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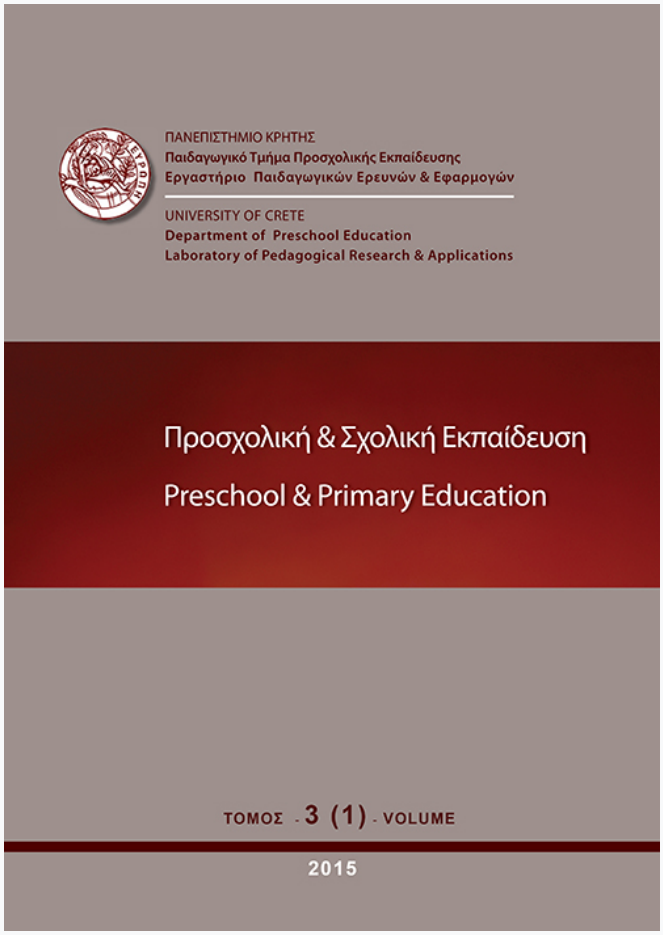

Three- to four-year-old children's socioemotional competencies assessed by kindergarten teachers in general and physical education settings, and by parents at home

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Three- to four-year-old children's socioemotional competencies assessed by kindergarten teachers in general and physical education settings, and by parents at home

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Summary. Early childhood education programs represent a valuable early learning opportunity for promoting the socioemotional skills. The aims of the study were to validate the socioemotional skills observation scale, to compare 3-4 year-old children's socioemotional competencies in general kindergarten settings and in a PE session, separately by gender, and to compare 3-4 year-old children's socioemotional competencies in general kindergarten settings and at home. The participants were 59 children (23 girls, 36 boys) from six communal kindergartens in Finland, their parents, and early educators. The data were analyzed using the confirmatory factor analysis and t-tests. The results showed that the construct of the socioemotional skills model was maintained as a three-factor model comprising self- and social awareness, self-management, and relationship competencies. No differences in teacher-rated socioemotional competencies between general kindergarten settings and the PE session appeared. Girls scored higher in self- and social awareness. There were no gender differences in self-management and relationship skills in kindergarten settings, the PE session and home environment. Parent-rated self- and social awareness was significantly higher than teacher-rated in general kindergarten settings, whereas teacher-rated self-management and relationship skills in general kindergarten settings were higher than parent-rated. These results may benefit the basic and continuing training of both early educators and physical education teachers.

Keywords: socioemotional skills, kindergarten, physical education session, home environment

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Introduction

Early childhood is a time of rapid and significant physical (Malina, 2012), cognitive (Greenwood, Walker, Carta, & Higgins, 2006), emotional and social development (Denham & Weissberg, 2004). Early child care outside home plays a significant role in supporting children's learning and socialization, and is now considered common practice in many Western countries such as Finland, whereby 69% of 3-year-olds and 74% of 4-5-year-olds are involved in formal day care (OECD Family database, 2008). Early childhood education has also been shown to be valuable for promoting positive development in socioemotional skills (Achhpal, Goldman, & Rohner, 2007; Peisner-Feinberg et al., 2001; Thorpe, Staton, Morgan, Danby, & Tayler, 2012). Furthermore, parents can actively promote children's social and emotional skills at home and engage in regular contact with kindergarten, resulting in children demonstrating positive engagement with their peers, adults, and learning (McWayne, 2004).

The Collaborative for Academic, Social and Emotional Learning (CASEL) has identified a set of social and emotional competencies, which include self-awareness, social awareness, self-management, relationship skills, and responsible decision making (Lantieri & Nambiar, 2012; Zins, Payton, Weissberg, & O'Brien, 2007). According to Denham and Weissberg (2004) these competencies are also relevant for small children.

In this study the socioemotional competencies considered were: 1) self- and social awareness, which include the skills of finding words for own feelings by naming them, talking about own feelings, telling how someone is feeling, identifying others' feelings based on facial expressions and body language (e.g. Parker, Mathis, & Kupersmidt, 2013; Webster-Stratton & Reid, 2004) and identifying others' feelings, for example talking in emphatic way (e.g. Miller et al., 2003); 2) self-management, which includes the skills of controlling temper in conflict situations by reacting calmly to disagreements (e.g. Lane, Stanton-Chapman, Jamison, & Phillips, 2007; Niles, Reynolds, & Roe-Sepowitz, 2008; Webster-Stratton & Reid, 2004), waiting one's turn (e.g. Lane et al., 2007; Webster-Stratton & Reid, 2004), listening to instructions or others' opinion (e.g., Webster-Stratton & Reid, 2004); and 3) relationship skills, which include the skills of being helpful in different chores (e.g. returning or moving equipment or to others) (e.g. Webster-Stratton & Reid, 2004), cooperating in pair and group tasks (e.g. Fantuzzo, Bulosky, McDermott, Mosca, & Lutz, 2003; Lane et al., 2007; Webster-Stratton & Reid, 2004), being friendly toward peers (e.g. Niles et al., 2008), asking permission before taking others' property (e.g. Lane et al., 2007) and speaking to others with an appropriate tone of voice (e.g. Lane et al., 2007).

Previous research has found socioemotional competence to be important in several aspects related to children's overall development. Teachers' and parents perceive social skills to be associated with children's school readiness (McBryde, Ziviani, & Cuskelly, 2004). Socially and emotionally competent children enjoy more academic success (Duncan et al., 2007; Hotulainen & Lappalainen, 2011; Stan, 2012) and they have better relationships with their family members and friends (Elias & Weissberg, 2000). Children with high social competence also showed greater increases in peer popularity (Blandon, Calkins, Grimm, Keane, & O'Brien, 2010). In contrast, children with low social competence at age 4 years exhibit more externalizing (e.g. problems with attention and self-regulation) and internalizing (e.g. depression and withdrawal) behaviors at age 10 (Bornstein, Hahn, & Haynes, 2010). Keane and Calkins (2004) found in their research involving a sample of toddlers that teachers' reports of kindergarten problem behaviors and parental reports of externalizing behavior, as indexed by low emotion regulation and social skills, were predictive of children being disliked by peers. Emotional competence contributes to later emotionally prosocial behavior (Denham et al., 2012), various social skills, such as listening (Arslan, Durmusoglu-Saltali, & Yilmaz, 2011), and adaptation in different social contexts

(Stan, 2012). In the physical education (PE) context, social and emotional competencies have been shown to be associated with junior and senior high school students' integrative conflict resolution strategies and the experience of positive emotions in PE classes (Siskos, Proios, & Lykesas, 2012).

Previous studies have shown gender differences in children's socioemotional skills. Parents and teachers perceive girls as demonstrating more social and emotional strengths and knowledge of skills, such as empathy, emotion regulation, and interpersonal relationship (Romer, Ravitch, Toma, Merrell, & Wesley, 2011). Girls generally score higher in self-regulation (Bassett, Denham, Wyatt, & Warren-Khot, 2012), emotion regulation, and display of appropriate behavior in social settings (Onchwari & Keengwe, 2011), whereas boys score higher in emotionally negative–aggressive behavior (Denham et al., 2012). Peer group entry, sharing, and taking turns are linked with higher levels of competence (e.g. reflective of successful functioning with peers) for girls (Walker, Irving, & Berthelsen, 2002). Apart from a limited number of findings highlighting stronger social and emotional skills in boys (e.g. Lahaye, Luminet, van Broeck, Bodart, & Mikolajczzak, 2010; Parker et al., 2013; Reid et al., 2013), girls generally begin school with more advanced social, emotional and behavioral skills (DiPrete & Jennings, 2012; Barbarin, 2013; Herndon, Bailey, Shewark, Denham, & Bassett, 2013). Results reported in the PE domain regarding school-aged children have generally resembled the abovementioned findings, and shown, for example, that girls score higher in helping than boys in PE class (Christodoulides, Derri, Tsivitanidou, & Kioumourtzoglou, 2012; Kokkonen, Kokkonen, Telama, & Liukkonen, 2011).

In this study, socioemotional skills were assessed in general kindergarten settings and in one PE session by teachers and at home by parents. In order to get a comprehensive view of children's behavior in different contexts, collecting data from several sources is recommended (Junttila, 2010; Kalyva, 2010; for a meta-analysis, see Renk & Phares, 2004). Various studies, in which disagreement between data sources has been reported to be substantial and rather robust (for a review, see De Los Reyes & Kazdin, 2005), will produce different information of children's behavior (Vierikko, Pulkkinen, Kaprio, Viken, & Rose, 2003), due to, for example, differences in expectations, behavior norms, and rules between home and school contexts (Junttila, Voeten, Kaukiainen, & Vauras, 2006). There has been an inconsistent pattern of relationships demonstrated between parent and teacher ratings of social competencies (Fagan & Fantuzzo, 1999). Parents have been shown to evaluate their kindergarten children sometimes more positively (Swindells & Stagnitti, 2006; Tsangaridou, Zachopoulou, Liukkonen, Gråsten, & Kokkonen, 2013), and sometimes less positively (Rescorla et al., 2012) than teachers. Although the discrepancies between parent and teacher ratings might be linked to the characteristics of the rater (Reed & Osborne, 2013), they have more commonly been suggested to reflect meaningful, real-world variations in children's behavior (De Los Reyes, Henry, Tolan, & Wakschlag, 2009), which is why information on children's social behavior should be collected from both teachers and parents.

The context of PE has been seen as ideal for enhancing children's socioemotional skills, because it offers opportunities for social interaction (Eldar & Ayvazo, 2009; Telama, 1999; Telama & Polvi, 2007), and for learning self-regulation strategies (Fraser & Robinson, 2013). Similarly to the views of the abovementioned scholars, high school PE teachers have also reported that PE classes are suitable situations for teaching and monitoring social skills (Jacobs, Knoppers, & Webb, 2013), and preservice PE teachers identify social development as an important curricular outcome (Sofo, Beard, Slattery, & Howard, 2012). Social skill programs delivered within PE programs have indeed been reported to support school-aged children's sociomoral development (Hassandra, Goudas, Hatzigeorgiadis, & Theodorakis, 2007), goal setting, positive thinking (Goudas, Dermitzaki, & Leondari, 2006), increases in control over behavior and temper, listening skills, and confidence when making friends and

completing desk work (Fraser & Robinson, 2013), and decreases in blaming other team members when handling failure (Ang & Penney, 2013).

In the early childhood PE context the development of gross-motor and fine-motor skills as well as fitness are generally in focus (Quality in early childhood education and care, 2013). Only a limited number of studies, however, have explored pre-school aged children's socioemotional skills in PE. Children's skills to cooperate and understand individual differences improved during the PE program for 5 to 6-year olds (Trevlas & Tsigilis, 2008). Four to 5-year old children's social skills, as evaluated by teachers and parents, improved during the implementation of a four-month PE curriculum (Tsangaridou et al., 2013). Children's socioemotional skills of both the test and the control group showed improvement in an eight-month PE intervention conducted by Takala, Kokkonen, and Liukkonen (2009).

Purpose of the study

The purpose of the present study was fourfold: 1) to validate the socioemotional skills observation scale, 2) to compare kindergarten teachers' ratings of three-to four-year-old children's socioemotional competencies in general kindergarten settings and within a PE session, 3) to compare kindergarten teachers' ratings of three-to four-year-old girls' and boys' socioemotional competencies in general kindergarten settings and within a PE session and 4) to compare kindergarten teachers' ratings of three-to four-year-old children's socioemotional competencies in general kindergarten settings and parent ratings in the home environment. According to the previous study of Walker et al. (2002) we hypothesized that the girls would score higher in socioemotional skills than the boys. We also hypothesized that the parents' ratings would differ from those of teachers (e.g. Fagan & Fantuzzo, 1999; Swindells & Stagnitti, 2006; Tsangaridou et al., 2013).

Method

Participants

Participants were 59 children (23 girls, 36 boys, M = 50.1 months, SD = 7.05) from six communal kindergartens in northern Finland. Children were recruited from kindergartens with three-to four-year-old children and where the teachers, parents, and children consented to be involved in the study.

Design and materials

The first author attended a staff meeting in each kindergarten in order to present the purpose of the study, the socioemotional skills observation scale, as well as the implementation of the PE session for the children. Children's socioemotional skills were assessed generally in kindergarten based on a wide range of experiences, as well as immediately after one, standardized PE session by the same female kindergarten teachers in both settings. At two kindergartens two observers did the evaluation together, whereas four kindergartens used one observer. All observers had over 10 years of teacher experience with 3-4-year old children in kindergarten. The implementation of the 45 -minute PE session was similar in each kindergarten. The theme of the PE session was exercising using equipment. The curriculum of the session was constructed in detail and consisted of four different parts: warm-up, work out, relaxation, and feedback. Kindergarten teachers were advised to facilitate didactically the learning tasks and environment so that it would enable children to use socioemotional skills, such as learning words for different feelings, understanding the importance of rules, waiting for one's own turn, listening, co-operating with peers, and

helping others. The children were advised briefly of the course of the PE session, as well as the aims of the exercises.

In order to assess children's socioemotional skills at home, the observation scale was sent to parents by the teachers, who also informed them how to execute the assessment. Parents returned the completed scale to the teachers in two weeks' time. Children were assessed by mothers only in 70%, by mothers and fathers together in 20%, and by fathers only in 10% of cases. The written informed consent was obtained both from the heads of the kindergarten and from the parents, who were able to ask for more information about the study from the first author.

Instrument

The theoretical background of the socioemotional skills observation scale (Figure 1) is based on classification of Lantieri and Nambiar (2012) and it comprises 14 items (see the original instrument in Appendix 1), for instance "does not usually talk about own feelings", "concentrating" and "being friendly towards peers".

In assessing the children's socioemotional skills the teachers and parents used a five-point Likert-scale anchored by 1 = describes the child's behavior poorly and 5 = describes the child's behavior well. Before the start of the assessment period the teachers were trained to use the observation scale which was pre-tested with 12 children (6 boys, 6 girls). The reliability of the observation scale was analyzed using inter-observer congruencies. Three pairs of kindergarten teachers assessed 2 boys and 2 girls each. The congruence percentages were calculated for the child evaluations of each pair by using the five-point scale (1-5). If both evaluators marked the same value, the congruence percentage was 100, if there was a one-unit difference, the percentage was 80, for a two-unit difference the percentage was 60 etc.

The inter-rater reliability of the entire observation system was 81%. The pairwise reliabilities for individual items varied between 73% and 88% and were as follows: 78% for "Is not waiting one's turn", 87% for "Controlling temper in conflict situations by reacting calmly to disagreements", 87% for "Being friendly towards peers", 80% for "Being helpful in different chores (e.g. returning or moving equipment) or to others", 85% for "Listening to instructions or others opinion", 78% for "Identifying other's feelings based on facial expressions and body language", 75% for "Identifying other's feelings for example talking in emphatic way", 88% for "Concentrating", 87% for "Telling how someone is feeling", 80% for "Speaking to others with an appropriate tone of voice", 77% for "Cooperating in pair and group tasks", 75% for "Not usually talking about feelings", 82% for "Not usually asking permission to take others' property", and 73% for "Finding words for own feelings by naming them".

Statistical analyses

Paired samples t-tests were used to analyze children's teacher-rated socioemotional skills between general kindergarten settings and the PE session, as well as between parents' ratings at home and teachers' ratings in general kindergarten settings.

A confirmatory factor analysis (CFA) was conducted on items measuring socioemotional skills in general kindergarten settings to examine the construct validity of the measures. The data were entered as a covariance matrix and maximum likelihood procedures were used. The indices were selected on the basis of the examination of the literature associated with the best practice determination of model fit suggested with multivariate analysis texts, whereby, the indices used are representative of the absolute fit,

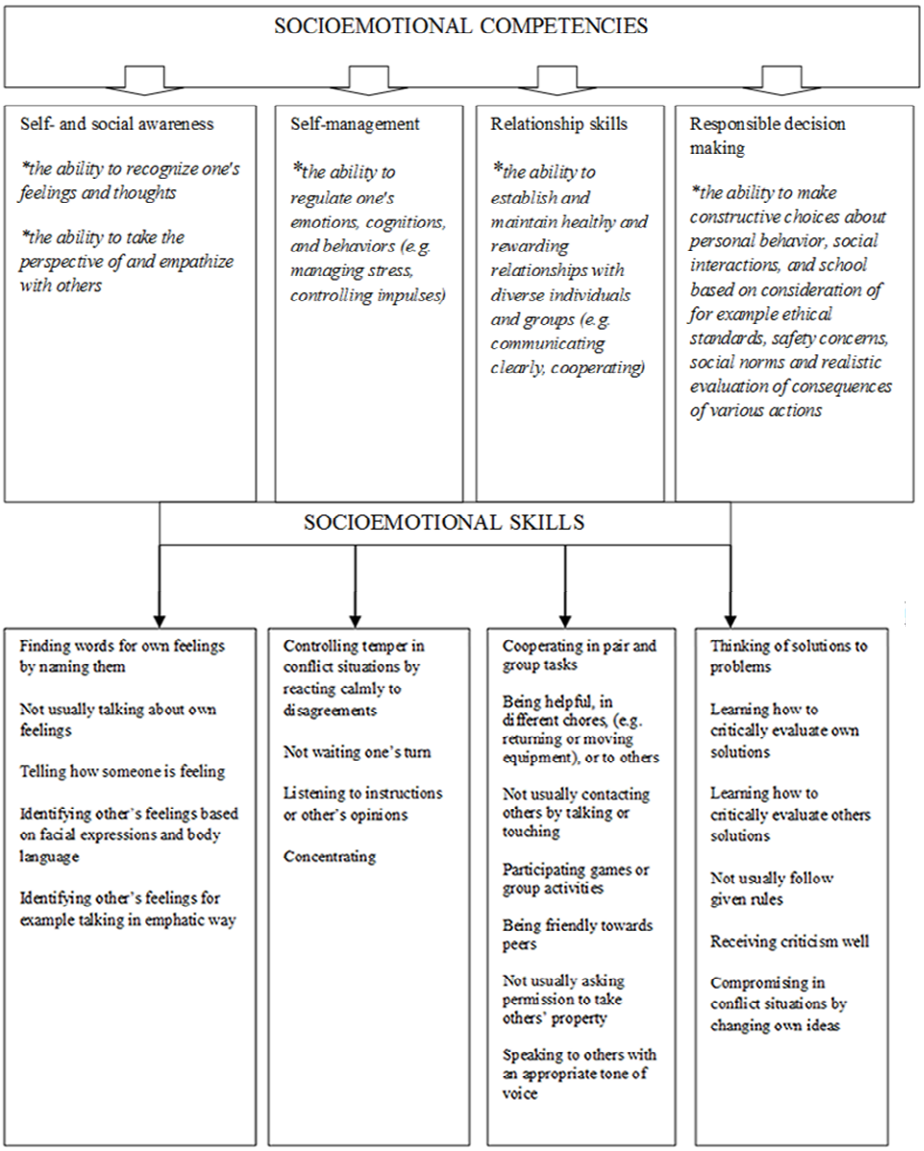

Figure 1 The theoretical background of the socioemotional skills observation instrument (Lantieri & Nambiar 2012)

incremental fit, and model parsimony categories (e.g. Hair, Black, Babin, Anderson, & Tatham, 2006; Holmes-Smith & Coote, 2002). To determine the goodness -of -fit chi-square (χ^2), chi-square degrees of freedom, the comparative fit index (CFI), the Tucker-Lewis index (TLI), the root mean square error of approximation (RMSEA), and the standardized root mean square residual (SRMR) indices were used. A non-significant χ^2 indicates the model to be an acceptable fit for the data. Values greater than 0.90 for CFI and TLI, less than 0.08 for RMSEA, and less than 0.05 for SRMR indicate good model fit (Browne & Cudeck, 1993). The bias in SRMR is greater for small *N* and for low *df* studies (Hu & Bentler, 1998). Statistical analyses were completed using Mplus 6.12 version (Muthén & Muthén, 1998-2010).

Results

The construct of the socioemotional skills model was maintained as a three- factor model because the four-factor model including the "Responsible decision making" resulted in non-acceptable fit for the data. After omitting the "Responsible decision making" factor from the model, the self- and social awareness and relationship skills factors consisted of five, and self-management factor of four items. The CFA revealed a non-acceptable fit for the data (χ^2 (74, N = 59) = 122.458, $p < 0.05$, CFI = 0.89, TLI = 0.86, RMSEA = 0.108, SRMR = 0.096). The next step was to modify the most reasonable factor model for children. Eight variables were dropped from the final model due to low factor loadings and non-acceptable fit for the data. In addition, the measurement errors of the items "Speaking to others with an appropriate tone of voice", "Being friendly towards peers", "Cooperating in pair and group tasks", "Controlling temper in conflict situations by reacting calmly to disagreements", "Finding words for own feelings by naming them" and "Talking about own feelings" were allowed to correlate, because some of the shared variance in the indicators was due to the latent factor or an outside cause. The final CFA (Figure 2) revealed an acceptable fit for the modified model (χ^2 (71, N = 52) = 74.046, $p < 0.05$, CFI = 0.99, TLI = 0.99, RMSEA = 0.029, SRMR = 0.080). The small sample size may have an excessive effect on the SRMR indices. The SRMR has no penalty for model complexity. Based on the results of the CFA, a scale was constructed for the emotional and social skills. Taken together, these results indicated that measures for the socioemotional competence of children produced reliable and valid scores in this study. Cronbach alpha coefficients for the competence of self- and social awareness were 0.80 for general kindergarten settings, 0.85 for PE session and 0.68 for home environment. For self-management the coefficients were 0.84, 0.81 and 0.68 and for relationship skills 0.84, 0.75 and 0.73, respectively.

Figure 2 Measurement model of the hypothesized three-factor structure of the socioemotional skills observation scale

Paired samples t-tests revealed no differences in teacher-rated socioemotional skills between general kindergarten settings and the PE session. Independent samples t-test

showed that girls scored higher than boys in teacher-rated self- and social awareness in general kindergarten settings and in PE session (Table 1).

Table 1 Teacher ratings of socioemotional competencies in general kindergarten settings and PE session, and separately by gender

Kindergarten settings					
	General	**PE session**			
Variables					
	n=56	n=56			
	M(SD)	*M(SD)*	*t*	*df*	*p*
Self- and social awareness	3.4(0.78)	3.3(0.88)	1.019	55	0.313
Self-management	3.9(0.85)	3.7(0.86)	1.704	55	0.094
Relationship skills	4.1(0.76)	3.9(0.66)	1.625	55	0.110
General					
Variables	Girls	Boys			
	n=21	n=35			
	M(SD)	*M(SD)*	*t*	*df*	*p*
Self- and social awareness	3.8(0.56)	3.2(0.79)	3.310	54	0.002
Self-management	3.9(0.81)	3.8(0.15)	.594	54	0.553
Relationship skills	4.4(0.66)	4.0(0.81)	1.048	54	0.299
PE session					
Variables	Girls	Boys			
	n=23	n=36			
	M(SD)	*M(SD)*	*t*	*df*	*p*
Self- and social awareness	3.7(.60)	3.1(.98)	3.055	57	0.003
Self-management	3.7(.84)	3.6(.62)	-0.113	52	0.910
Relationship skills	4.1(.54)	3.8(.70)	1.516	57	0.135

Paired samples *t*-tests revealed that children's parent-rated self- and social awareness was higher than teacher-rated self- and social awareness in general kindergarten settings. On the contrary, teacher-rated self-management and relationship skills in general kindergarten settings were significantly higher than parent-rated (Table 2).

Implications and conclusions

The aims of the study were to validate the socioemotional skills observation scale, to compare children's socioemotional competencies rated by kindergarten teachers between general kindergarten settings and a PE session, separately by gender, and to analyze differences in children's socioemotional competencies rated by teachers in general kindergarten settings and parents in the home environment.

Table 2 Children's socioemotional competencies assessed by teachers in general kindergarten settings and parents at home (n=51)

	Teacher- ratings at kindergarten		Parent-ratings at home				
Variables	***M***	***SD***	***M***	***SD***	***t***	***df***	***p***
Self- and social awareness	3.5	0.70	4.1	0.52	-4.992	50	0.000
Self-management	3.9	0.81	3.6	0.59	2.364	50	0.022
Relationship skills	4.1	0.74	3.9	0.54	2.072	50	0.043

The CFA results provided a reliable and valid three-factor model of socioemotional competencies. The second-order factors maintained self- and social awareness, self-management, and relationship skills. It seems that the "Responsible decision making" factor is not applicable for kindergarten children. The fit indices and the Cronbach alpha coefficients were mostly acceptable. Also the inter-rater reliability of the entire observation system was satisfactory. Individual items with the lowest inter-rater reliabilities belonged to the self-and social awareness competence factor. It might be that skills particularly related to self-awareness are difficult to observe, because they are intrapersonal. More education would be needed for the teachers in order to get more reliable observation results. The highest inter-rater reliabilities were for the individual items representing self-management and relationship skill competencies. The skill of "Controlling temper in conflict situations by reacting calmly to disagreements " had a low factor loading to the competence of self-management as well as the skills of "Being friendly towards peers" and "Speaking to others with an appropriate tone of voice" to the competence of relationship skills.

Although it is generally assumed that PE offers children a different behavioral setting compared to general educational settings, because it offers plenty of opportunities for social interaction (Eldar & Ayvazo, 2009; Telama, 1999; Telama & Polvi, 2007), no differences were found in this study in children's socioemotional competencies across general kindergarten settings and the PE session. The national curriculum guidelines on early childhood education and care in Finland (2005) generally emphasize the development of SE competencies as central goals, regardless of content area in day care. It may also be that teachers' perceptions about the children are so constant that they have difficulties in separating their evaluations in different kindergarten contexts. The two kindergarten assessment procedures of socioemotional skills were different. In the general kindergarten context, children's socioemotional skills were assessed generally based on a wide range of experiences, whereas in the PE context the assessment was executed immediately after the standardized PE session.

The girls demonstrated higher self- and social awareness in both kindergarten settings, which supports previous findings showing, for example, that girls score higher in various dimensions of empathy (Belacchi & Farina, 2012; Merrell, Felver-Gant, & Tom, 2011; Romer et al., 2011) and emotional awareness (Bajgar, Ciarrochi, Lane, & Deane, 2005; Bender, Reinhold-Dunne, Esbjorn, & Pons, 2012), both of which are included in the self- and social awareness competence. On the other hand, this finding might also reflect gender-bias

in teacher-ratings because, as argued by Herndon and her colleagues (2013), teachers' beliefs about boys and girls are based on emotion-laden experiences with different genders. Previous studies have reported that girls score higher in self-regulation (Bassett et al., 2012), emotion regulation or management (Onchwari & Keengwe, 2011; Romer et al., 2011), peer group entry, as well as sharing and taking turns (Walker et al., 2002). However, in this study no gender differences were found in the self-management and relationship skills competencies.

This study utilized two different informants, specifically parents and kindergarten teachers in order to get a comprehensive view of children's behavior in general home settings and both general kindergarten and PE settings. The use of different informants has been considered important in the study of any behavior in children (Junttila, 2010; Kalyva, 2010; Renk & Phares, 2004). In our study, children's parent-rated self- and social awareness was higher than teacher-rated self- and social awareness in general kindergarten settings. This finding makes sense because most likely the parents have a deeper and more long-lasting relationship and emotional bond with their children, compared to teachers. Parents might have also had more time and peace to observe the less visible behavior related to their child's self-awareness, in particular. Detecting children's self-awareness in a group of ten might have been rather challenging to the teachers.

Limitations of the study

The limitations of the present study included the small number of participants, due to which our results of the psychometric properties of the instrument are preliminary. Future attempts with larger samples are needed in order to draw more firm conclusions about the reliability and validity of the instrument. Also a face-to-face educational meeting with the parents could have been organized in order to help them understand the assessment items more thoroughly. Another limitation was that there was only one PE session for the assessments of socioemotional skills in this study. In addition, given that children's socioemotional skills in both kindergarten settings were assessed by the same teachers, there might have been a carryover from the assessment of the socioemotional skills in the general kindergarten settings to the assessment of the socioemotional skills in one PE session, typical of the halo effect (Nisbett & Wilson, 1977).

Future recommendations

This study gained the understanding of small children's socioemotional competencies in several settings: general kindergarten settings, a PE session, and home. Previous research has supported that PE may increase social skills in four-to-five-year-olds (Tsangaridou et al., 2013) and in five-to-six-year-olds (Trevlas & Tsigilis, 2008). The novelty value of this research is that the socioemotional skills have been assessed in various settings and by two different informants.

These results may help teachers to support children's socioemotional skills in kindergarten. The results also help teachers and parents to define and differentiate children's socioemotional skills, as well as to support each child together in their socioemotional growth. Parents view the early kindergarten years as an important period for children to acquire social skills and behaviors (Achhpal et al., 2007). Well-developed social skills influence parents' as well as teachers' perceptions of school readiness (McBryde et al., 2004). The results of this study are valuable also in teacher education. First, the results help the teachers to pay attention to existence of socioemotional skills, as well as gender differences, and secondly, the teachers can define the differences in evaluation between teachers and parents.

Further studies should explore why girls and boys differ in certain competencies and if interventions can dispel gender differences. Also, more PE interventions should be implemented to develop small children's socioemotional skills.

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Appendix 1.

SOCIOEMOTIONAL SKILLS OBSERVATION INSTRUMENT

Name of the child _____
Age: _____ months
Observer: _____

Assess the child's behavior by using following scale:
1= describes poorly child behavior
2= describes sufficiently child behavior
3= describes somewhat child behavior
4= describes rather well child behavior
5= describes well child behavior

The child:

1. **Is not waiting one's turn**
   1 2 3 4 5
2. **Can control temper in conflict situations by reacting calmly to disagreements**
   1 2 3 4 5
3. Can learn how to critically evaluate own solutions
   1 2 3 4 5
4. **Can be friendly towards peers**

1 2 3 4 5

5. **Can be helpful, in different chores, (e.g. returning or moving equipment), or to others**
   1 2 3 4 5
6. **Can listen to instructions or other's opinions**
   1 2 3 4 5
7. Can learn how to critically evaluate others solutions
   1 2 3 4 5
8. **Can identify other's feelings based on facial expressions and body language**
   1 2 3 4 5
9. Does not usually follow given rules
   1 2 3 4 5
10. **Can identify other's feelings for example talking in emphatic way**
    1 2 3 4 5
11. **Can concentrate**
    1 2 3 4 5
12. Does not usually contact others by talking or touching
    1 2 3 4 5
13. Can participate games or group activities
    1 2 3 4 5
14. Can receive criticism well
    1 2 3 4 5
15. Can compromise in conflict situations by changing own ideas
    1 2 3 4 5
16. **Can tell how someone is feeling**
    1 2 3 4 5
17. **Can speak to others with an appropriate tone of voice**
    1 2 3 4 5
18. **Can cooperate in pair and group tasks**
    1 2 3 4 5
19. Can think of solutions to problems
    1 2 3 4 5
20. **Does not usually talk about own feelings**
    1 2 3 4 5
21. **Does not usually ask permission to take others' property**
    1 2 3 4 5
22. **Can find words for own feelings by naming them**
    1 2 3 4 5

Note. Bolded items selected to the final socioemotional skills observation instrument.

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