Introduction

Developmental Niche Framework (Super & Harkness, 1986)
• Physical and social settings
• Customs and Practices
• Parental Ethnotheories
These culturally-influenced subsystems interact with the child (e.g., temperament) to produce development.

Temperament
• The individual biological dispositions that underly behavior from a young age.
• Parents’ perception of the difficulty of temperament varies by culture (Super et al., 2008).
• Children select environments (e.g. daily activities) that match their temperament (Buss & Plomin, 1984).

Daily Activities
• Children’s daily activities serve as some of the most important settings that facilitate development.
• Time children spend in basic everyday activities varies by culture (Harkness et al., 2011).
• No research has yet assessed whether the relations between temperament and daily activities vary by culture.

Research Questions
1. Are there associations between time spent in daily activities and temperamental activity level?
2. Do these associations vary by country?

Methods

Measures
• Behavioral Style Questionnaire (BSQ; McDavitt & Carey, 1978)
  ○ Activity Level standardized across all five countries. Higher scores represent more activity.
• Daily Diaries

Analyses
• Analysis of Covariance was carried out to assess potential Country by Activity Level interactions in Peer Time, Academic Time, and Play Time.
• Linear Regression models were carried out for each country to follow-up on statistically significant Country by Activity Level interactions.

Results

Table 1: Analysis of Covariance F-statistics for Country, Activity Level, and Country X Activity Level
<table>
<thead>
<tr>
<th>Effect</th>
<th>Peer Time</th>
<th>Academic Time</th>
<th>Play Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>.46</td>
<td>9.57***</td>
<td>12.24***</td>
</tr>
<tr>
<td>Activity Level</td>
<td>.04</td>
<td>9.94**</td>
<td>8.10**</td>
</tr>
<tr>
<td>Country X Activity Level</td>
<td>.67</td>
<td>1.43</td>
<td>2.53*</td>
</tr>
</tbody>
</table>

Table 2: Regression Slopes for Activity Level Predicting Peer, Academic, and Play Time, by Country

Sample

3 to 7-year-old children from five countries.

<table>
<thead>
<tr>
<th>Country</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italy</td>
<td>29</td>
</tr>
<tr>
<td>Netherlands</td>
<td>51</td>
</tr>
<tr>
<td>Spain</td>
<td>33</td>
</tr>
<tr>
<td>Sweden</td>
<td>34</td>
</tr>
<tr>
<td>United States</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>171</td>
</tr>
</tbody>
</table>

Discussion

• Cultural variation in time spent in academics and in play, but not in time spent with peers.
• Higher Activity Level was associated with less time spent with peers and more time in play. The effect of Activity Level on play was substantial only for US children.
• Children’s activity can play a strong role in early childhood education, where academics and play are important activities.