The Role of Interpersonal Problem-solving and Social skill in Adolescents' Emotional Regulation

Anum Shehzadi[1], Dr. Muneeb Ahmed Toor[2], Ayesha Bibi[3], Amna Javid[4],

Abstract

This study investigates the relationship between "Interpersonal Problem-Solving and Social Skills in relation to the Emotional Regulation of adolescents". For data collection, Cross-Sectional Survey Research Design was used. Students from various institutes in Sialkot were the study's targeted population. A simple random sampling technique was used to select the participants.
The results of this research demonstrated the linkage between "Interpersonal Problem-Solving and, Social Competence's effect on Emotional Regulation". Findings showed a significant positive correlation between the "interpersonal problem-solving and social competence" Present study revealed that emotional regulation has a positive correlation with "social competence and interpersonal problem-solving", and outcomes also showed a positive relationship between social competency and interpersonal problem-solving.

Key Words: *Interpersonal Problem-Solving, Social Skill, Emotional Regulation, Adolescent*

Introduction

The current study aim is to analyze the effect of "interpersonal problem solving and social competence on emotional regulation in adolescent". Currently, adolescents are confronting various problem in majorly three domains i.e., moral, social, and psychological levels. The adolescent years are a time of uncertainty where they meet the standards of society in order to become a significant member of society. Emotional balance and good interactional patterns are crucial for a matured approach to a better future. According to current patterns, emotions play a significant role in how people perceive things. which further formulate the response, which produce an impact on an adolescents' life. [1]

[1] University of Gujrat, Hafiz Hayat Campus
2 , Assistant Professor, Department of Clinical Physiology, International Institute of Science & Arts Technology, Gujranwala, Pakistan. muneeb.toor786@gmail.com
4 ,3 International Institute of Science & Arts Technology, Gujranwala, Pakistan.

Schneiderman, Ironson, and Siegel (2008) highlight that societal stressors significantly impact adolescents' emotions, leading to emotional imbalances due to a lack of decision-making and identity independence. These imbalances are primarily caused by societal criticism or feelings of incompetence. Sunbul (2008) emphasizes the importance of interpersonal relationships in social life, but acknowledges that different individuals may experience conflict due to differing needs. Ghodrati et al. (2014) suggest that problem-solving methods can help individuals overcome mental challenges and set goals. Stein & Bransford (1984) established a vast model for solving problems, which consists of four stages: an input stage, a dealing stage, an output stage, and a re-assessment stage. Ten-step process involves identifying the issue, analyzing the issue, establishing the objective, figuring out the underlying reasons, choosing the suitable strategies, implementing strategies, evaluating outcomes, making adjustments to the procedure, continuing betterment, and enjoying the success. The goal is to ensure the problem is solved and the team continues to improve and grow.

Teenagers' social, emotional, and cognitive growth is most crucial during adolescence. Social competences are essential for developing into healthy, competent adults, especially when facing life's challenges. Parents can help their children develop essential skills by exposing them to the skill, collaborating with them, allowing them to do the skill alone, and providing feedback along the way. Social competence consists of six components: supporting social morals, growing individual intelligence, acquiring interpersonal skills, standardized performance in social situations, preparation and executive, and expanding artistic skills. Adolescent social competence is shaped by their social environments, such as family, school, and community.

Social competence refers to the skills and life perspectives needed for adolescents to develop into healthy adults. It includes social, emotional, and cognitive skills necessary for successful social adaptation. Factors such as self-image, goal direction, social behavior, resilience, and rational thinking contribute to social competence. Satisfaction of these domains leads to success, happiness, and accomplishment in life. The WHO's list of fundamental life skills correlates to social competence which includes self-awareness, empathy, communication, goal orientation, resilience, and rational thinking. The process through which people regulate their emotions, their timing, and way of expression is known as Emotion Regulation. It occurs in interpersonal settings

where individuals can pressure others or worsen relationships. Emotion regulation can involve acting irritated, revealing shortcomings, or making others feel inferior. Self-regulation strategies like problem-solving and acceptance can be linked to depression and anxiety, while self-improvement can boost optimism. Gross (2001) present's emotional regulation model, focusing on both intentional and unintentional tactics to enhance, keep or reduce emotional reactions. He differentiates between centralized and reaction-focused strategies, with four types: situation selection, situation modification, attention deployment, and cognitive change. A fifth strategy, response modulation, is response-focused. The first approach is situation selection, where individuals seek situations that challenge their emotional response level for positive emotions.

The model suggests that emotion regulation strategies include situational alteration, attention deployment, and traits and early experiences with caregivers. Adolescence is a critical period for emotional regulation, as individuals experience rapid changes in their physical, mental, social, and emotional aspects. This period is characterized by a strong emotional foundation, borderline limits, and heightened details. Research on emotional regulation primarily focuses on adolescence and early adulthood, but teens and mature individuals are also relevant developmental stages. Adolescence, typically 10-18 years old, is a critical developmental period between teenage years and social self-government, with a width of 9 to 26 times depending on the source.

Rationale of the study

The research seeks to examine the impact of "Interpersonal Problem-Solving and Social Competence on Emotional Regulation among Pakistani Adolescents". It focused on how adolescents develop these skills to effectively manage their cognitive emotional regulation. The research found that adolescents develop their interpersonal problem-solving skills as they face new and novel situations, leading to the formation of social competence. Social competence involves resolving issues on interpersonal, emotional, cognitive, and behavioral levels, forming a multi-dimensional functionality. Emotional regulation is a process adolescents use to express their emotions, and good interpersonal problem-solving skills lead to positive goal-directed outcomes. Conversely, poor social competence can lead to negative affiliations, leading to delinquent behaviors like mental illness and substance abuse. This research examines the impact of "Interpersonal Problem-Solving and Social Competence on adolescent Emotional Regulation",

aiming to teach adaptive attitudes and skills for mentally healthy individuals to effectively lead society.

Literature Review

The study aims to examine the impact of "Interpersonal Problem-Solving and Social Competence on Emotional Regulation in Adolescents". Erozkan (2013) conducted study on relationship between communicative skills and social self-efficacy, using the Communication Skills Inventory, Interpersonal Problem-Solving Inventory, and Social Self-Efficacy Expectation Scale. Pearson product-moment correlation analysis and multiple hierarchical regression analysis were used to analyze relationship. Saygın and his colleagues (2015) examined the relationship between Interpersonal problem-solving skills and isolation as indicators of personal satisfaction using Subjective well-being scale and the Angeles aloneness Scale.

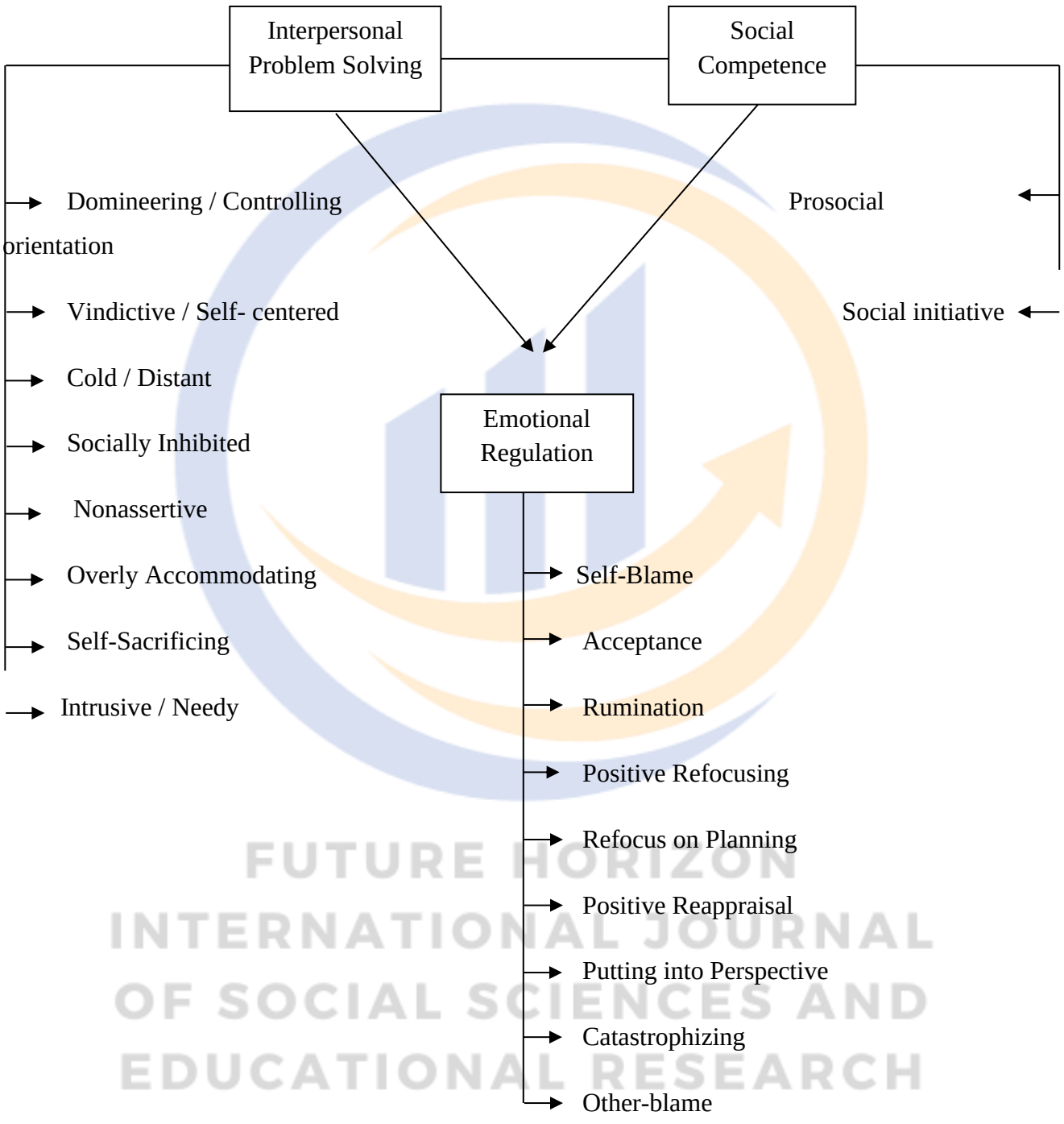
Research has shown that interpersonal problem-solving and loneliness significantly impact well-being. The less one is alone, the higher their one-sided well-being levels, while the higher the loneliness, the lower their personal well-being. Research has also examined how mediation and negotiating practices affects adolescents' anger management and interpersonal problem-solving skills. However, no positive effect was found on characteristic irritation scores. Hoffmann's (2013) study examined the relationship between gender and interpersonal problem type in psychotherapy, finding that gender did not predict therapy action results. Arslan's (2016) study examined Interpersonal Problem-Solving, Self-Compassion, and Personality Traits in university students, finding a positive correlation between future problems and Self-Compassion, Extraversion, Honesty in Experience, Geniality, Responsibility. Arslan's (2012) study examines the relationship between the Interpersonal Problem-Solving strategies with styles of attachment, finding that the observer's attachment style positively predicted social problem solving. Interpersonal problem-solving and a secure attachment style are positively correlated, persistent-persistent approach, and a negative relationship between a stable attachment style and demand for self-assurance, refusal to accept responsibility, and future problems.

Uysal (2015) found that flourishing significantly mediates the relationship between social competence and emotional weakness. Stratton & Reid (2004) focused on enhancing young

children's social and emotional skills, concentrating on early academic success and readiness. Inam and his colleagues (2014) investigated the linkage between Emotional capacity, anxiety about social situations, and social skills of adolescents. This study used measures such as Baron's youth version, Kutcher's societal nervousness chaos scale, and MASP to assess emotional aptitude, social anxiety, and social competence. The findings suggest that flourishing plays a crucial role in promoting emotional intelligence and social competence. The study reveals that girls have higher emotional intelligence and social competence than boys, with both genders showing high levels of these variables. Despite not being statistically significant, social competence and social anxiety are negatively correlated. Corredor and colleagues (2016) found a strong linkage between social competence and behavior problems in children who are in preschool, but there is room for improvement in elementary school. Singh (2015) found a positive connection between emotional intelligence, social skills, and the home environment, with a study involving 100 students from an administration school in Punjab, India. Zaki and Williams (2013) focused on interpersonal emotion regulation, focusing on intrapersonal processes like cognitive review and expressive suppression.

Palmateer (2016) examined the role of athletes, societal norms, volleyball context, IER preferences, and interpersonal factors in order to evaluate the usage of High-performance volleyball players' interpersonal emotion regulation (IER). The adoption of feeling worsening plans in sports, athletes' preferences and perceptions of the efficacy of IER, and emotion regulation vs affect management were all theoretically affected by the study. Vahedi (2016) examined the mediate position of cognitive and emotional regulation strategy on having correlation among Emotional issues and attachment styles. Study used Revised Adult Attachment Scale (RAAS), Cognitive Emotion Regulation Questionnaire, and Depression Anxiety and Stress Scale (DASS 21) to examine relationship between emotional issues and attachment styles. The study found that both positive and negative emotion management techniques are predicted by attachment factors, and emotional issues are influenced by attachment factors both by direct or indirect means. Research also examined character factors and emotion regulation strategies, with 339 students participating in the study.

CONCEPTUAL FRAMEWORK



Study Objective

This study explored the "relationship between Interpersonal Problem-Solving and Social Competence as a predictor of Emotional Regulation in adolescents", examining how "Interpersonal Problem-Solving positively correlates with Emotional Regulation", while Social Competence positively correlates with Emotional Regulation.

Material and Methods

The research aims to check the relationship between Interpersonal Problem-Solving, Social Competence as a predictor of Emotional Regulation in adolescents. Emotional regulation and interpersonal problem-solving are thought to be positively correlated, while Social Competence positively correlates with Emotional Regulation.

Ethical Approval

The Departmental Research Review Committee for Ethics at University of sialkot approved the study, and all the participants have given informed consent in written form.

Selection of sample

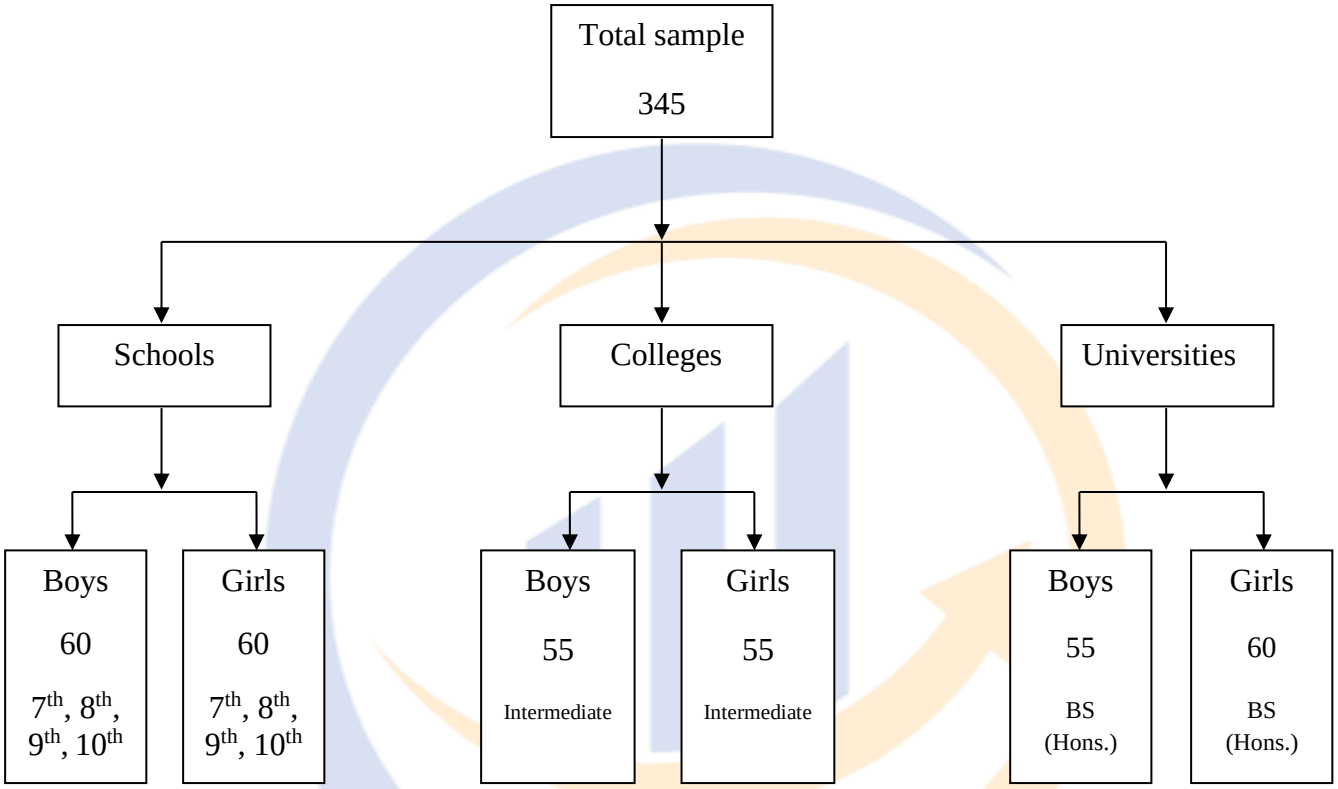


Figure 3.1: Sample Blue Print of the Research

Procedure

The current research was divided into two parts i.e., study I and study II. Study I consisted of the translation and adaptation of inventory of interpersonal problems and social competence inventory. Whereas, study II consisting of finding "the effects of Interpersonal Problem-Solving and Social Competence on the Emotional Regulation of Adolescents".

Tool

IIP-32 is a 32-items inventory measuring Interpersonal Problems, consisting of eight subscales and twenty questions. It uses a five-point response format to assess difficult aspects and severity. The IIP-32 has internal consistency and is easily understandable for both patient and non-clinical samples. Urdu translation was used for the targeted population. The social competence inventory measures behavioral features of social competence in children aged 7-10 years. It includes items from two scales: pro-social direction (17 objects) and social initial (8 items). Higher

scores indicate higher competence. The questionnaire has a Urdu translated version for better understanding. Garnefski's cognitive emotion regulation questionnaire, with high reliability and factorial validity, was used to identify emotion regulation strategies after negative trials, with a translated Urdu version used for data collection.

Research Design

The study used cross-sectional survey research to measure "Interpersonal Problem-Solving, Social Competence, and Emotional Regulation". IIP-32 and SCI tools were translated into Urdu for easy comprehension by the targeted population. Pre-testing, cognitive interviews, expert panels, back translation, forward translation, and document finalization were all steps in the translation process. The tools' final state was administered to adolescents aged 11-20 years. A pilot study was conducted to ensure the tools were easily understandable to the targeted population. The study found that subjects took 25 minutes to complete the entire collection of research tools. The final version of the tools was produced in Urdu.

A cross-sectional survey research design was employed in the research to look at "Interpersonal Problem-Solving, Social Competence, and Emotional Regulation". Tools were translated into Urdu and used in schools, colleges, and universities in Sialkot city. Participants were made aware of the study's objectives and confidentiality. A self-developed demographic information sheet was administered, and the Cognitive Emotion Regulation Questionnaire (CERQ) translated version. A pilot study also conducted with 45 adolescents, ensuring the tools were easily understandable. The results showed alpha reliability of "Interpersonal Problems, Social Competence, and Cognitive Emotional Regulation" at.63,.86, and.80, respectively.

Population and Sample

A Cross-Sectional Survey was conducted to collect data from the 345 adolescents aged 11-20 from various schools, colleges, and universities in Sialkot. The study used simple random sampling, selecting every fifth institute from a list obtained from the Education District Office.The research included participants aged 11-20 with middle-level education. Exclusion criteria excluded those younger than 11 and older than 20 with lower education or unwilling participants. Data was collected using a Demographic Variables Form, Inventory of Interpersonal Problems, Social

Competence Inventory, and Cognitive Emotional Regulation Questionnaire. Demographic information was gathered using Urdu-derived scales.

Data Analysis

The study used SPSS 23 for descriptive and inferential analysis to examine the linkage between Interpersonal Problems, Social Competence, and Cognitive and Emotional regulation. Correlation, regression analysis were employed, with a t-test for difference factors and independent analysis of variables. The pilot study involved collecting data from 345 adolescents from various schools, colleges, and universities in Sialkot city using simple random sampling. The list was obtained from Education District Office (EDO) Sialkot, and for data collection every fifth institute was selected. Prioritizing research participant dignity, obtaining informed consent, ensuring full confidentiality, and allowing voluntary withdrawal, the study prioritized participant rights.

Results

The study examined the impact of "Interpersonal Problem-Solving and Social Competence on adolescent Emotional Regulation" utilizing the T-test, linear regression, descriptive analysis, and Pearson Product Moment Correlation. It also examined relationship between these factors.

Results of study I:

Table 4.1.1

Reliability Analysis of all the Variables (N=345)

Variables	*N*	*M*	*SD*	*α*	*Range*		*Skewness*
					Potential	*Actual*	
IP	32	58.15	15.99	.79	0-4	.46-2.67	-.08
SC	25	85.55	13.28	.81	1-5	2.41-3.99	-.48
CER	36	110.25	18.84	.84	1-5	2.39-3.81	-.08

***Note*:** IP = "Interpersonal Problems"**,** SC= **"**Social Competence"**,** and CER= "Cognitive Emotional Regulation"

Table 4.1 shows that alpha reliability of Interpersonal Problems .79, alpha reliability of Social Competence .81, and alpha reliability of Cognitive Emotional Regulation is .84.

Results of study – II

Table 4.2.1

Means, standard deviations, and correlation matrices of variables (345).

Variables	*IPS*	*SC*	*ER*	*M*	*SD*
IPs	---	.25**	.31**	58.15	15.99
SC	---	---	.42**	85.77	13.29
CER	---	---	---	110.24	18.84

Note: IPS= "Inventory of Interpersonal Problems", SC= "Social Competence Inventory", CERQ= "Cognitive Emotional Regulation Questionnaire". ***p*< .01. **p*<.05*

At the significance level of .01, table 4.2 shows a substantial correlation between Cognitive Emotional Regulation (CER), Social Competence (SC), and Interpersonal Problem Solving (IPs). Additionally, the table demonstrates a significant correlation between Interpersonal Problem-Solving (IPS) and both Social Competence (.25**) and Cognitive Emotional Regulation (.31**). Conversely, there was a significant correlation (.42**) between social competence (SC) and cognitive emotional regulation (CER).

Table 4.3.2

Linear Regression Analysis for Interpersonal Problems (N = 345)

Predictor Variable	R^2	ΔR^2	*B*	*SE*	β	*t*	*F (Model)*
(Constant)	.16	.14	83.90	3.81		22.03**	7.72***

D/C	-.29	.32	.05	-.92**
V/SC	-.02	.31	-.00	-.06**
C/D	.59	.34	.13	1.78**
SI	-.07	.33	-.01	-.19**
N	.20	.34	.04	.59**
OA	.61	.33	.11	1.89**
SS	1.07	.31	.19	3.46**
I/N	1.17	.38	.18	3.12**

Note: D/C= "Domineering/Controlling", V/SC= "Vindictive/Self-Centered", C/D= "Cold/Distant", SI= "Socially Inhibited", N= "Nonassertive", OA= "Overly Accommodating", SS= "Self-Sacrificing", I/N= "Intrusive/Needy". ** *p < .01*

As a predictor of emotional regulation, the model shows the interplay between domineering/controlling, vindictive/self-centered and cold/distant, socially inhibited, nonassertive, overly accommodating, self-sacrificing, and intrusive/needy. It was determined that the overall model was significant with $\Delta R2=.14$, $\Delta F = 7.72$, and $p<.05$. With $\beta = -.03$, $t = -.92$, and $p <.05$., domineering/controlling does not significantly predict emotional regulation. Emotional regulation was found to be insignificantly predicted by vindictive/self-centeredness ($\beta = -.00$, $t = -.60$), non-significantly predicted by coldness/distantness ($\beta = .13$, $t = 1.73$), and significantly predicted by socially inhibited ($\beta = -.01$, $t = -.19$). With $\beta = .04$, $t = .59$, nonassertive was not a significant predictor of emotional regulation. Self-sacrificing was also a significant predictor of emotional regulation ($\beta = .19$, $t = .3.46$, $p <.01$), while being overly accommodating was a non-significant predictor ($\beta = .11$, $t = 1.89$, $p <.01$). In contrast, the Emotional Regulation was strongly predicted by Intrusive/Needy ($\beta = .18$, $t = .3.12$, $p <.01$). The dependent variable's variance was.16% due to the product of all these variables ($R2 = .16$).

Table 4.3.3

Social Competence as a Predictor of Emotional Regulation Using Linear Regression Analysis (N = 345)

Variables	R^2	ΔR^2	*B*	*SE*	*β*	*t*	*F (Model)*
Constant	.17	.17	59.11	6.03		9.80^{***}	73.62^{***}
CERQ			.59	.07	.42	8.58^{***}	

Note: CERQ= "Cognitive emotional regulation questionnaire", $^{***}p < .001$

According to Table 4.3.3, a model that uses interpersonal problem solving as a predictor accounts for.17% of the variance in emotional regulation (R2 =.17, p <.001). IPS was the significantly positive predictor of cognitive emotional control (β =.42, t = 8.58, p <.001), and the model was significant overall (F (1,343) = 73.62, p <.001).

Table 4.5

Reliability Analysis of Pilot Testing (N=45)

Variables	*N*	*M*	*SD*	*α*	*Range*		*Skewness*
					Potential	*Actual*	
IP	32	56.96	12.82	.63	0-4	.67-2.78	-.19
SC	25	85.44	14.39	.86	1-5	2.40-3.98	-.35
CER	36	110.22	18.07	.80	1-5	2.11-3.87	-.14

***Note*:** IP = "Interpersonal Problems"**,** SC= **"**Social Competence:**,** and CER= "Cognitive Emotional Regulation"

Table 4.6 shows that alpha reliability of Interpersonal Problems is .63, alpha reliability of social competence is .86, and alpha reliability of cognitive emotional regulation is .80.

Major findings of Results:

The research study found that "Emotional Regulation is positively correlated to the Interpersonal Problem-Solving and Social Competence", while on other hand social competence and emotional regulation negatively correlate with acceptance, catastrophizing, and other-blame. Interpersonal Problem-Solving and the Social Competence are significant predictors of the emotional regulation in adolescents.

Discussion

This study examined the impact of "Interpersonal Problem-Solving and Social Competence on adolescent Emotional Regulation". Findings indicate a significant correlation between these factors and emotional regulation, with regression analysis suggesting they predict this in adolescents. Interpersonal Problem-Solving is crucial for adolescents for resolving problems in personal, family, and social settings. Interpersonal relationships plays a significant role in Problem-Solving, as they can either improve relationships or worsen situations, impacting their social status and interaction. Social Competence consists of goal-specific social skills, socio-economic status, relationships, and functional outcomes. Negative interactions can lead to emotional instability, leading to maladaptive behaviors. Emotion regulation is an extrinsic and intrinsic process that involves observing, evaluating, and modifying emotional reactions to achieve goals. Both interpersonal problem-solving skills and social competence are essential for emotional stability, as humans need to interact and define cultural social roles. This study examine the relationship and impact of these skills on emotional regulation. Study-I translated Interpersonal Problems and Social Competence Inventory into Urdu, adapted for Pakistani population, revealing high reliability of.79 and.81 respectively.

The Study-II investigates the effect of "Interpersonal Problem-Solving and Social Competence on adolescent Emotional Regulation", finding a significant correlation between these factors and emotional regulation. The study found that "Interpersonal Problem-Solving and Social Competence positively predict emotional regulation in adolescents", confirming H1 .31 (p=.01). Fields' (2016) research suggests that compared to young individuals, older individuals are better at resolving interpersonal and emotional issues. Balancing emotions enhances everyday problem-solving abilities, making it crucial for adolescents to develop better interpersonal skills and emotional regulation. The study discovered a positive correlation between teenage emotional regulation and interpersonal problem-solving .42 (p=.01), supporting the hypothesis H3. This

result is consistent with earlier studies on emotional comprehension as a mediator between social networks, loneliness, perceived social support, and interpersonal abilities. (Bierman & Welsh, 2009). Adolescents with better social competence and emotional regulation tend to have better emotional regulation. Interpersonal Problems Solving (IPS) is significantly correlated with the Sub-components of CER include redirecting attention acceptance, and blame oneself. Children's behavior has a big impact on how they interact with others, and interactive social behavior leads to better emotional regulation. The hypothesis that social competence has a significant relationship with emotional regulation was partially accepted. (Newcomb et al., 1993)

Conclusions

The present study revealed that emotional regulation is positively correlating with social competence and interpersonal problem solving, and the results also showed a positive correlation between social competency and interpersonal problem solving.

Limitation and Suggestions

The study has limitations, including a limited sample size from Sialkot city and a need for data from various Pakistani cities. To improve results, workshops should be or00ganized with adolescents and parents to teach them how to handle emotionally vulnerable situations and enhance interpersonal interactions. Schools, colleges, and universities should hire psychologists to provide immediate guidance to adolescents.

Implications of the Study

The implications of the study include organizing seminars to enhance interpersonal problems, workshops to equip adolescents with strategies, and hiring clinical or educational psychologists to help them cope with daily interpersonal problems.

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