

4TH INTERNATIONAL MULTIDISCIPLINARY SCIENTIFIC CONFERENCE ON SOCIAL SCIENCES AND ARTS



BABES-BOLYAI UNIVERSITY

THE RELATIONSHIP BETWEEN SOCIAL AND EMOTIONAL COMPETENCIES AND BEHAVIORAL PROBLEMS IN TRANSYLVANIAN PREADOLESCENTS

Evelin Petric, PhD Student¹
 Susana Farcas, PhD Student¹
 Anna Veres, PhD Student¹
 Dr. Stefan Szamosközi, Prof.²

¹ Babes-Bolyai University, Evidence-based assessment and psychological interventions-, Romania

² Babes-Bolyai University, Department of Applied Psychology -, Romania

Introduction

- In a previous longitudinal study, a relationship was found between social competence and behavioral problems in preschool children [3].
- Externalizing behavior refers to confused relationships with peers and poorer social competence [4].
- According to previous research, social skills and school performance are related to problematic behaviors, and these three are referred to as subdomains of social competences. According to a previous study, parents and teachers described girls as having higher values in social skills, and boys had higher values of externalizing and hyperactive behavior [1].
- According to a study published in the literature, externalizing and internalizing problems are related to social problems and lack of positive social relationships [11].

AIMS OF THE STUDY

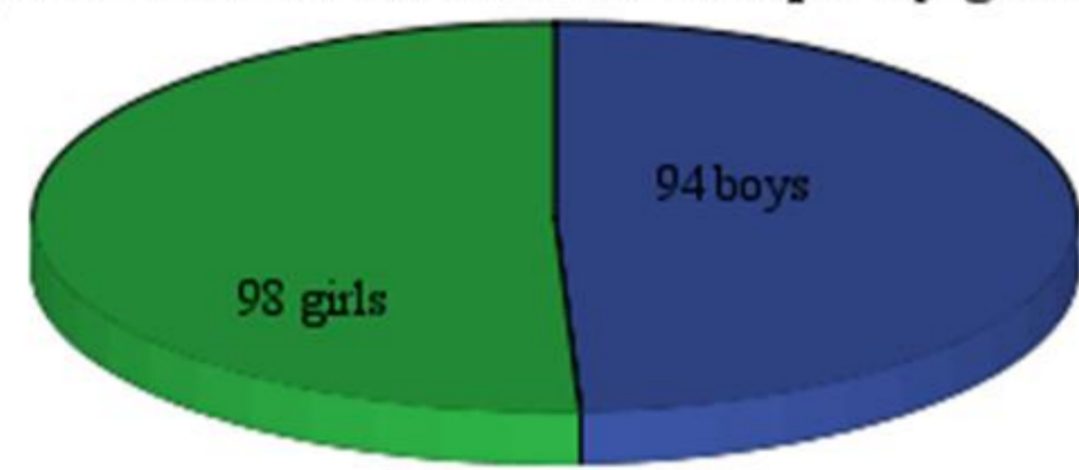
- The main purpose of the research is to examine the relationship between social-emotional competencies and behavioral problems among secondary school students belonging to Hungarian minority from Transylvania and to analyze the prognostic role of social and emotional competencies in problematic behavior.

Methods

Participants

- 192 Hungarian preadolescents from Transylvania
- 94 boys and 98 girls, between the ages 10 to 14, grades 5 to 7
- The average age of boys is $M=11.98$ ($SD=.922$), the average age of girls is $M=11.97$ ($SD=.902$)

Figure 1: Distribution of the sample by gender



Instruments

- Self-reported questionnaire of the Child Behavior Checklist (CBCL) Hungarian version
- Social and Emotional Competencies Questionnaire (SECQ), self-reported form

Procedure

- The data was collected separately in each class. The participants had been informed previously about the confidentiality of their answers and the voluntary nature of their participation. Parents were asked for a prior consent.
- SPSS 20.0, Pearson correlation, R-square

Conclusion

- Negative relation was found between social-emotional competencies ($M=108.63$, $SD=15.22$) and problem behaviors ($M=17.20$, $SD=9.09$), $r=-.33$, $p \leq .001$, $n=192$.
- There was a **significant negative correlation** between the CBCL's total problem score and self-management internalization and self-management externalization and relationship management.
- Male participants:
 - negative correlation between
 - the CBCL's total problem score and self-management,
 - internalization and self-management,
 - externalization and self-management.
- Female participants:
 - negative correlation between
 - the CBCL's total problem score and self-awareness,

- internalization and self-awareness,
- externalization and self-management.

Results

Table 1: Correlations between social-emotional competencies and behavioral problems for the total population

Variable	SECQ total	Self-awareness	Social-awareness	Self-management	Relationship management	Responsible decision making
CBCL total	-.33**	-.27**	-.08	-.39**	-.26**	-.23**
Internalization	-.22**	-.23**	-.02	-.29**	-.11	-.14
Externalization	-.35**	-.18*	-.13	-.31**	-.41**	-.28**

* $p < .05$. ** $p < .01$.

Table 2: Correlations between social-emotional competencies and behavioral problems in male preadolescents

Variable	SECQ total	Self-awareness	Social-awareness	Self-management	Relationship management	Responsible decision making
CBCL total	-.35**	-.18	-.07	-.46**	-.29**	-.27
Internalization	-.24*	-.16	-.04	-.36**	-.16	-.16
Externalization	-.34**	-.13	-.06	-.37**	-.40**	-.31**

* $p < .05$. ** $p < .01$.

Table 3: Correlations between social-emotional competencies and behavioral problems in female preadolescents

Variable	SECQ total	Self-awareness	Social-awareness	Self-management	Relationship management	Responsible decision making
CBCL total	-.31**	-.37**	-.09	-.31**	-.22*	-.18
Internalization	-.21*	-.31**	-.06	-.18	-.12	-.13
Externalization	-.35**	-.26**	-.13	-.37**	-.34**	-.22*

* $p < .05$. ** $p < .01$.

Table 4: Linear regression analysis for preadolescents' total problem score on CBCL

Variable	B	SE(B)	B	t	Sig.(p)
Self-management	-.619	.151	-.335	-4.113	.000
Self-awareness	-.481	.206	-.182	-2.341	.020
Social awareness	.369	.181	.165	2.037	.043
Relationship management	-.380	.206	-.158	-1.842	.067
Responsible decision making	.113	.214	.050	.531	.596

$R^2=.195$

Table 5: Linear regression analysis for male preadolescents' total problem score on CBCL

Variable	B	SE(B)	B	t	Sig.(p)
Self-management	-.876	.174	-.464	-5.020	.000

$R^2=.215$

Table 6: Linear regression analysis for female preadolescents' total problem score on CBCL

Variable	B	SE(B)	B	t	Sig.(p)
Self-awareness	-.895	.231	-.367	-3.867	.000

$R^2=.135$

References

- [1] Abdi, B. Gender differences in social skills, problem behaviors and academic competence of Iranian kindergarten children based on their parent and teacher ratings, *Social and Behavioral Sciences*, 2010, pp 1175-1179.
- [2] Achenbach T.M. Manual for the Child Behavior Checklist 4/18 and 1991 Profile. University of Vermont. Department of Psychiatry, Burlington, 1991.
- [3] Corredor G.A., Justicia-Arreaez A., Romero-Lopez M., Benavides-Nieto A. Longitudinal study of the effects of social competence on behavioral problems, *Social and Behavioral Sciences*, 2017, pp 479-485.
- [4] Diener M.L., Kim D. Maternal and child predictors of preschool children's social competence. *Applied Developmental Psychology*, 2004, pp3-24.
- [5] DiPrete T.A., Jennings J.L. Social and behavioral skills and the gender gap in early educational achievement, *Social Science Research*, 2012, pp 1-15
- [6] Hannisch C., Freund-Braier I., Hautmann C., Janen N., Pluck J., Brix G., Eichelberger I., Dopfner M. Detecting effects of the indicated prevention program for externalizing problem behavior (PEP) on child symptoms, parenting, and parental quality of life in a randomized controlled trial. *Behavioural and Cognitive Psychotherapy*, 2010, pp 95-112.
- [7] Lin X., Li L., Chi P., Wang Z., Heath M.A., Du H., Fang X. Child maltreatment and interpersonal relationship among Chinese children with oppositional defiant disorder. *Child Abuse & Neglect*, 2016, pp 192-202.
- [8] Lopez-Villalobos J.A., Andres-De Llano J.M., Rodriguez-Moliner L., Garrido-Redondo M., Sacristan-Martin A.M., Martinez-Rivera M.T., Alberola-Lopez S., Sanchez-Azon M.I. Prevalence of oppositional defiant disorder in Spain. *Revista de Psiquiatria y Salud Mental*. 2014, pp 80-87.
- [9] Mesman L., Bongers I.L., Koot H.M. Preschool developmental pathways to preadolescent internalizing and externalizing problems. *Journal of Child Psychology and Psychiatry*, 2001, pp 679-689.
- [10] Montroy J.J., Bowles R.P., Skibbe L.E., Foster D.T. Social skills and problem behaviors as mediators of the relationship between self-regulation and academic achievement, *Early Childhood Research Quarterly*, 2014, pp 298-309.
- [11] Vugt E.S.van, Dekovic E., Prinzie P., Stams G.J.J.M., Asscher J.J. Evaluation of a group-based social skills training for children with problem behavior, *Children and Youth Services Review*, 2013, pp 162-167.
- [12] Zhou M., Ee J. Development and validation of the Social Emotional Competencies Questionnaire (SECQ), *The International Journal of Emotional Education*, 2012, pp 27-42.