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Antisocial Experience in School, Self-directedness, and Family Trust in Childhood and Early Adolescence

A Two-year Cross-lagged Study in Japanese Children

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two years later.

The purpose of this study was to investigate the causal relations among antisocial experience in school, personality, and sense of trust in family, based on a two-year longitudinal data. Two hundred and three (203) elementary school children completed a questionnaire twice that assessed antisocial behavior toward peer and teachers in their school, self-directedness, and sense of trust in family in 2001 and 2003. Structural equation approach with cross-lagged models revealed two main results. First, children's antisocial experience in their school interfered with the development of self-directedness two years later. Second, although sense of trust in family in 2001 had a negative correlation with children's antisocial experience in their school and a positive one with self-directedness in the same year, it had no causal effect on either antisocial experience or self-directedness

Keywords: antisocial behavior, self-directedness, childhood and early adolescence, interports and trust areas larged effects model.

interpersonal trust, cross-lagged effects model

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