0.974
Vietnam	Factor number	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>
	Eigenvalue	0.947	0.934	0.926	0.902	0.876	0.858	0.821	0.793	0.789	0.771	0.764	0.744
	Factor number	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>
	Eigenvalue	0.707	0.695	0.690	0.667	0.635	0.583	0.564	0.561	0.543	0.527	0.461	0.425

Table 3c

Oblimin rotated loadings and inter-factor correlations of the AVS in US and Vietnam samples

Oblimin rotated loadings	U.S. Factors				Vietnam Factors			
	AVS.conf	AVS.rspt	AVS.pride	---	AVS.conf	AVS.rspt	AVS.pride	---
2 - Students should never break family and school rules.	<b>0.484</b>	0.074	0.024	0.001	<b>0.372</b>	0.142	-0.037	0.008
4 - Students should spend as much time as possible studying.	<b>0.514</b>	0.072	0.177	0.034	<b>0.418</b>	0.019	0.047	0.035
9 - Students should always follow their family's and school's rules.	<b>0.666</b>	0.090	0.043	-0.026	<b>0.644</b>	-0.005	-0.001	0.007
14 - Kids should think about their families, friends, and school before they think about themselves	<b>0.387</b>	0.165	0.152	-0.158	<b>0.302</b>	0.325	-0.036	-0.076
29 - Following family and school rules is very important.	<b>0.711</b>	-0.100	0.042	0.032	<b>0.573</b>	0.046	0.077	-0.017
32 - Children need to behave the way their families' expect them to behave.	<b>0.629</b>	-0.101	0.056	0.039	<b>0.336</b>	-0.003	0.253	-0.029
10 - Students do <u>not</u> need to do well in school in order to make their parents proud.	-0.130	<b>0.421</b>	-0.279	-0.051	-0.253	<b>0.313</b>	-0.077	-0.035
15 - It is okay for students to question or challenge teachers and parents.	-0.174	<b>0.319</b>	-0.040	0.248	-0.287	<b>0.409</b>	0.021	0.084
18 - Adults may <u>not</u> be any smarter than young people.	-0.118	<b>0.351</b>	0.006	0.151	-0.125	<b>0.334</b>	0.022	0.105
1 - My parents would be ashamed if I got a bad grade in school.	-0.096	-0.009	<b>0.599</b>	0.003	0.058	-0.103	<b>0.442</b>	0.070
23 - The worst thing a child can do is to embarrass their family by doing something really bad or failing at school.	0.145	-0.036	<b>0.444</b>	0.115	0.057	0.211	<b>0.378</b>	-0.011
31 - If I fail at school, my family will feel ashamed or embarrassed.	-0.031	-0.044	<b>0.658</b>	0.026	-0.028	-0.029	<b>0.707</b>	-0.023
3 - Children should take care of their parents when the parents get older.	0.386	0.027	0.011	0.089	0.149	0.198	0.047	-0.034
5 - Students should <u>not</u> talk about the good grades they get.	0.084	0.287	0.147	-0.285	-0.050	0.207	-0.011	-0.319
6 - Children should <u>not</u> brag or boast.	0.236	0.257	0.063	-0.410	0.059	0.310	0.139	-0.198
7 - It is okay for young people to disagree with adults.	-0.198	0.250	-0.218	0.126	-0.356	0.321	0.072	0.110
8 - When someone gets a gift, they should give back a gift that's as least as nice.	0.306	0.175	0.142	0.058	0.222	0.043	0.101	0.179
11 - Kids do <u>not</u> need to hide when they win at sports or other things.	0.066	0.194	0.094	-0.038	0.038	0.320	0.006	0.135
12 - We should think about what other people need before we think about ourselves.	0.266	0.273	0.006	-0.180	0.178	0.521	-0.113	-0.019

13 - For me and my family, my doing well in school is just about the most important thing there is.	0.292	0.097	0.421	0.029	0.244	0.002	0.262	0.112
16 - It's okay to brag if you've done something good.	-0.022	-0.030	0.045	0.754	-0.025	-0.009	0.047	0.585
17 - Children's success is their family's success.	0.373	-0.017	0.217	0.188	0.152	0.178	0.140	0.028
19 - We should avoid making our ancestors unhappy.	0.126	-0.031	0.040	-0.064	0.200	0.130	0.322	-0.058
20 - We do <u>not</u> need to always do what our families and the schools want us to do.	-0.397	0.253	0.123	0.145	-0.270	0.314	-0.011	-0.001
21 - Children should be able to control their feelings.	0.290	0.167	0.047	0.078	0.208	0.226	0.083	-0.095
22 - Parents should not directly tell their children that they love them, but show them that they love them through the things they do.	0.198	0.165	0.148	0.145	0.051	0.358	0.051	-0.083
24 - Children do <u>not</u> need to stay calm and controlled all the time.	-0.274	0.315	-0.028	0.181	-0.120	0.095	0.027	0.149
25 - If someone can control their feelings, that means they're a strong person.	0.282	0.060	0.072	0.118	0.147	0.267	-0.018	0.126
26 - It's okay for students to boast if they've done something really good.	0.123	0.088	0.008	0.711	0.033	0.026	-0.044	0.680
27 - What other people think about my family is one of the most important things to me.	0.260	0.074	0.195	0.126	0.050	0.264	0.123	0.085
28 - Children should be able to solve their emotional or personal problems on their own.	0.153	0.191	0.251	0.184	0.078	0.295	0.075	-0.041
30 - People should not bother other people by asking them for help.	0.027	0.291	0.253	0.036	0.081	0.179	0.139	-0.119
33 - Children should not disagree or cause trouble.	0.447	-0.044	0.170	-0.083	0.131	0.229	0.060	-0.013
34 - It is okay if children do <u>not</u> take care of their parents when the parents get very old.	-0.233	0.225	0.118	-0.008	-0.028	0.074	0.000	0.091
35 - It is okay if children show their feelings or emotions.	0.127	0.128	0.259	0.069	-0.111	0.340	0.089	0.149
36 - You can count on your family for help and support more than on anyone else.	0.486	-0.084	0.281	0.054	0.002	0.317	0.068	0.175

**Inter-factor correlations**

AVS.conf	1.000			1.000
AVS.rspt	0.232**	1.000		0.165** 1.000
AVS.pride	0.282**	0.058	1.000	0.265** 0.013 1.000

*Note: AVS.conf = Asian Values Scale – Conformity to Norms; AVS.rspt = Asian Values Scale – Respect for Authorities; AVS.pride = Asian Values Scale – Family Pride for Academic Achievements ; Correlation is significant at the 0.01 level (2-tailed).*



## APPENDIX D

### COVARIANCES TABLE FOR BOX'S TESTS

Table 17c

Covariances between Verbal PV and Self-Cognition measures – U.S. and Vietnam samples

	PV.ver-S	PV.ver-P	CTI.pos	CTI.neg	CATS.per	CATS.soc	SPPC.app	SPPC.soc	SPPC.glo
US									
PV.ver-S	0.522								
PV.ver-P	0.251	0.502							
CTI.pos	<b>-0.078</b>	<b>-0.052</b>	0.092						
CTI.neg	<b>0.098</b>	<b>0.062</b>	-0.067	0.131					
CATS.per	<b>0.168</b>	<b>0.075</b>	-0.119	0.151	0.370				
CATS.soc	<b>0.362</b>	<b>0.201</b>	-0.124	0.159	0.332	0.729			
SPPC.app	<b>-0.172</b>	<b>-0.105</b>	0.121	-0.131	-0.232	-0.332	0.816		
SPPC.soc	<b>-0.256</b>	<b>-0.153</b>	0.118	-0.117	-0.215	-0.359	0.248	0.636	
SPPC.glo	<b>-0.169</b>	<b>-0.105</b>	0.134	-0.148	-0.260	-0.325	0.407	0.271	0.513
Vietnam									
PV.ver-S	0.501								
PV.ver-P	0.098	0.279							
CTI.pos	<b>-0.055</b>	<b>-0.020</b>	0.101						
CTI.neg	<b>0.065</b>	<b>0.035</b>	-0.048	0.136					
CATS.per	<b>0.125</b>	<b>0.060</b>	-0.087	0.164	0.412				
CATS.soc	<b>0.229</b>	<b>0.092</b>	-0.077	0.137	0.267	0.530			
SPPC.app	<b>-0.091</b>	<b>-0.032</b>	0.055	-0.095	-0.131	-0.136	0.652		
SPPC.soc	<b>-0.122</b>	<b>-0.060</b>	0.098	-0.103	-0.150	-0.176	0.125	0.512	
SPPC.glo	<b>-0.122</b>	<b>-0.030</b>	0.091	-0.121	-0.194	-0.159	0.268	0.199	0.493

*Note:* PV.ver-S = Self-report of Verbal Peer Victimization; PV.ver-P = Parent-report of Verbal Peer Victimization; CTI.pos = Cognitive Triad Inventory – Positive; CTI.neg = Cognitive Triad Inventory – Negative; CATS.per = Children's Automatic Thoughts Scale – Personal Failure; CATS.soc = Children's Automatic Thought Scale – Social Threat; SPPC.app = Self-Perception Profile for Children – Physical Appearance; SPPC.soc = Self-Perception Profile for Children – Social Acceptance; SPPC.glo = Self-Perception Profile for Children – Global Self-worth.

Table 18b

Covariances between Verbal PV and Depression measures – US and Vietnam samples

Measure	PV.ver-S	PV.ver-P	CDI	SMFQ-S	SMFQ-P
U.S.					
PV.ver-S	0.518				
PV.ver-P	0.246	0.500			
CDI	<b>0.086</b>	<b>0.048</b>	0.077		
SMFQ-S	<b>0.114</b>	<b>0.068</b>	0.076	0.120	
SMFQ-P	<b>0.058</b>	<b>0.096</b>	0.028	0.036	0.104
Vietnam					
PV.ver-S	0.502				
PV.ver-P	0.096	0.278			
CDI	<b>0.077</b>	<b>0.032</b>	0.088		
SMFQ-S	<b>0.075</b>	<b>0.030</b>	0.080	0.139	
SMFQ-P	<b>0.035</b>	<b>0.046</b>	0.025	0.032	0.056

*Note:* PV.ver-S = Self-report of Verbal Peer Victimization; PV.ver-P = Parent-report of Verbal Peer Victimization; CDI = Child Depression Inventory; SMFQ-S = Self-report of Short Mood and Feelings Questionnaire; SMFQ-P = Parent-report of Short Mood and Feelings Questionnaire.

Table 19b

## Covariances between Physical PV and Self-Cognition measures – U.S. and Vietnam samples

	PV.phy-SPV.phy-PN	PV.phy-P	CTI.pos	CTI.neg	CATS.per	CATS.soc	SPPC.app	SPPC.soc	SPPC.glo	
US										
PV.phy-S	0.255									
PV.phy-PN	0.015	0.021								
PV.phy-P	0.083	0.011	0.193							
CTI.pos	<b>-0.054</b>	<b>-0.002</b>	<b>-0.028</b>	0.092						
CTI.neg	<b>0.071</b>	<b>0.010</b>	<b>0.040</b>	-0.067	0.131					
CATS.per	<b>0.117</b>	<b>0.006</b>	<b>0.052</b>	-0.119	0.151	0.371				
CATS.soc	<b>0.226</b>	<b>0.022</b>	<b>0.096</b>	-0.124	0.159	0.333	0.731			
SPPC.app	<b>-0.101</b>	<b>-0.007</b>	<b>-0.065</b>	0.121	-0.130	-0.231	-0.331	0.815		
SPPC.soc	<b>-0.159</b>	<b>-0.030</b>	<b>-0.076</b>	0.117	-0.118	-0.214	-0.360	0.247	0.635	
SPPC.glo	<b>-0.110</b>	<b>-0.009</b>	<b>-0.059</b>	0.134	-0.148	-0.259	-0.325	0.406	0.271	0.512
Vietnam										
PV.phy-S	0.315									
PV.phy-PN	0.012	0.010								
PV.phy-P	0.066	0.010	0.146							
CTI.pos	<b>-0.036</b>	<b>-0.006</b>	<b>-0.011</b>	0.101						
CTI.neg	<b>0.053</b>	<b>0.005</b>	<b>0.021</b>	-0.048	0.136					
CATS.per	<b>0.096</b>	<b>0.010</b>	<b>0.028</b>	-0.087	0.164	0.412				
CATS.soc	<b>0.173</b>	<b>0.017</b>	<b>0.067</b>	-0.077	0.137	0.267	0.531			
SPPC.app	<b>-0.061</b>	<b>-0.003</b>	<b>-0.005</b>	0.054	-0.094	-0.131	-0.133	0.651		
SPPC.soc	<b>-0.091</b>	<b>-0.017</b>	<b>-0.038</b>	0.099	-0.104	-0.150	-0.177	0.124	0.514	
SPPC.glo	<b>-0.074</b>	<b>-0.008</b>	<b>-0.011</b>	0.091	-0.121	-0.194	-0.158	0.267	0.198	0.492

*Note:* PV.phy-S = Self-report of Physical Peer Victimization; PV.phy-PN = Peer Nomination of Physical Peer Victimization; PV.phy-P = Parent-report of Physical Peer Victimization; CTI.pos = Cognitive Triad Inventory – Positive; CTI.neg = Cognitive Triad Inventory – Negative; CATS.per = Children’s Automatic Thoughts Scale – Personal Failure; CATS.soc = Children’s Automatic Thought Scale – Social Threat; SPPC.app = Self-Perception Profile for Children – Physical Appearance; SPPC.soc = Self-Perception Profile for Children – Social Acceptance; SPPC.glo = Self-Perception Profile for Children – Global Self-worth.

Table 20b

## Covariances between Physical PV and Depression measures – U.S. and Vietnam samples

	PV.phy-S	PV.phy-PN	PV.phy-P	CDI	SMFQ-S	SMFQ-P
US						
PV.phy-S	0.255					
PV.phy-PN	0.015	0.022				
PV.phy-P	0.083	0.011	0.193			
CDI	<b>0.062</b>	<b>0.007</b>	<b>0.029</b>	0.077		
SMFQ-S	<b>0.073</b>	<b>0.010</b>	<b>0.038</b>	0.076	0.120	
SMFQ-P	<b>0.035</b>	<b>0.007</b>	<b>0.052</b>	0.028	0.036	0.104
Vietnam						
PV.phy-S	0.315					
PV.phy-PN	0.012	0.010				
PV.phy-P	0.065	0.010	0.145			
CDI	<b>0.050</b>	<b>0.007</b>	<b>0.018</b>	0.088		
SMFQ-S	<b>0.053</b>	<b>0.006</b>	<b>0.013</b>	0.080	0.139	
SMFQ-P	<b>0.023</b>	<b>0.004</b>	<b>0.022</b>	0.025	0.033	0.056

*Note:* PV.phy-S = Self-report of Physical Peer Victimization; PV.phy-PN = Peer Nomination of Physical Peer Victimization; PV.phy-P = Parent-report of Physical Peer Victimization; CDI = Child Depression Inventory; SMFQ-S = Self-report of Short Mood and Feelings Questionnaire; SMFQ-P = Parent-report of Short Mood and Feelings Questionnaire.

Table 21b

## Covariances between Relational PV and Self-Cognition measures – U.S. and Vietnam samples

	PV.rel-S	PV.rel-PN	PV.rel-P	CTI.pos	CTI.neg	CATS.per	CATS.soc	SPPC.app	SPPC.soc	SPPC.glo
US										
PV.rel-S	0.503									
PV.rel-PN	0.034	0.035								
PV.rel-P	0.193	0.027	0.378							
CTI.pos	<b>-0.078</b>	<b>-0.002</b>	<b>-0.034</b>	0.092						
CTI.neg	<b>0.105</b>	<b>0.006</b>	<b>0.046</b>	-0.067	0.130					
CATS.per	<b>0.178</b>	<b>0.009</b>	<b>0.069</b>	-0.119	0.151	0.370				
CATS.soc	<b>0.362</b>	<b>0.025</b>	<b>0.186</b>	-0.124	0.158	0.332	0.729			
SPPC.app	<b>-0.170</b>	<b>-0.013</b>	<b>-0.099</b>	0.121	-0.131	-0.231	-0.332	0.815		
SPPC.soc	<b>-0.244</b>	<b>-0.033</b>	<b>-0.119</b>	0.117	-0.117	-0.214	-0.358	0.247	0.635	
SPPC.glo	<b>-0.175</b>	<b>-0.013</b>	<b>-0.095</b>	0.134	-0.148	-0.259	-0.325	0.407	0.270	0.512
Vietnam										
PV.rel-S	0.388									
PV.rel-PN	0.009	0.015								
PV.rel-P	0.099	0.007	0.211							
CTI.pos	<b>-0.047</b>	<b>-0.006</b>	<b>-0.013</b>	0.101						
CTI.neg	<b>0.072</b>	<b>0.006</b>	<b>0.023</b>	-0.048	0.136					
CATS.per	<b>0.132</b>	<b>0.008</b>	<b>0.048</b>	-0.087	0.163	0.411				
CATS.soc	<b>0.199</b>	<b>0.016</b>	<b>0.091</b>	-0.077	0.137	0.267	0.531			
SPPC.app	<b>-0.049</b>	<b>-0.004</b>	<b>-0.032</b>	0.055	-0.095	-0.133	-0.137	0.652		
SPPC.soc	<b>-0.123</b>	<b>-0.016</b>	<b>-0.044</b>	0.098	-0.103	-0.149	-0.176	0.125	0.513	
SPPC.glo	<b>-0.107</b>	<b>-0.007</b>	<b>-0.026</b>	0.091	-0.121	-0.195	-0.160	0.269	0.198	0.492

*Note:* PV.rel-S = Self-report of Relational Peer Victimization; PV.rel-PN = Peer Nomination of Relational Peer Victimization; PV.rel-P = Parent-report of Relational Peer Victimization; CTI.pos = Cognitive Triad Inventory – Positive; CTI.neg = Cognitive Triad Inventory – Negative; CATS.per = Children’s Automatic Thoughts Scale – Personal Failure; CATS.soc = Children’s Automatic Thought Scale – Social Threat; SPPC.app = Self-Perception Profile for Children – Physical Appearance; SPPC.soc = Self-Perception Profile for Children – Social Acceptance; SPPC.glo = Self-Perception Profile for Children – Global Self-worth.

Table 22b

## Covariances between Relational PV and Depression measures – U.S. and Vietnam samples

	PV.rel-S	PV.rel-PN	PV.rel-P	CDI	SMFQ-S	SMFQ-P
US						
PV.rel-S	0.499					
PV.rel-PN	0.034	0.035				
PV.rel-P	0.193	0.027	0.378			
CDI	<b>0.091</b>	<b>0.006</b>	<b>0.042</b>	0.077		
SMFQ-S	<b>0.110</b>	<b>0.010</b>	<b>0.052</b>	0.076	0.120	
SMFQ-P	<b>0.061</b>	<b>0.006</b>	<b>0.091</b>	0.028	0.036	0.104
Vietnam						
PV.rel-S	0.389					
PV.rel-PN	0.009	0.015				
PV.rel-P	0.098	0.007	0.210			
CDI	<b>0.074</b>	<b>0.006</b>	<b>0.030</b>	0.088		
SMFQ-S	<b>0.081</b>	<b>0.005</b>	<b>0.027</b>	0.080	0.139	
SMFQ-P	<b>0.034</b>	<b>0.004</b>	<b>0.032</b>	0.025	0.032	0.056

*Note:* PV.rel-S = Self-report of Relational Peer Victimization; PV.rel-PN = Peer Nomination of Relational Peer Victimization; PV.rel-P = Parent-report of Relational Peer Victimization; CDI = Child Depression Inventory; SMFQ-S = Self-report of Short Mood and Feelings Questionnaire; SMFQ-P = Parent-report of Short Mood and Feelings Questionnaire.

Table 23b

## Covariances between Depression and Self-Cognition measures – U.S. and Vietnam samples

	CDI	SMFQ-S	SMFQ-P	CTI.pos	CTI.neg	CATS.per	CATS.soc	SPPC.app	SPPC.soc	SPPC.glo
US										
CDI	0.077									
SMFQ-S	0.076	0.120								
SMFQ-P	0.028	0.036	0.105							
CTI.pos	<b>-0.061</b>	<b>-0.069</b>	<b>-0.029</b>	0.091						
CTI.neg	<b>0.071</b>	<b>0.083</b>	<b>0.037</b>	-0.067	0.130					
CATS.per	<b>0.127</b>	<b>0.165</b>	<b>0.049</b>	-0.118	0.151	0.371				
CATS.soc	<b>0.148</b>	<b>0.194</b>	<b>0.077</b>	-0.124	0.159	0.333	0.730			
SPPC.app	<b>-0.132</b>	<b>-0.147</b>	<b>-0.055</b>	0.121	-0.131	-0.232	-0.333	0.816		
SPPC.soc	<b>-0.123</b>	<b>-0.142</b>	<b>-0.072</b>	0.117	-0.118	-0.214	-0.358	0.248	0.635	
SPPC.glo	<b>-0.132</b>	<b>-0.157</b>	<b>-0.069</b>	0.134	-0.148	-0.260	-0.326	0.408	0.270	0.513
Vietnam										
CDI	0.088									
SMFQ-S	0.080	0.139								
SMFQ-P	0.025	0.032	0.056							
CTI.pos	<b>-0.052</b>	<b>-0.053</b>	<b>-0.017</b>	0.102						
CTI.neg	<b>0.069</b>	<b>0.092</b>	<b>0.027</b>	-0.049	0.136					
CATS.per	<b>0.131</b>	<b>0.171</b>	<b>0.043</b>	-0.088	0.164	0.411				
CATS.soc	<b>0.120</b>	<b>0.151</b>	<b>0.048</b>	-0.078	0.137	0.266	0.530			
SPPC.app	<b>-0.078</b>	<b>-0.091</b>	<b>-0.019</b>	0.055	-0.094	-0.131	-0.134	0.650		
SPPC.soc	<b>-0.099</b>	<b>-0.104</b>	<b>-0.032</b>	0.098	-0.102	-0.150	-0.173	0.122	0.509	
SPPC.glo	<b>-0.104</b>	<b>-0.119</b>	<b>-0.041</b>	0.091	-0.120	-0.195	-0.159	0.267	0.197	0.492

*Note:* CDI = Child Depression Inventory; SMFQ-S = Self-report of Short Mood and Feelings Questionnaire; SMFQ-P = Parent-report of Short Mood and Feelings Questionnaire; CTI.pos = Cognitive Triad Inventory – Positive; CTI.neg = Cognitive Triad Inventory – Negative; CATS.per = Children’s Automatic Thoughts Scale – Personal Failure; CATS.soc = Children’s Automatic Thought Scale – Social Threat; SPPC.app = Self-Perception Profile for Children – Physical Appearance; SPPC.soc = Self-Perception Profile for Children – Social Acceptance; SPPC.glo = Self-Perception Profile for Children – Global Self-worth.