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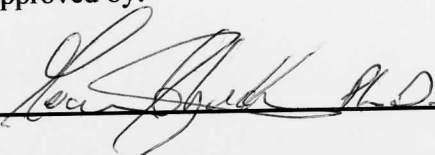
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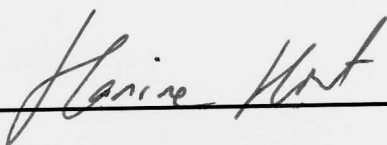
**Exploring the Relationship Between Social and Emotional Skills, Behavior
and Academic Achievement**

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Exploring the Relationship between Social and Emotional Skills, Behavior, and Academic Achievement

Howayda Rateb Kurd

A Thesis submitted to the Faculty of Social and Behavioral Sciences in partial fulfillment of the requirements for the Masters of Arts degree in Education-Emphasis Counseling at Haigazian University

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Abstract

The purpose of this study was to examine the relationship between social - emotional skills, behavior and academic achievement in middle and high school grades 7 – 12 (N = 85). It was a correlational study that utilized the Strength and Difficulties Questionnaire and Trait Emotional Intelligence Questionnaire-Adolescent Form and students' academic records (2011-2012). The results indicated a positive correlation between emotionality and one subscale (empathy) with total academic achievement. There was no correlation between sociability and all its subscales with total academic achievement. There was no correlation between sociability and all its subscales with externalizing behavior. The results indicated a negative correlation between sociability and all its subscales with internalizing behavior. Emotionality and all its subscales except empathy had a negative correlation with externalizing behavior and internalizing behavior. This study indicated that social and emotional skills could be contributing to students' academic and life success.

Introduction

Our society has become more complex and our communities less unified. And in this fast changing world, schools took on, in addition to the goal of improved academic performance, another important role of preparing new generations for life; to be productive, successful workers and responsible citizens.

According to Pasi (2001), the questions that have long been considered by parents and teachers, as a measure of student success are the following:

Will they learn the basic skills? Will they get good grades? Will their verbal and math abilities be strong enough for the S.A.T? Will they get into a good school?

Today, parents and teachers are considering other questions:

Will they learn how to get along with others? Will they be smart enough to avoid drugs and Aids? Will they know how to handle difference without resorting to violence? Will they know the survival skills needed to participate effectively in our society?

Times are changing; children are spending more time in schools; they are learning more subjects. They are exposed to more problems of depression, social isolation and drug abuse due to social and economic pressures. To cope with all this, they need to built other skills; social and emotional skills. Even later in the career world, requirements have changed too. Work settings now call for team work, informal networks and best customer service. Having good interaction skills is an important trait and is an important factor in the decision of hiring and promotion (Lopes & Salovey, 2004).

Schools' mission is becoming more challenging; they need to achieve a balance between academic learning and social and emotional skills, to help children in developing into knowledgeable, healthy, and responsible adults.

Background of the Study

Societal background

In the last century, society and life experiences changed considerably. Families are under increased economic and social pressures which are reflected in their children's social, emotional and moral development. In the light of changing family structure, social and emotional learning is becoming a crucial part of education today.

We have the traditional nuclear family: married man and woman and their biological children. Then we have other structures like single parents, extended family and same-sex couples' raising children. This variety of family structures exists mostly in the west (Burke, 2002). But here, in this part of the world, we are concerned with only one of these structures, which increased a lot lately, and that is children raised only by one biological parent, whether in the case of a divorce, or the father working outside the country for economic reasons. Many children who experienced divorce in their families also experienced troubling consequences later in their lives. Social skills and emotional needs of students have changed as a result to these changes in society.

Therefore, as teachers and educators we need to recognize that any experience in a child's life may have some impact on him/her. This impact whether positive or negative will be reflected on their school adjustment and consequently, on their academic achievement, as success or failure. Moreover, the mission of schools is expected to expand beyond the educational agenda, to involve enhancing students' social and emotional skills and improve the environments in which they are learning, thus producing knowledgeable, responsible, healthy, caring and contributing citizens (Greenberg, Weissberg, O'Brien, Zins, Fredricks, Resnik, and Elias, 2003).

In the past, schools used to deal with homogeneous groups of students. Today, they have multicultural, multilingual, diverse economic status body of students to educate. Moreover, today's children maybe more capable and sophisticated than children in the past because they are more exposed to experiences and resources through advanced technology and media, but on the other hand, social and emotional skills and abilities that were previously taken for granted are lacking in children these days. In addition, schools these days have to cater to students with different abilities and motivations for learning. Some are engaged, motivated and academically successful while others are struggling academically, socially and emotionally.

Professional background

Educators have always been busy finding new policies, instructional methods and educational practices to increase school achievement and academic performance, especially in these days of high-stakes testing. In their search they are discovering the important effect of social and emotional learning on academic achievement. Moreover, they have recognized that among the important barriers to learning is the lack of social and emotional skills.

Educators and policy makers are also aware that the primary mission of schools is academic, but they also know that they have a broader mission of preparing, in addition to knowledgeable students, caring and responsible persons. Providing students with social and emotional skills prepares them to succeed in their personal, professional and civic lives (Ragozzino, K., Resnik, H., O'Brien, M. U., Weissberg, R. 2003).

How many teachers have felt the frustration of teaching a capable student but without success, because of certain emotional problems that prevent learning from taking

place? How many teachers have felt the difference of teaching in a caring, supportive environment? Therefore, around the world people want to improve education. Some may disagree about what is most important. Some care mostly about enhancing academic skills, others want to build character and citizenship, still others want to protect children against the dangers of drugs, violence and alcohol. But all; educators, parents, business leaders and school policy makers agree that schools are the place where children are guided towards becoming educated, responsible and caring adults.

Intellectual background

In the light of all these changes mentioned previously, demands on schools have increased, and the demand for children's positive development socially, emotionally and academically resulted in the emerging of a new organization, the Collaborative for Academic, Social and Emotional Learning (CASEL), with the main goal of establishing social and emotional learning (SEL) as an integral part of education from K-12 (Greenberg et al., 2003; See www.CASEL.org) to prepare students for life.

Zins, Elias, Weissberg, Greenberg, Haynes, Frey, Kessler, Schwab-Stone and Shriver (1998); Zins, Weissberg, Wang, and Walberg (2001) and Zins, Weissberg, Wang, and Walberg (2004) pointed out in their studies that schools need to provide children with tools to help them learn how to manage life tasks successfully, such as learning, forming relationships, communicating effectively, being sensitive to others' needs and getting along with others. Social-emotional learning provides many of these tools. Acquiring these skills increases the academic achievement of children, decreases problem behaviors and improves relationships surrounding the child.

Imagine a student sitting in class having learned the evening before that his parents are breaking up, and the teacher keeps asking him why his homework isn't complete. It is difficult to stay in control. Another student is thinking of her classmates making fun of her during break while the teacher is calling her to answer a question and reprimanding her for not paying attention. It is tough to keep control.

Daniel Goleman (1995), author of *Emotional Intelligence*, describes these situations as the thinking brain being "hijacked" by the automatic response—emotion. Or the rational mind is overwhelmed-flooded by the emotional mind. Staying in control, thoughtful, efficient problem solving and decision making under stress requires a high level of social and emotional skills.

An additional pressure on schools comes from problem behaviors. Problem behavior is viewed, from an educational perspective, as a serious barrier to optimal education. For this reason the relationship between problem behavior and academic achievement is documented in several research studies. These studies state that behavioral and academic problems influence each other reciprocally. Furthermore, it is argued that a significant risk factor of poor behavioral outcome is low academic achievement (Barriga, A. Q., Doran, J. W., Newell, S. B., Morrison, E. M., Barbetti, V., & Robbins, B. D. 2002).

The schools' role extends to the workplace, where the focus now is on cooperation, teamwork and self-motivation. Hence, schools have to prepare students with social and emotional skills, to be able to succeed later in the career and professional world. Thinking and learning are important factors in academic achievement. They are

not considered to be only cognitive as they are affected greatly by social and emotional skills (Zins, et al., 1998).

Research background

The construct of emotional intelligence (EI) has attracted scientific and popular attention more than many psychological constructs, over the past 15 years (Petrides, Frederickson & Furnham, 2002; Petrides & Furnham, 2001; Mayer, Salovey & Caruso, 2000). Petrides & Furnham, (2001) distinguished between two conceptions of EI: Ability EI and Trait EI. The two perspectives are different with respect to their conceptualization and measurement of the emotional competencies/dispositions. The ability perspective (or cognitive-emotional ability) refers to one's actual ability to recognize process and use emotion-laden information. It is measured with performance tests that have correct and incorrect answers (Salovey & Mayer, 1990). On the other hand, trait EI (or emotional self-efficacy) encompasses behavioral dispositions and self-perceptions regarding one's ability to recognize process and utilize emotion-laden information. It has dispositions from the personality domain such as, empathy, impulsivity, and assertiveness. It has elements from social intelligence (Thorndike 1920 as cited in Petrides & Furnham, 2001) and personal intelligence (Gardner, 1983 as cited in Petrides & Furnham, 2001) in the form of self-perceived abilities. Trait EI is measured through self-report questionnaires and belongs to the realm of personality.

Measuring ability EI is not an easy task because of the difficulty of developing social and emotional items and scoring them objectively as right or wrong. While, the measurement of trait EI is more straightforward and more widely used in assessing emotional and social competencies (Petrides et al., 2004).

Statement of the Problem

These days, many children come to school anxious, scared, or alienated through teasing and bullying. Such children cannot learn to their fullest potential. They need to be engaged in learning and motivated to learn. Greenberg, et al. (2003) stated in their study that schools today are pressured by the many demands they encounter. There are many tasks and operations to be addressed, and it is not easy to set priorities. Lately the requirements are focused on achievement, and with time constraints many schools have taken time from “nonacademic program” to increase academic instruction time. This also applies here in Lebanon. With the demands of the National Curriculum and official exams, it is really difficult to find time for anything except instruction in required subject matter, which is not helping in developing other aspects of students’ character that are essential to their success in school and later on in the workplace and life.

For the above mentioned reasons the researcher would like to find out how emotional and social skills, reflected in personality traits, are related to academic achievement and behavior. The researcher would like to look at the relation of emotional and social skills and behavior, and the relation between behavior and academic achievement in a Lebanese context. The following hypotheses were examined:

Hypotheses:

Hypothesis 1: Sociability as measured by the Emotional management, Assertiveness,

Social Awareness subscales will be:

- a) Positively correlated with total academic achievement average.
- b) Positively correlated with Physics.
- c) Positively correlated with Math.

- d) Negatively correlated with Externalizing behavior.
- e) Negatively correlated with Internalizing behavior.
- f) Negatively correlated with Total Difficulties.

Hypothesis 2: Emotionality as measured by the Empathy, Emotional Expression, Emotional Perception, and Relationships subscales will be:

- a) Positively correlated with the total academic achievement average.
- b) Positively correlated with Physics.
- c) Positively correlated with Math.
- d) Negatively correlated with Externalizing behavior.
- e) Negatively correlated with Internalizing behavior.
- f) Negatively correlated with Total Difficulties.

Hypothesis 3 There will be a negative correlation between Academic Achievement and

- a) Externalizing behavior.
- b) Internalizing behavior.

Hypothesis 4: Students with internalizing behavior will have lower Academic Achievement than students with externalizing behavior.

Significance of the Study

The purpose of this study is to assess the relationship among sociability, emotionality, and problem behavior. Then the effect of these constructs is going to be examined: on adolescents' total academic achievement; as one of the components of success in schools and later in life.

As stated above, several studies have shown the importance of social and emotional development of students in improving school performance. No such studies

have been conducted so far in Lebanon or the Middle East, although the need for SEL has to be addressed as it is elsewhere in the world.

Furthermore, this study will be conducted on middle and high school students; they are in the adolescence stage. Adolescence is a time of change physically, emotionally and intellectually. With adolescence come puberty, expanded cognitive abilities, a new sense of self and identity. Relationships with parents and peers change too. All these changes have their effect on school outcome. Therefore, the student at this stage is undergoing changes internally and externally. Moreover, problem behavior negatively affects the development of individuals and their environment. Hence, understanding the relationship between academic achievement and behavior is essential for developing appropriate assessment, prevention and intervention strategies for at risk or troubled youth.

The Lebanese culture still believes that math and sciences are a guarantee for a successful meaningful position in the professional world. The Lebanese youth is widely exposed to the western world through the social media. They are directly in contact with the western culture and exposed to its beliefs and concepts. They are attracted to this culture, but they are not yet equipped with the appropriate skills (social and emotional), that allow them to make the right decision as to what they want and need, to be prepared to succeed in this fast changing world. The world is changing at a rapid rate. To cope with all these changes, students need to be provided with necessary skills to prepare them early on to deal with the future.

Therefore, if results are significant in this study, and it shows that there are skills that are necessary and contribute to future success in life, and as the curricula are supposed to be tailored according to the needs of the community, this study and further

studies in SEL in Lebanon, and the Middle East, might influence the decisions of educational organizations and policy makers to attempt to look for ways and strategies of how to implement SEL through programs and professional training.

Overview of Methodology

Research type

The study used the methodology of correlation research. Sociability and emotionality, in addition to externalizing and internalizing behaviors, were correlated with total academic achievement average to find out the extent to which they are related. Data was collected from two surveys and the academic records of the students participating in the study.

Research Methods

Trait Emotional Intelligence Questionnaire-Adolescent Form (TEIQue-AF):

This is a comprehensive measure of emotion related self-perceptions, providing information about an individual's personality and behavior (Petrides, 2009). The self-report form was used in this study. The author K. V. Petrides, PhD, University College London (UCL), expressed his interest in the study and his wish to share the results of the study to add to the database; especially that it is the first study using his instrument to measure such constructs in the Middle East.

The Strength and Difficulties Questionnaire (SDQ): This is a behavioral screening questionnaire, the self-report form (www.sdqinfo.com).

Academic achievement records: Students' 1st and 2nd term subject grade averages (English, Math, Physics, Chemistry, Biology) and total academic averages were used, for the current year 2011-2012.

Description of sample: 85 students (36 males and 49 females) participated in the study. They were from grades 7, 8, 9, 10, 11 & 12.

Definition of Key Terms

Social and emotional learning

A process for helping children and adults develop the fundamental skills for life effectively. Social and emotional learning teaches the skills we all need to handle ourselves, our relationships, and our world effectively and ethically (CASEL, www.casel.org)

Emotional intelligence

The subset of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions (Salovey & Mayer, 1990).

Sociability:

Emphasizes social relationships and social influence (Petrides, 2009). These are individuals who are good listeners. They can communicate clearly and confidently with people from diverse backgrounds.

Assertiveness:

Individuals who know how to ask for things, give and receive compliments, and confront others when necessary (Petrides, 2009).

Social awareness:

Individuals who have excellent social skills and are socially sensitive, adaptable, and perceptive.

Emotion management:

This concerns one's perceived ability to manage other people's emotional states.

Emotionality:

Individuals who are in touch with their own and other people's feelings. They can perceive and express emotions and use these qualities to develop and sustain close relationships with others.

Emotion expression:

People who are fluent in communicating their emotions to others.

Emotion perception:

These people are clear about what they feel, and are able to decode other people's emotional expressions.

Empathy:

Seeing the world from someone else's point of view and understanding people's needs and desires.

Relationships:

This concerns personal relationships including close friends, family and partners.

Problem behavior:

Internalizing behavior (emotional symptoms + Peer problems) and externalizing behavior (conduct problems + hyperactivity)

Academic achievement

The level of actual accomplishment or proficiency a student has achieved in an academic area.

Total academic achievement

The total academic average of all the subjects' averages considered.

Delimitations

Before generalizing the results of the present study to the general population, there are several limitations that need to be considered:

One of the limitations is the sample which is drawn from a predominantly Lebanese middle class background and results cannot be generalized to the general population of different economic status where social and emotional needs of children from a disadvantaged economic status differ from those belonging to middle and high economic statuses. The results of the study might not be generalized to the general population also because of the small size of the sample and its unique characteristics and that of the context. The performance might be affected by other variables if the sample size was larger and taken from different schools in different areas of Lebanon.

Furthermore, emotional and social skills are perceived differently by different cultures; even among families of the same culture, there are differences in considering these skills. The test is British; it caters to a different culture. In addition, boys and girls have different social and emotional responses. These gender differences are sometimes related to cultures especially in this part of the world.

An important limitation will be the measures employed. These are self-reported measures by adolescent students who are experiencing change internally and externally.

CHAPTER Two

Review of Literature

In every school around the world, being the simplest or the most sophisticated, for learning to take place, it is essential for teachers to get along with students, and for students to get along with each other. The abilities that are required for students to allow them to work with others, learn effectively, and serve their families and communities are known as social-emotional skills or competencies. For the present study they are going to be referred to as social-emotional skills and their acquisition as social-emotional learning or ‘SEL’.

A review of literature providing an examination of the relationship between social and emotional skills, behavior and academic achievement will be presented in this chapter.

Purpose of Education—Schools’ Mission

Schools and teachers are under increased pressure these days. The modern educational systems expect them to focus on students’ personal and moral development, which represents an additional burden over and above their responsibility for academic achievement (Stafford, K., Moore, C., Foggett, K., Kemp, E. & Hazell, T.2007).

Education must include all the elements needed for success in schools, and must prepare students “for the tests of life and not for a life of tests” (Elias, 2003).

In every society around the world, people want to improve education. They might disagree on what constructs and skills schools need to focus on, but according to polls, parents and leaders agree on what they want their children to learn and be able to do.

They all agreed that they want them to be literate. They want them to understand math and science to be able to think critically.

Also they want them to be good in problem solving. Taking care of their well being is important, in addition to respecting and caring about others. For developing good character and making sound decisions they want them to acquire the skills for social relationships like working in groups, understanding and relating to others from different cultures and backgrounds. All this helps them in understanding their society and be ready to take over the social roles necessary for future progress.

These aspects are referred to as 'Education of the whole child'. Each school is expected to teach them. Educating the whole child is not a new idea, but in this changing, complex, fragmented world, it is becoming a challenge for schools to reach the balance needed for children to learn and achieve at their fullest potential. The points mentioned above can be expressed by the term 'social-emotional learning', which when added to academic learning, forms the balance needed for educators to be able to prepare children for the future (Elias, 2003).

According to Elias (2003) in his publication published by the UNESCO, the good news is that, these social-emotional skills can be taught in schools and consequently they improve academic learning. Therefore, it can be said that for learning to be effective it can touch both 'the head and the heart'.

How Do Students Learn

In their article, Caine, Caine, & Mclinic (2002) explained how students learn. They said that for students to learn best they need to be engaged emotionally in the learning experience; and for them to be engaged emotionally, the instruction is supposed

to be meaningful and important, hence it should interest them. To initiate their curiosity and elicit their questions, the intellectual information has to be combined with emotional content. Teachers then have to connect what they teach with what interests students and is meaningful to them, i.e. engaging their whole body and mind.

In an interview with Geoffrey Caine, one of the authors of the mentioned article, and who has written several books on brain research, he explained the learning process for any human being as interactions with others, since our brain is social. Therefore, relationships are essential in our lives, and helps in the process of learning. This applies in the classroom and beyond. Challenge enhances learning, and worry and threat inhibit it. Learners need to be engaged with their purposes, values and interests. He said that the process in which we make patterns is emotional. That is the reason why we need to feel the meaning of, and the relationship with a subject, to be able to learn it. In his opinion, thinking and feeling are connected.

In the same interview, Robert Sylvester, who also authored many articles and books about brain and learning, focused on attention and its importance to learning. But he said that what drives our “attentional system” is our “emotional system”. According to him, it is biologically impossible to learn anything if we don’t pay attention to it, since it is our emotional system which signals whether something is important to us and we need to invest in it. He argued that one of the most important problems in schools causing learning impairment is ignoring emotions and their impact on learning. “We tell our students that the classroom is for learning and memorizing, and their emotions may be practiced during recess or even after school” (D’Arcangelo, 1998). What happens to

children when they interact in their community, with parents, peers, and teachers? Does this interaction affect their learning capacity?

Wentzel (1999) proposes in her article that there are several explanations to this issue if we take it from a developmental point of view. One explanation suggests that the development towards a complex psychological structure and organization happens naturally, with the social environment being a major factor in this development. This explains the development of social, emotional and cognitive competencies over time, with the support of contexts and relationships. Another explanation supports the fact that the environmental interventions play a major role in growth and learning. Therefore, learning is a process of interaction between individuals and their social world. And in the field of brain research, evidence is increasing as to the connection of learning and the skills needed to transfer this learning to new contexts.

More attention has been paid to social and emotional learning in the last few years, especially in education. Several research studies have found that abilities and personality traits along with social and emotional skills are important to predict academic and school performance (Gumara & Arsenio 2002, Petrides, et al. 2004; Humphry, Lendrum, and Worth 2007). Moreover, more and more adjustment problems are exhibited in schools, by children and adolescents today. Some problems are caused by the normal development process, but there are other problems that result from stressors in their lives. Sometimes, a simple transition from one neighborhood to another or from one school to another may cause an emotional or social problem. Furthermore, the experience of school failure, test anxiety, social (peer) isolation or rejection and bullying, present serious emotional and social difficulties in some students. Children and adolescents these

days experience other stressors yet, like family break-up, parental neglect and abuse, death, war and natural disasters. Such events may have detrimental effect on their emotional well-being, social life and school performance. Consequently, such events may result in deviant behavior (internalized and externalized) like withdrawal, depression, suicidal behavior, eating disorders, aggression, and violence. Such problem behaviors are usually observed in schools and reflected in school performance.

The Need for Social and Emotional Learning

In the context of a school, what develops in children to influence their ability to adapt to classrooms and school life? Wentzel (1999) suggests that through social contexts and interpersonal relationships children learn, whether implicitly or explicitly, what to value, what to achieve, and what to pursue. To achieve all this, and to succeed in school, they need to develop cognitive abilities to master academic content, and learn to conform to rules and social conduct.

Also in Wentzel (1999), the nature of the social interpersonal relationship is discussed. It is suggested that this interpersonal relationship has an influence on the development of the child whether favorably or unfavorably. For example, when the relationship of the adult-child is supportive and warm, children more likely, are going to adopt and favor the values and goals followed by these adults. This is related to school motivation in that, students who think of their teachers and peers as supportive and warm, tend to pursue their goals, behave appropriately, and achieve academically (Wentzel, 1997).

Scales and Roehlkepartain (2003) in their research with Search Institute, examined the relationship between developmental assets and academic achievement.

They recognized a certain decline in these assets as adolescents experience the transition from elementary school to middle school and later into high school. This fact is explained by the reality that adolescence is a time of change and adjustment. Young people change physically, emotionally and intellectually, which is reflected in their school outcome. Therefore, students experience a change in their asset level which in turn affects their achievement. It is important then for schools which are after academic achievement, not only to focus on students' intellectual and educational development, but on their social, emotional and physical development as well. This study will investigate the relationship between social and emotional skills and academic achievement.

The implication of all the above in education is that, to enhance academic achievement, hence to influence learning positively, social functioning and emotional needs have to be addressed in schools, where most of the learning takes place in preparation for the outside world later on.

Most people agree on the importance of the school's role these days, which is raising children to become knowledgeable, responsible and caring adults. This is developing into a mission and goal of schools on one hand, and on the other hand, and in these fast changing times, it is becoming an educational challenge. For children to become knowledgeable, they need to be ready and motivated to learn, able to apply what they learn to their lives. For them to become responsible, they need to understand that this responsibility is not only towards themselves but also it extends towards others. Therefore, they have to know the meaning of risks, when to make use of opportunities, when to make sound decisions regarding choosing behaviors and actions serving themselves and others. For children to become caring they need to know that they are

cared for, they are part of a community that is concerned about them. They need to understand as well that caring goes beyond them to reach others. Many recognize the importance of this challenge, but how many realize that to work on this challenge, children's social and emotional learning must be enhanced? (Elias, Zins, Weissberg, Frey, Greenberg, Haynes, Kessler, Schwab-Stone & Shriver 1997).

As part of school reform and based on literature reviews and experiences of the Collaborative for Academic Social and Emotional Learning (CASEL), elements essential for school success are identified. Among these elements are, the integration of social and emotional learning into academics; in addition to training professionals in skills for reform. Another important element is the need to a better recording of innovation and reform efforts, so that information is always available about requirements for success for those involved in the reform process. Therefore, according to CASEL, academic success is based on social and emotional foundation integrated into education in schools (Elias, Zins, Graczyk, Weissberg, 2003).

Improving test scores while ignoring social-emotional learning does not really help children to be ready for real life later on (Zins et al. 2004). The authors refer to a report by the U.S. Department of Education (Zins et al. 2004), where it is suggested that when economically disadvantaged elementary children were exposed to academic instructions only, i.e. at the expense of social and emotional skills acquisition, the test performance improved, but these children did not exhibit any gain in the practical skills that were linked to what they learned like math reasoning or true comprehension of what they read, or writing reflecting what they thought. In the field of brain research, it is stated that for learning and retention to take place, in addition to the acquisition of skills

needed for the application of what is learned in new contexts, social and emotional factors are involved in the learning and teaching process.

Social and Emotional Learning and Academic Achievement

Recently the focus has been on the academic side of the report card, grades and test scores. What about the other side of the report card? Does not students' success depend on more than test scores? Those students who come prepared to class and attend school regularly, who are engaged in class and work together with their classmates, solve problems peacefully and have good interactions with their peers and teachers, are bound to succeed in school and then in life. This is what the other side of the report card should include (Elias, Wang, Weissberg, Zins, & Walberg 2002). This is where our skills to live together peacefully, avoiding violence, alcohol and drug abuse are reflected. The interpersonal life of schools depends on the people involved and their skills to live together and interact. These skills of good character and citizenship have been labeled social and emotional skills, and their acquisition as social and emotional learning (Elias et al., 2002). Research conducted by CASEL demonstrates the positive impact of social and emotional learning on academic achievement and generally school performance.

According to Merrell (2002), the term social-emotional domain is different from the behavioral domain. He believes that the social-emotional domain is broader than the behavioral domain; in fact the social-emotional domain may encompass the behavioral domain. The term social-emotional also includes concepts not falling under the behavioral umbrella like for example self-concept, affect, emotional resilience, peer relations, social withdrawal, social competence and others. Hence, social emotional

interventions, meaning working on deficits in these areas, result in boosting academic achievement and school performance, therefore, improving education in general.

How to improve education for all students? Research says there is no single answer, no single strategy nor one factor that is sufficient to bring about improvement for all students to learn and become successful. But certain studies demonstrated encouraging results (Scales and Roehlkepartain, 2003).

Scales and Roehlkepartain (2003) in their research with Search Institute, examined the relationship between developmental assets and academic achievement. They suggested that concurrently and longitudinally, developmental assets are related to several measures of students' achievement. They found that there existed a moderate and significant correlation between the developmental assets (social and emotional) and GPA. Furthermore, building these assets through appropriate interventions has a significant impact on students' academic performance. Among these interventions were, building strong relationships among students and staff, enhancing communication and decision making skills and social competencies, in addition to providing a secure, caring and safe environment through school personnel to make them aware of every student's situation and needs. They also found out that the asset-student achievement relationship is similar across students' groups: gender, family, income and race/ethnicity. It is important to note that data is not available for all groups. The relationship holds true for the groups that were studied.

In line with the above, several studies stated that emotional, learning and behavioral problems in children are enduring and lasting. Therefore it is essential to understand the relationship among these problems and how they affect development, to

prevent negative outcomes in adolescence such as delinquency, substance abuse, violence and school dropout (Fleming, Haggerty, Catalano, Harachi, Mazza, Gruman 2005; Al-Yagon, 2003; DiLaIla, Marcus & Wright-Phillips 2004; Vitaro, Larose, Brendgen & Tremblay 2005).

Behavior and Academic Achievement

Fleming et al., (2005) found out that few studies followed children with problem behaviors, who were at risk for poor academic achievement and behavioral problems, into adolescence, although some studies suggested that there is a relationship between early behavior problems and later behavior problems in adolescents (Bonger, Koot, van del Ende, and Verhulst, 2004; Conroy and Brown, 2004). On the other hand, the research on the causal relationship between achievement and behavior problems is limited as well (Montague, M. Enders, Cavendish, & Castro 2011). In the same research the authors explained the early need for the identification of students with problem behaviors and learning difficulties, hence underscoring the need for intervention and prevention programs at this early stage, aiming to reduce such problems. The study is concluded by stating that early assessment of achievement and behavior in young children is essential to identify children who are in need of the appropriate skills in primary school and later in middle and high school, increasing the likelihood of positive school outcomes, including academic achievement later in high school.

Barriga, et al. (2002), explained the reciprocal relation between behavior problems and academic achievement. They found in their study that there is no relation between social withdrawal, somatic complaint, aggressive, and delinquent behaviors on one hand, and academic achievement on the other. Malinauskiene, Vosylis, and

Zuauskiene, (2011), in agreement with Barriga et al., found no significant effect of anxiety, depression, social withdrawal and aggressive behavior on academic achievement. But, contrary to Barriga et al., they found a significant effect of delinquency and somatic complaint groups. Students showing higher scores on delinquency and somatic complaint showed lower achievement scores. While in another study, Ashcraft (2002) as cited in Malinauskiene et al. (2011) associated low academic achievement with emotional and behavioral problems. Moreover, there is research confirming that students who have emotional or behavioral problems also have learning problems and vice versa (Kessler, Foster, Saunders & Stang 1995; Weissberg, Caplan, and Harwood, 1991). On another note, Midgley and Urdan (1995), Midgley, Arunkumar & Urdan (1996), Vazsonyi and Flannery (1997), suggested that poor adaptation to the school environment, could lead later to internalizing and externalizing behavior problems. Acquiring academic skills is necessary for attaining academic achievement, but behavior problems impede the process and get in the way of a successful progress in school.

Anxiety and aggression were the main focus in most research. Test-anxiety has been researched the most in relation to academic achievement. When a student is anxious, worry distracts his/her attention from the task on hand, mainly test performance. Furthermore, students with depression or any other behavior problem suffer also from attention distraction during their classroom activities (Roeser, Eccles, & Sameroff 1998). According to Hinshaw (1992), there are three types of problems that predict academic achievement; depression, ADHD (attention deficit hyperactivity disorder), and conduct disorder. Lack of concentration and work habits are symptoms of ADHD which is a form

of emotional and behavioral problem. Duncan, Dowsett, Classens, Magnusun, Huston, Klebanov, Pagani, Feinstein, Engel, Brooks, Gunn, Sexton, Ducksworth and Japel (2007), conducted studies in which attention problems were correlated with externalizing and internalizing problems. When the correlations among the three behavior problems mentioned above were considered, attention was the only predictor of academic achievement.

Another point of view regarding problem behavior is stated in the study by Umbreit, Lane, and Dejud (2004), where they argued that problem behavior in the classroom is set mainly by the difficulty of the task (Gunter et al., 1993 as cited in Umbreit, J., et al. 2004). They believed that when the student's ability did not match the difficulty of the task on hand, disruptive behavior occurred by the student as an escape or to avoid the feeling of incompetence created by the situation. Moreover, they suggested that when the assigned tasks were too difficult, three measures were affected negatively: 1) task completion, 2) task comprehension, 3) and on-task behavior. When the task assigned was at the appropriate level, the three measures were affected positively. On the other hand, when the task assigned was too easy, task completion and task comprehension occurred at a high level, but on-task behavior happened at a low level. It was easy for the students to complete the easy task correctly and the chance of engaging in problem behavior increased, as they had nothing to do the rest of the time. Therefore, if the task is difficult, students avoid the situation by misbehaving, and when it is easy, they spend the rest of the time misbehaving. Another trigger of problem behavior was the absence of work altogether (Dejud, et al. 2004). This is another indicator that academic deficits are enhanced through repetitive off-task behavior over time, leading to increased

level of disruptiveness. Lopez (2007), agreed with Dejud et al. He stated in his study that task difficulty predicts behavior disruption in class. This is the reason why underachievers misbehave much more than achievers. They avoid difficult academic tasks through misbehavior, hence, protecting their self-esteem.

Lopez (2007), Barkley (2006), Frick, Kamphaus, Lahey, and Loeber (1991) stressed the fact that the literature present on academic deficits connects them to emotional and behavioral disorders and not to misbehavior (which is defined as the behavior that is not allowed in the classroom such as: not paying attention, talking-out, day dreaming, restlessness, late to class, using the phone in class..). Lopez (2007) added in his study that the comorbidity of the three deficits academic, emotional and behavioral makes the improvement of the academic deficit more and more difficult.

It is now common to have students with different abilities and skills in the same classroom, thus disruptive behavior is escalating and teaching is becoming more demanding (Lopez, 2007). However, the more the understanding of the relationship between problem behaviors and academic achievement is clear, the easier the design of appropriate assessment, intervention, and prevention strategies for at-risk or youth with problems (Malinauskiene, et al., 2011). Moreover, Stafford, et al. (2007) suggested in their study that social and emotional skills have a positive effect on learning and behavior. This study is going to investigate the relationship of problem behavior with academic achievement.

Social, Emotional Skills and Behavior

Stafford, et al. (2007), explored in their study the impact of social and emotional factors such as social and emotional competencies on students' behavior and academic

achievement. According to them, to obtain evidence of such an impact, they needed to look for associations between certain traits and measures of behavior and academic achievement. They also stated in their paper that most of the studies aimed at researching these constructs, i.e. social and emotional competencies, behavior and academic achievement were concerned with evidence of the development of social and emotional competencies or minimizing risk factors for warning signs of mental health problems (depression or anxiety). Behavior observations and any change in academic outcomes emerge anecdotally.

The Center for Community Child Health (2007) stated that difficulties and negative life outcomes are caused by disruptive behaviors. Such behaviors increase the risk for school failure, mental illness, substance abuse, and adult anti-social behavior. Difficult behavior has been defined differently for different sectors of human services. For example, in a mental health service, the diagnosis of significant mood or behavioral difficulties is based on categories outlined in the Diagnostic Statistical Manual of Mental Disorders (DSM), while on the other hand, in educational settings like schools, these may be included under the broader term 'Emotional and Behavioral Disorder' (EBD), taking into consideration, that this term is used to indicate disruptive behavior rather than depression or anxiety. It is argued that children and adolescents, who are shy and inhibited, do not attract teachers and parents' attention, as they are usually compliant and not disruptive. Teachers and adults simply forget about these students and do not think of identifying their needs, or trying to accommodate them, as their attention is focused on the disruptive and loud students, who occupy most of their time and energy. These 'left out' children are the ones who may be at risk of suffering from anxiety and depression

later on in their life (Holmes, Slaughter, and Kashani 2001 as cited in Stafford, et al. 2007). This does not mean that all children displaying any kind of disruptive, withdrawn or anxious behavior will experience later on difficulties in life outcomes. Most of young children who show such behaviors will go on to achieve positive successful lives later on, however, it is not easy to identify those who do well later on and those who do not (Centre for Community Child Health, 2007). In this study the academic outcome of students with externalized behavior is going to be compared to that of students of internalized behavior.

Zins, et al. (2004) described in their study the benefits of SEL programs. They concluded that students who received such programs significantly had their attendance record improved and their disruptive behavior reduced; consequently, the impact on their academic outcome was positive.

Social Learning and Academic Success

A valued educational objective in schools, in the west and here in this region, is the development of citizenship skills, complying with social rules, cooperation and positive social interaction (Wentzel, 1991). This is exhibited in classroom context, and according to classroom rules, by students not being disruptive, aggressive, or showing noncompliant behavior. They need to work cooperatively, interact and solve problems in positive ways. These are the social outcomes expected by following classroom rules and are assumed to be predictors of academic performance. They are related to academic performance since to behave in a socially appropriate responsible way is related to intellectual achievement, because it is related also to other academic behaviors contributing to learning; like learning in a socially interactive environment, such as

cooperative learning groups, following certain rules to complete a project, sharing resources and being helpful, in addition to positive interactions with teachers and peers (Wentzel, 1993).

In her article of (1991a) Wentzel defines social responsibility as adherence to social rules and role expectations. She stated in this article, review of the literature on social responsibility, that not only social responsibility is important as a value in and of itself, but its importance is linked as well to many aspects of school performance, as it being a tool facilitating learning through promoting positive interactions with members of the school community; teachers and peers. Moreover, when looked at from a motivational perspective, through social responsibility students are provided with incentives to achieve. The author suggests that achievement is affected by social responsibility in two ways: first as a facilitator of learning through promoting positive interactions with teachers and peers. Second, students' decision to be responsible and follow rules can enhance learning on one hand, but on the other hand, it can detract from learning when it becomes the final goal that a student is striving to perceive. Complying with classroom rules allows teachers to focus on their teaching and students' learning rather than spending most of instruction time on classroom management. This clearly influences learning positively. Peer relationships and acceptance by teachers and peers have always been associated with academic achievement at all levels of the learning experience in school. Conversely, students who are rejected by peers due to their aggressive or problematic nature are at risk of academic failure.

In her study (Wentzel, 1993b) proposed that sometimes achievement outcomes are expected to influence social behavior in the classroom positively, since positive

performance can be an incentive for students to behave appropriately. In her research examining the relationship of prosocial and antisocial behavior to academic achievement, the results showed a positive relationship between GPA and prosocial behavior and a negative relationship between GPA and antisocial behavior. On the other hand, other studies according to Wentzel (1993b), found out that socially responsible behavior resulted in positive evaluation of achievement. In her study, she found out that social behavior and standardized test scores are related, and since these scores are not usually and frequently reported to students, they cannot influence social behavior directly. Moreover, promoting socially responsible behavior in schools usually results in positive academic achievement, while interventions to promote academic achievement do not have the same effect on social outcomes in the classroom. If antisocial behavior is considered in this respect, for example, children who are aggressive and display negative behavior in the classroom are generally disliked by classmates and teachers and might be isolated from classroom activities, hence deprived of learning opportunities (Wentzel, 1991a). In the same study by Wentzel (1991a), she reviewed the association between social competence and academic achievement, and noted that students' perception of their social competence manifested in their peer relationships affects their motivation for school work more than their own perception of their academic competence, and more than their teachers' evaluation of their performance, and this motivation is a contributor to academic achievement. In other words, being rejected by peers correlates strongly with school difficulties. Students who made new friends easily during the year had high scores on their academic tests while those who were rejected by their peers had much lower academic scores (Ladd, 1990; Wentzel, 1991). Therefore, it is possible that positive

social behavior is a factor contributing to academic achievement, since what underlie prosocial behavior in the classroom are positive academic exchanges among peers.

In an article by Patrick (1997) on social relationships and academic achievement, the author argues that there are common factors underlying the shared process of academic self-regulation and social relationships. She also suggests that because of these similarities there exists a positive relationship between social competence and academic achievement. Although the process by which academic achievement and social competence are connected, is not clear yet (Wentzel & Asher 1995), the ability to self-regulate one's academic work and social interactions contribute to learning and performance.

The Western literature has suggested that there is a relationship between academic achievement and social functioning (e.g. Coie, Lochman, Terry & Heyman, 1992; Masten, Coastworth, Neemann, Gest, Tellegen, & Garmezy 1995). Still it is not confirmed whether this association can be generalized to other cultures. In the study about Chinese children whose purpose was to examine 1) whether academic achievement can be predicted from social and emotional adjustment, and 2) whether academic achievement or failure may affect the development of positive or negative social functioning (Chen, Rubin, & Li, 1997), the study resulted in a significant and positive relationship between academic achievement and sociability competence, and negatively related to aggression and disruption behavior. Regarding the first model and as mentioned before, several studies argued that children's social competence and peer relationships affect academic achievement in school—positive social functioning in the classroom is conducive to learning whereas negative disruptive behavior impairs

learning. Moreover, socially skilled students are capable of giving and requesting help when needed, contributing to their learning, those on the other hand who are antisocial or less skilled socially are less likely to receive help from peers and teachers (Wentzel, 1991; Wentzel & Asher, 1995). Furthermore, social performance may influence students emotionally through increasing or reducing motivational responses to the school, hence affecting academic achievement through creating a sense of belonging and interest in the school or conversely become disinterested and rejected socially leading to dropping out (Coie et al. 1992; Masten et al. 1995).

As to the second model where academic achievement might influence social behavior and adjustment to school, the study found out that in fact academic difficulties may result in negative, social behavior due to frustration of not being able to achieve, so children who cannot achieve develop negative self-images and perceptions and experience difficulties in gaining status and respect among their peers, developing into deviant behavior. While those who achieve, on the other hand, acquire a positive status and respect among their peers affecting their self-image positively. Therefore, children with academic difficulties tend to develop negative behavior and are socially rejected in their school environment. Once they get remediation and start improving academically, their social interactions improve and negative behavior decreases.

If we think of someone who has good social skills, we immediately think of a person who seems popular, thrives at parties and large gatherings. Or maybe, somebody who is cheerful or extroverted comes to our mind. But is this person really good at handling relationships like dealing with romantic relationships, close friendships, dealing with children and old people, peers and subordinates and different kinds of conflict?

Moreover, if we think of all the skills needed to deal with others: emotional understanding and emotional regulation, communication skills, cheerfulness and sense of humor, empathy, respect for social norms, ability to work with others, charm etc. Do all these skills go together? According to La Greca, (1993) all these skills are not significantly correlated. Teaching some of these skills in the classroom does not guarantee that all the others will be acquired by the students. Furthermore, these skills may be used and taught in clinics but in the classroom they may not transfer into natural settings (La Greca, 1993). The skills that may generalize to other situations outside the school are those related to social events connected to the theory of social information processing, i.e. understanding and interpreting social events, thinking of plans of action, evaluating results. The lack of these skills in particular according to a study by Crick and Dodge 1994, results in aggressive behavior and maladjustment socially (Zins et al. 2004).

Socially competent behavior is based on children's knowledge of social rules and interpersonal skills. Through learning and experience these skills may be acquired. Conversely, aggressive, disruptive behavior is considered as character trait rather than as skills, which actually may not be externally influenced, not even by academic performance (Masten et al. 1995; Vuchinich, Bank & Patterson, 1992).

In another study by Wentzel (1998), she shows that young students who are at risk academically usually do not have positive relationships with their peers and adults. She examines ways demonstrating that positive relationships with parents, teachers, and peers are linked to young adolescents' motivation at school, hence to academic performance. Furthermore, Deci (1992) as cited in Wentzel (1998) suggested that

interpersonal relationships lead to a sense of belonging to the school, and consequently it enhances students' interest in school leading to improvement in academic achievement.

According to several research studies, DeRosier, Kupersmidt, & Patterson, (1994) and Wentzel (1991) there is a significant link between children's academic achievement and peer relationships. Peer relationships have been frequently studied in elementary aged children, but nevertheless, the link to academic achievement in early adolescence has been established. Usually popular children among classmates do better academically than those who are not well accepted in class. Furthermore, students who suffer from academic difficulties are not well accepted by their classmates. It is not clear enough how this link between peer relationships and academic achievement is explained.

In Vygotsky (1978) as cited in Wentzel & Caldwell (1997), he gives peers an important role in promoting intellectual development. By providing mutual assistance, students can affect each others' academic achievement. The study by Wentzel & Caldwell (1997) attempted to explain the link between academic performance and several types of peer relationships. The results of their research showed significant relation between GPA and academic achievement. They examined prosocial behavior and antisocial behavior, and emotional distress as characteristics that might clarify the links between peer relationships and academic achievement.

The peer group and the support of friends are essential during early adolescence. The peer group becomes the center of students' lives at that stage of development, hence to understand how they could adjust to and succeed in school; we need to look at their ability to establish positive relationships with peers. The results of the study support the conclusion that students' peer relationships and academic achievement are linked in

complex ways. Belonging to a group and peer relationships are related to academic achievement of boys and girls. Therefore, friendships, group acceptance and membership are essential elements in promoting academic achievement. For these functions of peer relationships to succeed the role of prosocial behavior comes into the picture. Children who are popular, have friends and belong to groups usually are socially competent. On the other hand, children who are distressed and exhibit antisocial behavior are rejected by their peers and thus negatively affecting their relationships, school involvement and consequently school achievement (Wentzel & Caldwell (1997).

In conclusion, it has been suggested in this study of Chinese children that social functioning and academic achievement influence each other. Peer relationships are important factors in school adjustment for both Chinese and Western children, influencing academic achievement. Also, consistent with the results in the west, prosocial and sociable behavior are positively associated with academic achievement and negative behavior is negatively associated with academic achievement (Chen et al. 1997).

The results of this study agreed with other western studies regarding the nature of children's social functioning and aggression, which suggests that aggressive nature in children, is similar across cultures (Chen et al. 1997). Moreover, the results in this study suggested that peer acceptance and positive social interaction may serve as tools facilitating academic achievement.

More and more evidence is showing the importance of social and emotional learning in enhancing academic achievement and relationships (Cohen, 1999; Hawkins, 1997 as cited in Pasi, 2001). Even with modest social and emotional interventions, changes in students' abilities are found. Pasi (2001) stated that young people who are

emotionally healthy usually are confident in social situations. They have a feeling of belonging and know how to earn respect. This is attributed to developed social skills.

Emotional Learning and Academic Success

Schooling is not only about mastering subject matter taught in class. It is about social interactions through acquiring social skills, and developing personality attributes of which some are dispositions with strong emotional elements. The research article by Feshbach & Feshbach (1987) discusses the significant influence of the child's affective dispositions like empathy, depressive affectivity and aggression, on academic achievement. They define empathy as the tendency to experience and share affective responses observed in others. Then we expect a child who is empathic to be able to demonstrate more prosocial behavior because of his/her greater understanding and emotional sensitivity. This prosocial behavior is explained as more generosity, cooperation and compassion. Prosocial behaviors practiced in the classroom result in better interaction with the teacher and other classmates, leading to better learning situations, hence better acquisition of school taught skills and consequently better academic achievement. Of interest in this study is that this positive impact of empathy on achievement is more pronounced in girls than boys. Furthermore, the relations found were inconsistent and variable across age groups. For example, positive empathy was negatively related to reading for the male age group 10-11 years old. While in the female group the total empathy scores and reading were positively related for the younger group but for the older group this positive relationship did not hold. On the other hand, academic difficulties, concentration and other cognitive problems are considered indicators of clinical depression in children, but they are not necessary components.

Feshbach and Feshbach (1987) stated in their study that it is evident that depressive affectivity in children is inversely related to cognitive performance, hence to academic achievement, but not all children who are clinically depressed demonstrate impaired cognitive performance.

As to aggression, the literature indicates that academic achievement and aggression in boys are inversely related (Feshbach & Price, 1984, as cited in Feshbach & Feshbach, 1987). As to research results, the depressive affectivity had a similar complex relationship with academic achievement. Teachers' ratings of this construct were negatively related to academic achievement. But for the older group the relations were significant only for females. In the older group, a girl who was perceived as depressed was more likely to achieve poorly on a test (spelling, reading or math) than a boy. The self-reports of depressive affectivity were weakly linked to academic achievement. Actually the correlation was positive for younger boys. There was no inverse relation between self-reports of depression and academic achievement. Self-reports, self-concepts, and aggression were not significantly related to performance on achievement tests. However, teachers' ratings of aggressive boys were not related to achievement scores while the aggressive girls judged by the teacher obtained lower scores on achievement. In conclusion, the data for girls was consistent with the proposition of the link of affective dispositions to academic achievement while on the other hand boys' school achievement was not linked closely to the emotional attributes mentioned in the study. The authors mentioned that in the case of girls, aggressive and depressive states lead to deficits in cognitive functioning, and even the development of further cognitive skills will be affected. And as mentioned before, and since girls are more in touch with

their social experiences, and more engaged with these experiences, empathy in the case of girls is directly related to academic achievement, where as in the case of boys this is not clear. Therefore, girls' cognitive performance is more affected by their emotional dispositions and more generally by their emotional life (Feshbach & Feshbach, 1987).

Related to the subject of emotions and their impact on social functioning is the study by Eisenberg, Fabes, Murphy, Maszk, Smith & Karbon (1995), where they examine the contribution of regulation and emotionality to normal children's socially appropriate behavior at school and problem behaviors at home. In this study they describe emotionality as a personality variable, while regulation as changing the emotionally arousing situation. Their results affirmed the research that associates temperamental reactivity and negative affective tone to negative behaviors and behavioral and social problems, and associating, on the other hand, optimal social functioning, with optimal regulation and low negative emotionality.

Monique Boekaerts conducted many research studies on the affective learning process, alone, and with colleague researchers. Like many researchers she believes that learning is facilitated or impaired by emotions, moods and feelings. To acquire knowledge and skills, we need the cognitive system. But also emotions are stored in memory along with knowledge, and then the information is used to discriminate between problematic situations and non-problematic situations, thus explaining behavior in various learning situations. When a learner's negative emotions are aroused because of a certain situation, in or outside the classroom, a pessimistic perceptual attitude is created and the learner is distracted and his/her attention is directed towards his/her well being instead of the learning task, creating a concern for well being rather than for learning.

Conversely, positive emotions create an optimistic attitude leading to learning intention and mastery model (Boekaerts, 1993).

Lazarus and Forkman (1984) and Lazarus and Launier (1978) as cited in Boekaerts (1993) informed educational psychologists in their transactional theory on stress, that learning in school depends on the learner's appraisals of the learning situations, and to understand and interpret behavior in these learning situations the social and emotional factors must be taken into consideration. Boekaerts's theory, which is based on the work of Lazarus and his colleagues, proposed that when the learner evaluates a learning situation and perceives a discrepancy between the task demands and the resources, mainly the personal resources to meet these demands, negative emotions may be experienced. Then a change of mood and a concern for well-being may be created and consequently, the emotional changes will affect the person's functioning. Definitely, and according to vast evidence and research, the relation between emotions and cognition is present (Boekaerts, 1993).

Almost a decade before Boekaerts's study, studies by Bower (1981) demonstrated that information processing is strongly influenced by negative and positive emotions. The author also showed that people who are in a bad mood go after negative details of information that will pull them more into the negative mood, while on the other hand, people with a positive mood seek to process information in a positive creative way. Furthermore, these positive or negative moods can influence the decision making process (Lazarus, 1991). The relationship between social and emotional skills and problem behavior is going to be studied in this research.

Boekaerts's studies on stress are based on her belief that negative emotions are a natural part of classroom life and students exhibit different levels of controlling their emotions when they experience stress in different situations in the classroom. Moreover, the degree to which these negative emotions interfere with their thinking and learning varies. Also, based on structured interviews with students of 10 to 12 years, she found out that things that are considered problematic to students and may elicit negative emotions are for example, a not well prepared exam coming up, too much homework, or a conflict with a fellow student or a teacher.

In the light of the literature on self-efficacy and social support by Bandura (1986), Boekaerts (1993) expected students who felt in control of their personal resources and who perceived their environment as supportive, to report less stress in academic situations and achieve better than those who do not feel the same way about their personal resources and their environment. What good is it if students finish high school but feel lost and out of control when they are confronted by a problem in every day life? They need to have the opportunity to learn to interpret and control their emotions, in other words, to focus on their emotional intelligence (Goleman, 1995).

In the study by Petrides, Fredrickson, and Furnham (2004), they distinguished between two types of emotional intelligence or EI; ability EI and trait EI. According to them trait EI or what they call "emotional self-efficacy" falls under personality since it includes qualities pertaining to personality such as empathy, assertiveness, impulsivity, in addition to elements of social intelligence and personal intelligence. It is measured through self-report questionnaires. On the other hand, ability EI belongs to cognitive ability. It is one's actual ability of recognizing, processing and using emotional

information. It is measured by maximum performance tests with correct and incorrect answers. The measure of EI is difficult whereas, that of trait EI is straight forward with many instruments and tools existing for its assessment.

In the study, the effect of trait EI on scholastic achievement was examined. It was found that any effect detected was more pronounced on disadvantaged students i.e. those with learning disabilities, low ability or who were maladjusted. This was attributed to the fact that these students experience more stress and anxiety during their studies and consequently, their lack of emotional and social skills and how to deal with their difficulties, affect their school achievement negatively (Petrides et al. 2004).

All through the period of their growth and development and to be able to respond to the demands of this period, young people need to be motivated and able to achieve, to have positive relationships with the people surrounding them; peers, teachers, and parents, and to be able to avoid unhealthy and risky behavior. By focusing only on traditional academic instructions, schools will not be able to meet these challenges and accomplish these objectives. Many schools in the west adopt several programs to address these social issues. These are social and emotional learning programs (SEL) that help children and youth recognize and manage their emotions, be aware, and understand others' perspectives and feelings, have pro-social goals and ability to solve problems and enhance interpersonal skills. These skills are essential for the social and emotional development of young people into knowledgeable, responsible and caring persons, hence contributing to their academic success (Payton, Wardlaw, Graczyk, Bloodworth, Tompsett & Weissberg 2000).

In light of the above discussed literature, this thesis will investigate the following hypotheses:

Hypotheses:

Hypothesis 1: Sociability as measured by the Emotional management, Assertiveness,

Social Awareness subscales will be:

- a) Positively correlated with total academic achievement average
- b) Positively correlated with Physics
- c) Positively correlated with Math
- d) Negatively correlated with Externalizing behavior
- e) Negatively correlated with Internalizing behavior
- f) Negatively correlated with Total Difficulties

Hypothesis 2: Emotionality as measured by the Empathy, Emotional Expression,

Emotional Perception, and Relationships subscales will be:

- a) Positively correlated with the total academic achievement average
- b) Positively correlated with Physics
- c) Positively correlated with Math
- d) Negatively correlated with Externalizing behavior
- e) Negatively correlated with Internalizing behavior
- f) Negatively correlated with Total Difficulties

Hypothesis 3 There will be a negative correlation between Academic Achievement and

- a) Externalizing behavior
- b) Internalizing behavior

Hypothesis 4: Students with internalizing behavior will have lower Academic Achievement than students with externalizing behavior.

Participants

The participants in this study were 45 students from middle and high school grades across the region, from a K-12 high school, as a participant, predominantly white class community. The sample was a convenience sample. The 45 participants were 20 females and 25 males with ages ranging from 12 to 18 years with an average age of 16. The number of female participants was 45 and the number of male participants was 25.

Procedure

Measures

A pilot study was conducted to study the difficulty faced by the students in answering the items. It determined the validity of items needed to complete the test scales and find out their reliability. Items were selected from grade 4 were selected to complete by the questionnaire. As a result, the students had no response for difficulty in the questionnaire, then they changed into the length of the TEAQ-AP (15) items. The data collected in which the two scales in one period (15) responses. The reliability coefficients of the study were $\alpha = .70$ for the TEAQ scale, and $\alpha = .75$ for the TEAQ-AP.

Data were gathered from children during the first trimester, with the exception of the achievement data, which were collected during the first and second trimesters. The questionnaires were administered by the classroom teacher in the presence of the teacher during regular class sessions. Before administering the

Chapter Three

Method

Participants

The participants in this study consisted of 85 students from middle and high school, grades seven to twelve, from a k-12 high school, in a suburban, predominantly middle class community. The sample was a convenient sample. The 85 participants were adolescent males and females with ages ranging from 13 to 19 years with an average age of 16. The number of female participants was 49 and the number of male participants was 36.

Procedure

Pilot study

A pilot study was conducted to study the difficulty faced by the students in answering the items, to determine the amount of time needed to complete the two scales and find out their reliability. Twenty three students from grade 9 were selected to respond to the questionnaire. As a result, the students did not express any difficulty in the questionnaires, their only concern was the length of the TEIQue-AF (153 items). But they managed to finish the two scales in one period (55 minutes). The reliability coefficients of the study were $\alpha = .70$ for the SDQ scale, and $\alpha = .90$ for the TEIQue-EI.

Data were gathered from students during the first trimester, with the exception of the achievement data, which were obtained from student files at the end of the first and second trimesters. The questionnaires were administered by the researcher herself in the presence of the teacher during regular class sessions. Before distributing the

questionnaires to the students, the purpose of the study was explained to them and they were assured that their responses were confidential and that the data would be used for study purposes only. They were also told that they did not have to answer any of the questions if they did not feel like it. The questionnaires were administered separately in one session. All those present participated willingly. The instructions were read to the students and, the researcher with the help of the teacher, present at that time, answered questions by students who did not understand the meaning of any of the items in the questionnaires.

Materials

First and second trimester averages for mathematics, English, biology, chemistry, and physics, in addition to the total academic average, were used as indicators of academic achievement.

Two self-reported measures of trait emotional intelligence and strength and difficulties were used. Copies of the measures are attached as Appendix A and Appendix B.

1- Strength and Difficulties Questionnaire (SDQ):

The Strengths and Difficulties Questionnaire (SDQ) is a questionnaire used to screen behavior in children and adolescents. It has 25 items; some items are positive and some are negative.

The questionnaire used in this study is for adolescents. It is a self-report instrument. The items are divided into 5 subscales, each has five items:

- 1) Emotional symptoms scale (5 items).
- 2) Conduct problems scale (5 items).
- 3) Hyperactivity/Inattention scale (5 items).

- 4) Peer problems scale.
- 5) Prosocial behavior scale (5 items).

The total difficulties score is equal to the sum of the 4 subscales: Emotional symptoms, Conduct problems, Hyperactivity/Inattention, and Peer problems.

Therefore, all the scales but 'Prosocial behavior scale', add up to form the Total Difficulties score (www.sdqinfo.com).

In the general population of low risk, adolescent student samples, used in research studies for example, it is preferable to use the SDQ but divided into 3 subscales instead of the 5 subscales mentioned above. The 3 subscales are the following:

1. Internalizing problems subscale which is comprised of the sum of Emotional symptoms and Peer problems subscales, which add up to 10 items.
2. Externalizing problems subscale and is comprised of Conduct problems and Hyperactivity symptoms subscales, which add up also to 10 items.
3. The third subscale is the prosocial subscale which has 5 items (Goodman, Lamping, & Ploubidis 2010).

As described above, each subscale is comprised of 5 questions with a response scale of 3 points: 'Not True' = 0, 'Somewhat True' = 1, 'Certainly True' = 2. The range of each subscale is from 0 to 10. There are 10 items that are positive or 'strengths'. When these items are under the emotional, peer behavior or hyperactivity subscales, they are reverse scored (Goodman et al. 2010).

According to Goodman (2001), reliability was satisfactory; and Cronbach's alpha: 0.73.

2- Trait Emotional Intelligence Questionnaire-Adolescent Form (TEIQue-AF)

The TEIQue was developed by K.V. Petrides at the end of 1998. It has positive and negative items balanced over facets, factors and the global score (Petrides, 2009). It is obtained from www.psychometriclab.com.

The TEIQue is based on the trait EI theory and model. It measures self-perceptions related to emotions, personality and behavior. It has 153 items, providing scores on 15 subscales or facets, 4 factors and global trait EI (Petrides, 2009).

The questionnaire is a Likert scale type, a 7-point scale, ranging from 1=disagree completely, to 7=agree completely. It has a theoretical mean of 3.5.

The factors and their corresponding facets:

| <u>Factors</u> | <u>Facets</u> |
|----------------|----------------------|
| Emotionality | Empathy |
| | Emotional perception |
| | Emotional expression |
| | Relationships |
| Sociability | Emotional management |
| | Assertiveness |
| | Social awareness |
| Well-being | Optimism |
| | Happiness |
| | Self-esteem |
| Self-control | Emotional regulation |
| | Impulsiveness |

Stress management

This study used two factors and their facets; **emotionality and sociability**. Definitions of factors and facets used are found in chapter 1.

The TEIQue-AF (adolescent form), which is used in this study, is based on the full TEIQue form yielding same scores on the same facets and factors. It is a self-report questionnaire targeting the adolescent population. See Appendix A for a copy of the original TEIQue which has the same number of items (154 items) but the adolescent form has minor changes in some words. The Global Trait alpha = .89, and most of alphas are very good at the factor level (Petrides, 2009).

Definition of scale variable: In the 'Sociability' factor, the facet 'Emotional management' is defined in the Technical manual for Trait Emotional Intelligence Questionnaires (TEIQue) as Emotional Management in others. It is the ability to influence other peoples' feelings; make them feel calm, relaxed, affect their mood etc.

Chapter 4

Results

The reliability of the two scales used in this study is good in the previous study, the pilot study and the current study (see Table 1).

Table 1

Internal consistencies of SDQ and TEIQue-AF in previous studies, pilot study and the current study

| | Cronbach's Alpha- Previous Study | Cronbach's Alpha Pilot Study | Cronbach's Alpha Current Study |
|-----------|-------------------------------------|---------------------------------|-----------------------------------|
| SDQ | .73 | .70 | .69 |
| TEIQue-AF | .89 | .90 | .91 |

Hypothesis 1: (See Table 2)

- a) It was partially confirmed that total Academic Achievement Average was correlated with only the Emotional Management Subscale of Sociability measure ($r= 0.224$ $p < 0.05$). However, there was no correlation between Academic Achievement and the other measures of Sociability as well as the Assertiveness, Social Awareness subscales.
- b) The prediction that there would be a positive correlation between Physics and Total Sociability or any of its subscales was not confirmed.
- c) The prediction that there would be a positive correlation between Math and Total Sociability or any of its subscales was not confirmed.

- d) The prediction that there would be a positive correlation between Externalizing Behavior and Total Sociability or any of its subscales was not confirmed.
- e) The prediction that there would be a negative correlation between Internalizing Behavior and Total Sociability was confirmed ($r = -0.443$, $p < 0.001$). Moreover, there was also a negative correlation between Internalizing Behavior and Emotional management subscale ($r = -0.321$, $p < 0.05$), Assertiveness subscale ($r = -0.39$, $p < 0.001$), and Social Awareness subscale ($r = -0.439$, $p < 0.001$).
- f) The prediction that there would be a negative correlation between Total Difficulties and Total Sociability was confirmed ($r = -0.352$, $p < 0.01$). Moreover, there was also a negative correlation between Total Difficulties and Emotional management subscale ($r = -0.22$, $p < 0.05$), Assertiveness subscale ($r = -0.33$, $p < 0.01$), and Social Awareness subscale ($r = -0.358$, $p < 0.01$).

Hypothesis 2: (See Table 2)

- a) It was partially confirmed that Total Academic Achievement Average was correlated with Total Emotionality ($r = 0.233$, $p < 0.05$). However, there was only a positive correlation between Academic Achievement and the Empathy subscale ($r = 0.243$, $p < 0.05$).
- b) The prediction that there would be a positive correlation between Physics and Total Emotionality was partially confirmed. While there was no positive correlation between Physics and Total Emotionality, there was, however, a positive correlation between Physics and Empathy ($r = 0.299$, $p < 0.05$).

- c) The prediction that there would be a positive correlation between Math and Total Emotionality or any of its subscales was not confirmed.
- d) The prediction that there would be a negative correlation between Externalizing Behavior and Total Emotionality was confirmed ($r=-0.406$, $p < 0.01$). Moreover, Externalizing Behavior was negatively correlated with Emotional Expression ($r= -0.297$, $p < 0.01$), Emotional Perception ($r= -0.324$, $p < 0.05$) and Relationships ($r=-0.424$, $p < 0.01$) but no correlation with Empathy.
- e) The prediction that there would be a negative correlation between Internalizing Behavior and Total Emotionality was confirmed ($r= -0.504$, $p < 0.001$). Moreover, there was also a negative correlation between Internalizing Behavior and Emotional Expression ($r= -0.412$, $p < 0.01$), Emotional Perception, ($r= -0.372$, $p < 0.01$) and Relationships ($r= -0.5$, $p < 0.001$) but no correlation with Empathy.
- f) The prediction that there would be a negative correlation between Total Difficulties and Total Emotionality was confirmed ($r= -0.555$, $p < 0.001$). Moreover, there was also a negative correlation between Total Difficulties Behavior and Emotional Perception, ($r= -0.424$, $p < 0.01$), Relationships ($r= -0.563$, $p < 0.001$) and Emotional Expression ($r=-0.434$, $p < 0.01$) and there was no correlation with Empathy.

Table 2

Correlation of emotionality and sociability with math average, physics average, total academic achievement average, externalizing behavior, internalizing behavior and total difficulties

| | Math Average | Physics Average | Total Academic Av. | Externalizing Behavior | Internalizing Behavior | Total Difficulties |
|---------------------------------|-------------------------|----------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-------------------------------|
| Emotional Management | .146 | .224 | .224* | -.027 | -.321** | -.220* |
| Pearson-Correlation | .182 | .057 | .040 | .806 | .003 | .043 |
| Sig. (2-tailed) | 85 | 73 | 85 | 85 | 85 | 85 |
| Assertiveness | .092 | .139 | .164 | -.146 | -.390** | -.333** |
| Pearson-Correlation | .404 | .240 | .133 | .183 | .000 | .002 |
| Sig. (2-tailed) | 85 | 73 | 85 | 85 | 85 | 85 |
| Social Awareness | .065 | .078 | .109 | -.137 | -.439** | -.358** |
| Pearson-Correlation | .557 | .574 | .322 | .211 | .000 | .001 |
| Sig. (2-tailed) | 85 | 73 | 85 | 85 | 85 | 85 |
| Sociability | .114 | .163 | .189 | -.122 | -.443** | -.352** |
| Pearson-Correlation | .297 | .168 | .083 | .266 | .000 | .001 |
| Sig. (2-tailed) | 85 | 73 | 85 | 85 | 85 | 85 |
| Relationships | .107 | .107 | .171 | -.424** | -.500** | -.563** |
| Pearson-Correlation | .329 | .366 | .119 | .000 | .000 | .000 |
| Sig. (2-tailed) | 85 | 73 | 85 | 85 | 85 | 85 |
| Emotional Expression | .087 | -.015 | .126 | -.297** | -.412** | -.434** |
| Pearson-Correlation | .429 | .901 | .250 | .006 | .000 | .000 |
| Sig. (2-tailed) | 85 | 73 | 85 | 85 | 85 | 85 |
| Emotional Perception | .016 | .022 | .107 | -.324** | -.372** | -.424** |
| Pearson-Correlation | .883 | .851 | .328 | .002 | .000 | .002 |
| Sig. (2-tailed) | 85 | 73 | 85 | 85 | 85 | 85 |
| Empathy | .198 | .299* | .243* | -.114 | -.142 | -.156 |
| Pearson-Correlation | .069 | .010 | .022 | .300 | .194 | .153 |
| Sig. (2-tailed) | 85 | 73 | 85 | 85 | 85 | 85 |
| Emotionality | .140 | .141 | .233* | -.406** | -.504** | -.555** |
| Pearson-Correlation | .200 | .235 | .040 | .000 | .000 | .000 |
| Sig. (2-tailed) | 85 | 73 | 85 | 85 | 85 | 85 |

g) * Correlation is significant at the 0.05 level (2-tailed)

h) **Correlation is significant at the 0.01 level (2 tailed)

Hypothesis 3

- a) The prediction that there would be a negative correlation between Academic Achievement and externalizing behavior was confirmed ($r = -0.239$, $p < 0.05$)
- b) The prediction that there would be a negative correlation between Academic Achievement and internalizing behavior was not confirmed (See Table 3).

Table 3

Correlation between total academic achievement average and externalizing and internalizing behaviors

| | Total Academic/Achievement Average |
|------------------------|------------------------------------|
| Externalizing behavior | |
| Pearson Correlation | -.239* |
| Sig. (2-tailed) | .028 |
| N | 85 |
| Internalizing behavior | |
| Pearson Correlation | .018 |
| Sig. (2-tailed) | .868 |
| N | 85 |

* Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (2 tailed)

Hypothesis 4:

Hypothesis 4 predicting that students with internalizing behavior have lower academic achievement than students with externalizing behavior was tested using an independent-samples t-test. From the sample of 85 participants students scoring high on internalizing behavior were 11 and those scoring high on externalizing behavior were 21 ($df = 30$). The results obtained did not support the hypothesis: $t(30) = .979$, $p = .335$ as shown in Table 4.

Table 4

Means of academic achievement of students with internalizing behavior and students with externalizing behavior

| Internalizing/ Externalizing | t | N | df | Mean | SD |
|---------------------------------|------|----|----|-------|--------|
| Internalizing | .979 | 11 | 30 | 71.09 | 13.240 |
| Externalizing | | 21 | 30 | 65.81 | 15.079 |

Chapter 5

Discussion

Hypothesis 1:

- a) Emotional Management, a subscale of 'sociability' was correlated with total academic achievement. According to Petrides (2009), this scale measures emotional management in others. It is about influencing other people's feelings, like calming them down, motivating them, consoling them, helping others feel better. It is associated with coping styles. Therefore, students with high score on this facet, can cope and adjust to the difficulties in their classroom, even contribute to reducing them; hence this is conducive to a better learning environment affecting achievement positively.
- b) The prediction that there would be a positive correlation between Physics and Total Sociability or any of its subscales was not confirmed. Petrides et al. (2004) found that there was no relation between sociability and physics.
- c) The prediction that there would be a positive correlation between Math and Total Sociability or any of its subscales was not confirmed. Petrides et al. (2004) found no relation between sociability and math as well.

The researcher wanted to test the effect of sociability on physics and math because these two subjects need more logic and a clear mind to be acquired. Sociability by definition in this study emphasizes social relationships and social influence. Individuals with a high score on sociability can communicate clearly and confidently with others from various backgrounds; hence can ask the right

questions at the right time. They are good at interactions which make communication easy. Moreover, the subscales emotional management (explained above), assertiveness; those who are straightforward, frank and confident, and social awareness; individuals with excellent social skills and who socially are sensitive and perceptive; all these facets in sociability contribute to an environment that is conducive to learning (Wentzel, 1991), hence such an environment could help in learning a difficult subject like physics or math. Furthermore, Stafford et al. (2007) and Wentzel (1991) argued in their studies that there is a significant positive relation between sociability and academic achievement. But in these results such a positive relation was not confirmed. The explanation could be that, physics and math are subjects that need cognitive ability, to be acquired and they are not affected by the environment.

- d) The prediction that there would be a negative correlation between Externalizing Behavior and Total Sociability or any of its subscales was not confirmed. According to Masten et al. (1995) aggressive and disruptive behavior is considered a character trait rather than skills that are externally influenced or acquired. Therefore, being socially adept may not affect this trait significantly.
- e) The prediction that there would be a negative correlation between Internalizing Behavior and Total Sociability was confirmed ($r = -0.446$, $p < 0.001$). Moreover, there was also a negative correlation between Internalizing Behavior and Emotional management subscale ($r = -0.321$, $p < 0.05$), Assertiveness subscale ($r = -0.39$, $p < 0.001$), and Social Awareness subscale ($r = -0.439$, $p < 0.001$)

Social awareness was the most significantly related to internalizing behavior, followed by assertiveness while Emotional management was the least correlated. This is explained by the fact that individuals with internalizing behavior are very weak on social awareness; which is about social skills and being socially sensitive and perceptive. They are not assertive as well. As to emotional management, they also cannot perceive other people's emotional states, but according to this study, to a lesser extent than the other two constructs.

- f) The prediction that there would be a negative correlation between Total Difficulties and Total Sociability was confirmed ($r = -0.352$, $p < 0.05$). Moreover, there was also a negative correlation between Total Difficulties and Emotional management subscale ($r = -0.22$, $p < 0.05$), Assertiveness subscale ($r = -0.33$, $p < 0.05$), and Social Awareness subscale ($r = -0.358$, $p < 0.05$)

Social Awareness subscale was the most negatively related to Total Difficulties, followed by Assertiveness and finally comes emotional management. According to Petrides (2009), socially aware people have excellent social skills and are adaptable and perceptive socially. Assertive people are straightforward and frank. They know how to ask about things, receive and give compliments and confront others when necessary. Emotional management is in others, in this context. Therefore, the results make sense. People who are socially aware and assertive do not have difficulties in behavior.

Hypothesis 2:

- a) It was partially confirmed that Total Academic Achievement average was correlated with Total Emotionality ($r = 0.233$, $p < 0.05$). However, there was only a

positive correlation between Academic Achievement and the Empathy subscale ($r=0.243, p < 0.05$).

- b) The prediction that there would be a positive correlation between Physics and Total Emotionality was partially confirmed. While there was no positive correlation between Physics and Total Emotionality, there was, however, a positive correlation between Physics and Empathy ($r= 0.299, p < 0.05$).

Results of hypothesis a and b agree with a study done by Feschbach & Feschbach (1987) who think that academic achievement is influenced by affective dispositions of which empathy is an example. It is defined as the tendency to share and experience emotional responses observed in others. Students who are empathic have more understanding and emotional sensitivity, hence they are able to demonstrate more pro-social behavior. This pro-social behavior means that these students are more generous, cooperative and compassionate. Therefore, in the classroom, pro-social behavior results in better interactions with the teacher and other classmates, which will lead to better learning situations and better acquisition of school taught skills, and consequently, better academic achievement.

- c) The prediction that there would be a positive correlation between Math and Total Emotionality or any of its subscales was not confirmed. While Petrides et al. (2004) found out that there was no effect on math, in another study, it is argued that some subscales of emotionality were negatively correlated with math outcome, because according to them, a high level of emotions might block the logical thinking of a student (Rodeiro et al. 2009).

- d) The prediction that there would be a negative correlation between Externalizing Behavior and Total Emotionality was confirmed ($r = -0.406$, $p < 0.001$). Moreover, Externalizing Behavior was negatively correlated with Emotional Expression ($r = -0.297$, $p < 0.05$), Emotional Perception, ($r = -0.324$, $p < 0.05$) and Relationships ($r = -0.424$, $p < 0.05$) but has no correlation with Empathy.

Therefore, the construct of 'relationships' has the most significant effect on externalizing behavior followed by emotional perception and then emotional expression. People who have fulfilling personal relationships that positively affect their productivity and emotional well being are calm and can regulate their behavior. Moreover, it seems that externalizing behaviors are more associated with a weakness in the ability to perceive emotional states rather than the emotional expressive abilities.

- e) The prediction that there would be a negative correlation between Internalizing Behavior and Total Emotionality was confirmed ($r = -0.504$, $p < 0.001$). Moreover, there was also a negative correlation between Internalizing Behavior and Emotional Expression ($r = -0.412$, $p < 0.001$), Emotional Perception, ($r = -0.372$, $p < 0.001$) and Relationships ($r = -0.5$, $p < 0.001$) but no correlation with Empathy.

Again here the construct of relationships has the most effect on internalizing behavior, but followed by emotional expression, then emotional perception. Unlike people with externalizing behaviors, people with internalizing behavior have a larger deficit in expressing their emotions rather than perceiving emotions. In other words, they have more difficulty in expressing their feelings accurately,

and are not clear about how they feel, which is a more significant problem than understanding other peoples' feelings.

- f) The prediction that there would be a negative correlation between Total Difficulties and Total Emotionality was confirmed ($r = -0.555$, $p < 0.001$). Moreover, there was also a negative correlation between Total Difficulties and Emotional Perception, ($r = -0.424$, $p < 0.01$) Relationships ($r = -0.563$, $p < 0.001$) and Emotional Expression ($r = -0.434$, $p < 0.05$) and there was no correlation with Empathy.

Individuals who have close relationships including close friends, family and partners do not have total difficulties. People with difficulties do not attract others, they are left alone. Emotional expression and perception help in adapting to, and understanding the environment better. Those who have high scores on these two constructs will not have difficult behavior. In this study, both constructs have almost the same effect on total difficulties as people with emotional expression and perception can understand their feelings and those of the people around them, avoiding conflicts.

Hypothesis 3

- a) The prediction that there would be a negative correlation between Academic Achievement and externalizing behavior was confirmed ($r = -0.239$, $p < 0.05$). Barriga et al. (2002) argued in their study that low academic achievement predicts aggressive behavior (externalizing behavior) later on. Feschbach and Feschbach (1987) found that there is a negative association between externalizing behavior

and academic achievement. On the other hand, they said that aggressive behavior in the classroom does not necessarily contribute to academic deficits.

- b) The prediction that there would be a negative correlation between Academic Achievement and internalizing behavior was not confirmed. Feschbach and Feschbach (1987) and contrary to the common belief that there is an inverse relationship between depression (internalizing behavior) and cognitive performance, the authors believe that depression in children does not lead to cognitive impairment. Although concentration and academic problems, in addition to distraction and inattention are considered symptoms of depression, they are not a necessary component of depression.

Hypothesis 4:

Students with internalizing behavior will have lower Academic Achievement than students with externalizing behavior was not confirmed. This result contradicts previous research by Holmes et al. (2001) as cited in Stafford, et al. (2007), that suggests that shy and inhibited children and adolescents do not attract teachers' attention; they are usually compliant and not disruptive. Teachers forget about them and do not think of identifying their needs or accommodating them. Their attention, time and energy are usually occupied by the more disruptive and loud students. These 'left out' students are at risk of suffering from anxiety and depression or internalized behavior later on. The results here may be explained by the small sample tested. Number of students with internalized behavior was 11, and that with externalized behavior was 21. Probably with a bigger sample the difference between the means would have been more observed.

Clinical Implications

According to this study, emotionality has a positive effect on total academic average, but school counselors and psychologists should pay more attention to empathy in emotionality, as it has the most effect on academic averages.

Regarding sociability, and contrary to common belief that being socially aware, and having sociability skills have a positive effect on academic achievement, this study does not support this point of view. The construct that has a bigger effect on academic achievement is emotional management; which is a subscale of sociability. Here the construct emotional management is the ability to influence others' moods or feelings. School counselors and psychologists need to address these skills in adolescents in order to improve their academic achievement.

Another issue of interest to school counselors and psychologists in this study is problem behavior leading to academic problems. Therefore identifying students with externalized behavior and those with internalized behavior and working with them accordingly will be another issue for them to improve students' academic outcome.

Concerning internalizing behavior and sociability, it is noteworthy to mention that the construct 'social awareness' has the most significant effect on internalizing behavior, followed by 'assertiveness' and then 'emotional management'. Furthermore, regarding internalizing behavior and emotionality, the construct 'relationships' has the most significant effect on internalizing behavior, followed by 'emotional perception', then 'emotional expression'. Therefore, counselors and psychologists need to focus on these constructs according to their importance in working with students and their behavior problems. They need to help students with internalizing behavior to understand

their surroundings and be able to interact better with it (social awareness). Furthermore, becoming more assertive also helps in reducing their problematic behavior.

Regarding emotionality and students with internalizing behavior, counselors need to help students understand and explain their own emotions and of those around them (emotional perception). Also, working with these students and helping them identify and express their feelings and emotions (emotion expression), facilitate the development of close relationships with close people; friends, family and teachers. By working on 'relationships' the internalizing behavior is significantly reduced.

Recommendations for further studies

Other studies from different parts of the world support the acquisition of social and emotional skills through programs or direct instruction. They link the enhancement of these skills with improvements in learning, behavior and general being. We believe that such relationships are well-grounded and would contribute a lot to education in Lebanon. Therefore, it would be recommended to test again the hypotheses while making some revisions.

Adolescence is an age of changing emotions and attitudes. The participants in the study were at an age where emotions and performance are not stable; therefore, the results we get do not reflect the whole true picture. In future research, a recommendation would be to examine the research questions with larger more diverse samples of students, studied over time, so that the developed skills and their effect on academic achievement would be better understood. A good idea would be to follow schools implementing SEL instruction or programs, from kindergarten to high school to better understand the development effect on academic achievement across all school-age years, not just middle

and high school. Another recommendation would be to research the relationship between social and emotional competencies and their effect on the Lebanese official exams (Brevet and Baccaalaureate).

Conclusion

The topic of this research is attracting more attention and interest in the education world. Wang, Haertel, & Walberg (2003) researched 91 review papers, and 179 handbook chapters, and gathered information from 61 experts. They found that what affects academic outcome the most is “affective-motivational” attitude of students. According to them this is more important than school culture and climate, peer relationships and quality of instructions. Teachers expect their students to come to class, already equipped with the appropriate social and emotional skills to maintain good attention and classroom behavior. However, we know that the majority of students in Lebanon today (children and adolescents) have never received appropriate instruction and modeling from adults outside school, media or public figures, therefore, it is the educators’ role to contribute to the success of students through promoting the development of social and emotional skills, cooperation and communication.

In conclusion this study demonstrated that social and emotional learning has positive effect on behavior and academic achievement in general. Therefore, SEL programs implemented by the school staff (e.g. teachers, counselors and student support personnel) improve children’s behavior, attitude towards school and academic achievement, taking into consideration the different constructs in emotionality and sociability, in this study, that affected academic achievement the most.

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| | | DISAGREE COMPLETELY | 1 | 2 | 3 | 4 | 5 | 6 | 7 | AGREE COMPLETELY |
|----|--|------------------------|---|---|---|---|---|---|---|---------------------|
| 1 | I'm usually able to control other people | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 2 | Generally, I don't take notice of other people's emotions | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 3 | When I receive wonderful news, I find it difficult to calm down quickly | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 4 | I tend to see difficulties in everything | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 5 | On the whole, I have a gloomy point of view on most things | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 6 | I don't have a lot of happy memories | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 7 | Understanding the needs and desires of others is not difficult for me | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 8 | I generally believe that things will work out fine in my life | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 9 | I often find it difficult to recognise what emotion I'm feeling | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 10 | I'm not socially skilled | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 11 | I find it difficult to tell others that I love them even when I want to | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 12 | Others admire me for being relaxed | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 13 | I rarely think about old friends from the past | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 14 | Generally, I find it easy to tell others how much they really mean to me | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 15 | Generally, I need to be under pressure to really work hard | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 16 | I tend to get involved in things I later wish I could get out of | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 17 | I'm able to 'read' most people's feelings like an open book | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 18 | I'm usually able to influence the way other people feel | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 19 | I normally find it difficult to calm angry people down | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 20 | I find it difficult to take control of situations at home | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 21 | I generally hope for the best | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 22 | Others tell me that they admire me for my honesty | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 23 | I really don't like listening to my friends' problems | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 24 | I'm normally able to 'get into someone else's shoes' and experience their emotions | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 25 | I believe I'm full of weaknesses | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 26 | I find it difficult to give up things I know and like | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 27 | I always find ways to show my affection to others when I want to | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 28 | I feel that I have a number of good qualities | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 29 | I tend to rush into things without much planning | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 30 | I find it difficult to speak about my intimate feelings even to my closest friends | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 31 | I'm not able to do things as well as most people | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 32 | I'm never really sure what I'm feeling | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 33 | I'm usually able to show my emotions when I want to | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 34 | When I disagree with someone, I usually find it easy to say so | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |

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| | | DISAGREE COMPLETELY | | | | AGREE COMPLETELY | | |
|----|---|---------------------|---|---|---|------------------|---|---|
| 35 | I normally find it difficult to keep myself motivated | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 36 | I know how to get rid of my negative moods | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 37 | On the whole, I find it difficult to describe my feelings | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 38 | I find it difficult not to feel sad when someone tells me about something bad that happened to them | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 39 | When something surprises me, I find it difficult to get it out of my mind | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 40 | I often pause and think about my feelings | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 41 | I tend to see the glass as half-empty rather than as half-full | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 42 | I often find it difficult to see things from another person's point of view | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 43 | I'm a follower, not a leader | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 44 | Those close to me often complain that I don't treat them right | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 45 | Many times, I find it difficult to know what emotion I am feeling | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 46 | I couldn't affect other people's feelings even if I wanted to | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 47 | If I'm jealous of someone, I find it difficult not to behave badly towards them | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 48 | I get stressed by situations that others find comfortable | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 49 | I find it difficult to sympathise with other people's problems | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 50 | In the past, I have taken credit for someone else's ideas | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 51 | On the whole, I cope well with change | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 52 | I am unable to change the way other people feel | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 53 | I have many reasons for not giving up easily | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 54 | I like putting effort even into things that are not really important | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 55 | I always take responsibility when I do something wrong | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 56 | I tend to change my mind frequently | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 57 | When I argue with someone, I can only see my point of view | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 58 | Things tend to turn out right in the end | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 59 | When I disagree with someone, I generally prefer to remain silent rather than make a scene | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 60 | If I wanted to, it would be easy for me to make someone feel bad | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 61 | I would describe myself as a calm person | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 62 | I often find it difficult to show my affection to those close to me | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 63 | There are many reasons to expect the worst in life | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 64 | I usually find it difficult to express myself clearly | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 65 | I don't mind frequently changing my daily routine | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 66 | Most people are better liked than I am | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 67 | Those close to me rarely complain about how I behave towards them | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

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| | | DISAGREE COMPLETELY | | | | AGREE COMPLETELY | | |
|-----|--|---------------------|---|---|---|------------------|---|---|
| 68 | I usually find it difficult to show my emotions the way I would like to | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 69 | Generally, I'm able to adapt to new situations | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 70 | I often find it difficult to adjust my life according to what is happening | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 71 | I would describe myself as a good negotiator | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 72 | I can deal well with people | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 73 | On the whole, I'm a highly motivated person | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 74 | I have stolen things in the past | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 75 | On the whole, I'm pleased with my life | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 76 | I find it difficult to control myself when I'm extremely happy | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 77 | Sometimes, it feels like I'm producing a lot of good work effortlessly | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 78 | When I take a decision, I'm always sure it is the right one | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 79 | If I went on a blind date, the other person would be disappointed with my looks | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 80 | I normally find it difficult to adjust my behaviour according to the people I'm with | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 81 | On the whole, I'm able to identify myself with others | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 82 | I try to control my stress levels | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 83 | I don't think I'm a useless person | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 84 | I usually find it difficult to balance my emotions | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 85 | I can handle most difficulties in my life in a cool and calm manner | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 86 | If I wanted to, it would be easy for me to make someone angry | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 87 | On the whole, I like myself | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 88 | I believe I'm full of personal strengths | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 89 | I generally don't find life enjoyable | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 90 | I'm usually able to calm down quickly after I've got mad at someone | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 91 | I can remain calm even when I'm extremely happy | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 92 | Generally, I'm not good at comforting others when they feel bad | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 93 | I'm usually able to settle arguments | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 94 | I never put pleasure before work | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 95 | Imagining myself in someone else's position is not difficult for me | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 96 | I need a lot of self-control to keep myself out of trouble | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 97 | It is easy for me to find the right words to describe my feelings | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 98 | I expect that most of my life will be enjoyable | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 99 | I am an ordinary person | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 100 | I tend to get 'carried away' easily | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

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| | | DISAGREE COMPLETELY | | | | AGREE COMPLETELY | | |
|-----|--|---------------------|---|---|---|------------------|---|---|
| 101 | I usually try to avoid negative thoughts and think of positive alternatives | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 102 | I don't like planning ahead | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 103 | Just by looking at somebody, I can understand what he or she feels | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 104 | Life is beautiful | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 105 | I normally find it easy to calm down after I have been scared | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 106 | I want to be in charge of things | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 107 | I usually find it difficult to change other people's opinions | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 108 | I'm generally good at social chit-chat | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 109 | Controlling myself is not very difficult for me | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 110 | I really don't like my physical appearance | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 111 | I tend to speak well and clearly | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 112 | On the whole, I'm not satisfied with how I cope with stress | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 113 | Most of the time, I know exactly why I feel the way I do | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 114 | I find it difficult to calm down after I have been strongly surprised | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 115 | On the whole, I would describe myself as assertive | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 116 | On the whole, I'm not a happy person | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 117 | When someone offends me, I'm usually able to remain calm | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 118 | Most of the things I manage to do well seem to require a lot of effort | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 119 | I have never lied to save someone from feeling hurt | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 120 | I find it difficult to connect well even with those close to me | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 121 | I consider all the advantages and disadvantages before making up my mind | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 122 | I don't know how to make others feel better when they need it | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 123 | I usually find it difficult to change my attitudes and views | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 124 | Others tell me that I rarely speak about how I feel | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 125 | On the whole, I'm satisfied with my close relationships | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 126 | I can identify an emotion from the moment it starts to develop in me | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 127 | On the whole, I like to put other people's interests above mine | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 128 | Most days, I feel great to be alive | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 129 | I tend to get a lot of pleasure just from doing something well | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 130 | It is very important to me to get along with all my close friends and family | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 131 | I frequently have happy thoughts | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 132 | I have many strong arguments with those close to me | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 133 | Showing my emotions with words is not difficult for me | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

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| | | DISAGREE COMPLETELY | | | | AGREE COMPLETELY | | |
|-----|--|------------------------|---|---|---|---------------------|---|---|
| 134 | I find it difficult to take pleasure in life | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 135 | I'm usually able to influence other people | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 136 | When I'm under pressure, I tend to lose my calmness | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 137 | I usually find it difficult to change my behaviour | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 138 | Others look up to me | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 139 | Others tell me that I get stressed very easily | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 140 | I'm usually able to find ways to control my emotions when I want to | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 141 | I believe that I would make a good salesman | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 142 | I lost interest in what I do quite easily | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 143 | I have many routines | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 144 | I would normally defend my opinions even if it meant arguing with important people | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 145 | I would describe myself as a flexible person | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 146 | Generally, I need a lot of encouragement in order to do my best | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 147 | Even when I'm arguing with someone, I'm usually able to take their point of view | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 148 | On the whole, I'm able to deal with stress | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 149 | I try to avoid people who may stress me out | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 150 | I often do things without considering all the consequences | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 151 | I tend to 'back down' even if I know I'm right | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 152 | I find it difficult to take control of situations at school | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 153 | Some of my responses on this questionnaire are not 100% honest | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Appendix B

Strength and Difficulties Questionnaire

Strengths and Difficulties Questionnaire

P or T 11-17

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answer on the basis of this young person's behavior over the last six months or this school year.

Young person's name

Male/Female

Date of birth

| | Not True | Somewhat True | Certainly True |
|---|--------------------------|--------------------------|--------------------------|
| Considerate of other people's feelings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Restless, overactive, cannot stay still for long | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often complains of headaches, stomach-aches or sickness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Shares readily with other youth, for example books, games, food | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often loses temper | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Would rather be alone than with other youth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Generally well behaved, usually does what adults request | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Many worries or often seems worried | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Helpful if someone is hurt, upset or feeling ill | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Constantly fidgeting or squirming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Has at least one good friend | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often fights with other youth or bullies them | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often unhappy, depressed or tearful | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Generally liked by other youth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Easily distracted, concentration wanders | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nervous in new situations, easily loses confidence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kind to younger children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often lies or cheats | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Picked on or bullied by other youth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often offers to help others (parents, teachers, children) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Thinks things out before acting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Steals from home, school or elsewhere | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gets along better with adults than with other youth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Many fears, easily scared | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Good attention span, sees work through to the end | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Signature

Date

Parent / Teacher / Other (Please specify):

Thank you very much for your help