

## Assessing the Level of Adolescent Girls' Social, Emotional and Behavioral Skills

Shahida Nasreen<sup>\*</sup>

Rizwan Akram Rana<sup>\*\*</sup>

### Abstract

With the advent of the 21<sup>st</sup> century, the world has witnessed a growing interest and emphasis on developing students' social skills, emotional intelligence and addressing their behavioral issues in order to ensure their well-rounded growth. The current study was designed to assess the level of social, emotional and behavioral (SEB) skills of the adolescent girls studying in Grade VII in four semi-government schools of Lahore, Pakistan. In order to measure the social, emotional and behavioral skills of the adolescents, a scale called BESSI (Behavioral, Emotional and Social Skills Inventory) was developed by Soto et al. (2022). In this study, BESSI-96 was adopted, translated into Urdu and used as an instrument to gather data. The data were analyzed by using descriptive statistics. Findings revealed that the participants were at a moderate level in Cooperation Skills only, whereas they are at low levels in Self-management Skills, Emotional-resilience Skills, Innovation Skills and Social-engagements Skills. The schools should identify students needing support in specific SEB areas and design tailored programmes to improve their Social-engagement Skills, Emotional-resilience Skills, Cooperation Skills, Self-management Skills and Innovation Skills.

**Keywords:** Social skills, emotional skills, behavioral skills, semi-government, BESSI, adolescence

---

\* PhD (Edu) Scholar & Corresponding Author, Department of Education, University of Management & Technology, Lahore (Pakistan). Email: [f2021095010@umt.edu.pk](mailto:f2021095010@umt.edu.pk)

\*\* Chairperson & Professor, Department of Education, University of Management & Technology, Lahore (Pakistan). Email: [rizwan.akram@umt.edu.pk](mailto:rizwan.akram@umt.edu.pk)

## Introduction

Success in life is affected not only by an individuals' cognitive abilities and opportunities but also by personal qualities marked by one's social relationships, emotion regulations and behaviors directed towards goals and learning (Demange et al., 2021; Sewell et al., 2023). Research has demonstrated that students' physical health, educational achievement, psychological well-being and future success is also influenced by their social and emotional behaviors (Shi & Cheung., 2024).

Developing adolescents' Social, Emotional and Behavioral (SEB) Skills have been effective to enhance their academic performance (Soto et al., 2022; Taylor et al., 2017; Hammer et al., 2018), reduce disciplinary issues (Heath, 2023), prevent school bullying and promote inclusivity (Suresh & Vijaya, 2023). Hence, schools are accountable to cater the students' social and emotional needs in order to explore their full potential conducive to effective learning process (Taylor et al., 2017). Conversely, students' unsatisfied social and emotional needs can cause many problems including bullying, classroom management issues, emotional complications, poor academic performance and school dropout (Reilly, 2022; Shaheen et al., 2014; Zhao et al., 2024). There is a growing research on school-level factors contributing to effective learning of SEB skills needed for engagement in school. Such factors include student teacher or student peer relationships (Özen-Uyar et al., 2024), school climate and safety (Bjugstad, 2024) and school procedures, policies and practices (De Neve et al., 2022; Santos et al., 2021).

In the Pakistani context, some studies have explored related areas, such as emotional maturity and behavioral problems among school students (Batoool et al. 2021; *Sahar et al., 2021*), there remains a gap in literature addressing the comprehensive assessment of SEB skills in this specific demographic. Research focusing specifically on the assessment of social, emotional, and behavioral (SEB) skills among adolescent girls in middle and high schools is limited. The current study was designed to address this gap in local literature and examine the level of grade VII girls' SEB skills including Social Engagement Skills, Emotional Resilience Skills, Cooperation Skills, Self-management Skills and Innovation Skills.

## Literature Review

Researchers and professionals across various fields including education, psychology and business are increasingly focusing on the non-cognitive abilities of the individuals that increase chances of their future success (Allen et al., 2020). These abilities are labelled as "character strengths", "soft skills", "non-cognitive skills", or "21<sup>st</sup> century

competencies” (Abrahams et al., 2019). Garcia (2016) describes non-cognitive skills as socio-emotional and behavioral (SEB) characteristics that are not inherent personality traits but are shaped through the educational process. Social and emotional skills are the individual human characteristics shaped by biological dispositions and environmental influences and manifest as consistent patterns of behaviors, thoughts and feelings. These characteristics are established through both formal and informal learning practices and play a significant role in influencing various life outcomes. (John & DeFruyt, 2015). SEB skills put an additional emphasis on behavioral aspects. They address how individuals control their actions and behaviors in social contexts, incorporating strategies to foster positive behavior and reduce negative behavior. The SEB skills are labelled as non-technical competencies linked with one’s personality, ability and attitude to engage harmoniously with others (Stewart et al., 2016).

Research on adolescent development suggests a range of transformations in their social, physical, cognitive, attitudinal, and emotional domains (Yang, 2024). They engage in exploration of diverse behaviors, roles, and ideologies as part of their developmental journey during this stage (Roelants & Cameron, 2022; Sawyer et al., 2018). At the same time, they encounter many challenges like social comparison among peers, increase in academic competition causing anxiety and loneliness, decline in self-esteem and school connectedness (Cappella et al., 2019). Mann et al. (1989) suggest that students in adolescence have improved metacognition leading to better problem-solving, decision-making, and sense of commitment. It means at secondary level of their schooling, the students are mature enough to give voice to their thoughts, opinions and ideas. At this level, development of SEB skills predicts various outcomes, including academic achievement, social relationships, and well-being (Soto et al., 2022). Latest research on adolescents' level of social, emotional, and behavioral skills indicates somehow improved profiles and outcomes in developed countries. In a cross-national quantitative comparative study, Niu et al. (2023) involved 3595 Chinese and 2056 Canadian adolescent students and measured their level of interpersonal trust, self-control, friendship quality, empathy and mental well-being. This study was conducted parallel in Suzhou, a city in China and in Ottawa, a city in Canada. The results of the study declared that both the Chinese and the Canadian adolescents were on high levels of these skills. However, in comparison, Chinese youth were had higher levels than Canadians on empathy, self-control and interpersonal trust. However, on friendship quality Canadian adolescents had higher scores as compared to

the Chinese students. Similarly, on mental well-being adolescents from Canada scored a bit higher.

As a result of a review of teaching and learning practices in Pakistani schools and an analysis of the social studies curriculum and textbooks, Dean (2005) concludes that Pakistani students receive education that imparts knowledge and instills some fundamental values during their school years. However, the current educational framework often falls short in equipping them with critical skills such as problem-solving and decision-making. Arshad and Khanam (2023) asserted analogous claims mentioning that the existing curriculum is not effective in ethical and moral upbringing of the secondary school students. Our young children are exhibiting high levels of *behavioral problems indicating their low social-emotional competence* (Najmussaib & Mushtaq, 2023). The prevailing teaching practices and examination systems emphasize rote memorization over the development of critical thinking skills (Jamil et al., 2024).

In a developing country like Pakistan, situation is somehow alarming and needs to be addressed immediately. Secondary school students in Islamabad (Sahar et al., 2021) and Khyber Pakhtunkhwa (Ahmad et al., 2022) were found to have low levels of social and emotional skills. It was suggested to initiate social skills training programmes in schools to improve students' social skills level. The findings of a cross-sectional quantitative research conducted in four districts of Punjab (Pakistan), Hifzur-Rehman et al. (2023) indicated that the participants had moderate levels of their social skills including interpersonal relationship, empathy, communication, decision making, cooperation and critical thinking skills while creative thinking skill was at low level. A study conducted by Farooq et al. (2023) revealed that emotional and behavioral issues were more common in adolescent girls as compared to their male counterparts.

### **Statement of the Problem**

Recent studies from Pakistan have highlighted significant emotional and behavioral challenges among school-aged children and adolescents (Farooq et al., 2023; Zahid, 2021). These studies suggest the urgent need for SEL/ SEB interventions in Pakistani schools to address emotional and behavioral issues, improve academic outcomes, and promote overall well-being among students. However, before selecting any such interventions, it is essential to identify the current level of the participants' social-emotional skills as this helps shape the training content to their specific needs. These skills help in building positive relationships with peers and family, navigate complex social situations and make responsible decisions. Ultimately, these prepare adolescents to be emotionally intelligent and socially aware adults.

## **Purpose of the Study**

The primary purpose of the study was to examine the level of adolescent girls' social, emotional and behavioral skills.

## **Objectives of the Study**

The main objective of the study was to identify the level of adolescent girls' social, emotional and behavioral skills including self-management skill, social-engagement skill, cooperation skill, emotional-resilience skill and innovation skill.

## **Research Methodology**

A quantitative survey method was used to collect data from the adolescent girls studying in Class VII in four semi-government secondary schools of Lahore. Convenient sampling technique was used to select schools, whereas grade VII girl students were selected through purposive sampling to gather data. In each school, a set of 70 questionnaires was distributed among students with a return rate of 91%. Total number of participants were 265.

In order to gather data and examine the level of the adolescent girls' social, emotional and behavioral skills, Behavioral, Emotional and Social Skills Inventory (BESSI-96) developed by Soto et al. (2022) was used as an instrument. The scale comprised of 96 items grouped into five domains including Emotional-Resilience Skills, Social-Engagement Skills, Cooperation Skills, Self-management Skills and Innovation Skills. Total 32 sub-skills were measured through this scale. The items were rated on a 5-point Likert-type scale that ranged from "Not at all well=1" to "Extremely well=5". For each domain skill, the alpha reliabilities of the scale ranged from .80 to .93. In order to ensure maximum understanding of all the items, BESSI-96 was translated into Urdu.

The levels of the 7<sup>th</sup> graders' SEB skills were determined using descriptive statistics i.e., mean and standard deviation. BESSI-96 was able to measure 32 sub-skills. These sub-skills included Stress Regulation Skill, Information Processing Skill, Impulse Regulation, Detail Management, Artistic Skill, Organizational Skill, Cultural Competence, Self-Reflection Skill, Capacity for Independence, Task Management, Energy Regulation, Adaptability, Capacity for Social Warmth, Capacity for Optimism, Capacity for Consistency, Rule Following Skill, Capacity for Trust, Persuasive Skill, Time Management Skill, Leadership Skill, Abstract Thinking Skill, Responsibility Management, Anger Management, Creative Skill, Teamwork Skill, Perspective Taking Skill,

Conversational Skill, Expressive Skill, Ethical Competence Skill, Confidence Regulation, Goal Regulation, and Decision Making Skill.

## Results and Findings

The mean value (M) and Standard Deviation (SD) of each of the 32 facets is displayed in Table 1.

**Table 1**  
*LEVEL OF PARTICIPANTS'SUB-SKILLS WITH MEAN & STANDARD DEVIATION*

SUB-SKILLS	M	SD
Persuasive Skill	2.26	.68
Time Management Skill	2.28	.63
Leadership Skill	2.33	.49
Abstract Thinking Skill	2.35	.60
Responsibility Management	2.36	.62
Anger Management	2.37	.68
Creative Skill	2.37	.63
Teamwork Skill	2.40	.55
Perspective Taking Skill	2.40	.50
Conversational Skill	2.41	.65
Expressive Skill	2.43	.74
Ethical Competence	2.44	.61
Confidence Regulation	2.45	.49
Goal Regulation	2.47	.63
Decision Making Skill	2.48	.80
Stress Regulation Skill	2.53	.58
Information Processing Skill	2.53	.62
Impulse Regulation	2.64	.62
Detail Management	2.79	.77
Artistic Skill	2.81	.92
Organizational Skill	2.87	.72
Cultural Competence	2.94	.88
Self-Reflection Skill	2.97	.55
Capacity for Independence	3.10	.75
Task Management	3.23	.76
Energy Regulation	3.24	.59
Adaptability	3.26	.57
Capacity for Social Warmth	3.33	.71
Capacity for Optimism	3.37	.59
Capacity for Consistency	3.39	.84
Rule Following Skill	3.52	.75
Capacity for Trust	3.52	.81

*Note.* Total no. of Participants=265; M=Mean Value; SD=Standard Deviation

As depicted in Table 1, total 15 facets including Persuasive Skill, Time Management Skill, Leadership Skill, Abstract Thinking Skill, Responsibility Management, Anger Management, Creative Skill, Teamwork Skill, Perspective Taking Skill, Conversational Skill, Expressive Skill, Ethical Competence Skill, Confidence Regulation, Goal Regulation, and Decision Making Skill ascending from 2.26 to 2.48 respectively and are considered low while remaining 17 facets ranging from 2.53 to 3.52 are at moderate level of the skill as per criteria set by Hifzur Rehman (2023) and Zahid et al. (2021).

Table 1 shows that the participants, adolescent girls studying in grade VII in semi-government schools of Lahore, are lacking in certain SEB skills. Their Persuasive Skill ( $M=2.26$ ,  $SD=.68$ ) is at the lowest level, whereas Capacity for Trust is at the highest level ( $M=3.52$ ,  $SD=.81$ ).

The scores of the relevant facets were computed to find out the level of each of the five skill domains on BESSI-96 including Self-management Skills, Social-engagement Skills, Cooperation Skills, Emotional-resilience Skills and Innovation Skills as shown in Table 2. The Cooperation Skills were scored by computing Perspective-Taking Skill, Capacity for Trust, Capacity for Social Warmth, Teamwork Skill and Ethical Competence. Time Management, Organizational Skill, Capacity for Consistency, Task Management, Detail Management, Rule-Following Skill, Responsibility Management, Goal Regulation, Decision-Making Skill, Energy Regulation, Ethical Competence, Impulse Regulation, and Information Processing Skill were computed to measure Self-management Skills. Emotional-resilience Skills were examined by computing Stress Regulation, Capacity for Optimism, Anger Management, Confidence Regulation and Impulse Regulation. Abstract Thinking Skill, Creative Skill, Artistic Skill, Cultural Competence, Information Processing Skill were computed to score Innovation Skills. Likewise, Social-engagements Skills were assessed by computing Leadership Skill, Persuasive Skill, Expressive Skill, Conversational Skill and Energy Regulation.

The results as given in Table 2 indicate that the SEB skills with the highest mean scores included Cooperation Skills ( $M = 2.58$ ,  $SD = .33$ ) followed by Emotional-resilience Skills ( $M = 2.41$ ,  $SD = .31$ ), Self-management Skills ( $M = 2.37$ ,  $SD = .28$ ), and Innovation Skills ( $M = 2.35$ ,  $SD = .39$ ). The participants had the lowest mean scores in Social-engagement Skills ( $M = 2.21$ ,  $SD = .31$ ).

**Table 2**

*LEVEL OF PARTICIPANTS' FIVE MAIN SEB SKILLS WITH MEAN AND STANDARD DEVIATION*

FIVE MAIN SKILLS	M	SD
Cooperation Skill	2.58	.33
Emotional-resilience Skill	2.41	.31
Self-management Skill	2.37	.28
Innovation Skill	2.35	.39
Social-engagement Skill	2.21	.31

*Note.* Total no. of Participants: 265; M=Mean Value; SD=Standard Deviation

It is evident through findings that the adolescent students studying in class VII in semi-government schools of Lahore are at a moderate level in Cooperation Skills only, whereas they are at low levels in Self-management Skills, Emotional-resilience Skills, Innovation Skills and Social-engagements Skills.

## Discussion

An assessment of the class VII girl students' SEB skills has revealed that they are at moderate levels in Cooperation Skills only and at low levels in Self-management Skills, Emotional-resilience Skills, Innovation Skills and Social-engagements Skills. The findings of the current quantitative research are aligned with the prior studies conducted on the assessment of school students' social and emotional skills in local context (Zahid et al., 2021; Hifzur-Rehman et al., 2023). However, the participants of the present study have somehow improved levels of social skills than the adolescents in Khyber Pakhtunkha (Ahmad et al. (2022). Overall, the results support the stance given by Dean (2005) that our school curriculum is not sufficiently able to develop skills and values required for the success in future life. The findings of the study support results given by some other studies conducted in local context (Arshad & Khanam, 2023) impugning the curriculum for being ineffective in developing social skills or building students' character in secondary school students. The results indicate that the existing curriculum is not effective enough to cater the adolescents' social and emotional needs.

It is evident from the findings of the current study that our youth are lagging behind than their counterparts from developed countries regarding their level of social, emotional and behavioral skills (Niu et al., 2023). It is the need of the hour to provide them structured training in deficient SEB skills (Qayyum et al., 2024; Menon et al., 2024).



## **Conclusion**

Recent studies underscore the urgent need for Social and Emotional Learning (SEL) or Social, Emotional, and Behavioral (SEB) interventions in Pakistani schools to effectively address students' emotional and behavioral challenges to foster their overall well-being. However, prior to selecting and implementing such interventions, it is essential to assess participants' current levels of social-emotional skills, as this informs the design and alignment of the training content with their specific developmental needs. The present study examined the level of SEB including Self-management Skills, Emotional-resilience Skills, Innovation Skills, Cooperation Skills and Social-engagements Skills in adolescent girls studying in grade VII in semi-government schools of Lahore. The analysis of the data revealed that the participants were at lower levels in four main SEB skills.

## **Suggestions for Future Research**

Future studies should adopt a longitudinal design to track the development of SEB skills over time among adolescent girls. This would provide deeper insights into how these skills evolve with age and experience, and which factors most influence their growth.

Researchers should design and test structured intervention programmes aimed at enhancing SEB skills. Experimental or quasi-experimental studies can evaluate the effectiveness of such interventions.

Comparative research across different regions, cultures, or school systems can help understand how socio-cultural factors impact SEB skill development in adolescent girls, in a developing country's context like Pakistan.

Future research can explore the influence of teachers, school climate, and family dynamics on the development of SEB skills. Mixed-methods research involving parents and teachers may yield richer insights.

Researchers should compare SEB skill levels and developmental needs between girls and boys to identify gender-specific challenges and strengths.

Research can be extended to investigate how SEB skill deficits impact academic performance, peer relationships, mental health, or future career aspirations among adolescent girls.

## **Implications of the Study**

The findings of the current study underscore the importance of incorporating structured Social, Emotional, and Behavioral (SEB) programmes into the national curriculum, particularly at the middle and high school levels, to facilitate the holistic development of students. There is a critical need to equip educators with the competencies required to

identify, support, and foster students' Social, Emotional, and Behavioral (SEB) skills. This necessitates the integration of Social and Emotional Learning (SEL) modules into both pre-service and in-service teacher education programmes.

Given that the low levels of SEB skills have been identified specifically among adolescent girls, there is a pressing need for gender-responsive interventions that are sensitive to and address the unique socio-cultural challenges faced by girls within the Pakistani context. Schools may need to strengthen their psychological counseling services to address emotional regulation, behavioral issues, and social competence among students. The findings could influence policymakers to prioritize SEL/SEB development in national education policy and allocate resources toward programme development, implementation, and monitoring. Schools should actively engage parents and communities in reinforcing Social, Emotional, and Behavioral (SEB) competencies beyond the classroom, thereby promoting consistency across environments and ensuring cultural relevance within the broader social context.

There is a pressing need to develop culturally relevant and context-sensitive assessment tools for the systematic evaluation of students' Social, Emotional, and Behavioral (SEB) competencies and for monitoring their developmental progress over time. The results may prompt educators to ensure inclusive learning environments where girls feel safe, respected, and empowered to express themselves socially and emotionally.

## References

- Abrahams, L., Pancorbo, G., Primi, R., Santos, D., Kyllonen, P., John, O. P., & De Fruyt, F. (2019). Social-emotional skill assessment in children and adolescents: Advances and challenges in personality, clinical, and educational contexts. *Psychological Assessment*. Advance online publication. <https://doi.org/10.1037/pas0000591>
- Ahmad, N. D., Rauf, D. M., & Naseer, P. (2022). Identification of social skills level of secondary school students in Khyber Pakhtunkhwa. *Journal of Positive School Psychology*, 6(9), 3142-3149.
- Allen, K. R., Smith, K. A., & Tenenbaum, J. B. (2020). Rapid trial and error learning with simulation supports flexible tool use and physical reasoning. *Proceedings of the National Academy of Sciences*, 117(47), 29302–29310. <https://doi.org/10.1073/pnas.1912341117>
- Arshad, T., & Khanam, A. (2023). A proposed curriculum model of ethical and moral education for secondary schools in Pakistan. *Journal of Academic Research for Humanities*, 3(1), 1-12. <https://www.researchgate.net/publication/368840418>
- Batool, M., Naz, M. A., & Zahra, S. (2021). Emotional maturity and behavioral problems among school students: A correlational study. *Archives of Educational Studies*, 1(1), 90-104.
- Bjugstad, A. A. (2024). Institutional and environmental predictors of social, emotional, and behavioral (SEB) skills among minoritized youth: A global perspective (Doctoral dissertation, Marymount University).
- Cappella, E., Frazier, S. L., Smith, E. P., & Hwang, S. H. (2020). Strengthening social processes to support youth with emotional and behavioral difficulties: An ecological, public health approach in afterschool programs. *Handbook of research on emotional and behavioral disorders* (pp. 167-182). Routledge.
- De Neve, D., Bronstein, M. V., Leroy, A., Truyts, A., & Everaert, J. (2023). Emotion regulation in the classroom: A network approach to model relations among emotion regulation difficulties, engagement to learn, and relationships with peers and teachers. *Journal of Youth and Adolescence*, 52(2), 273–286. <https://doi.org/10.1007/s10964-022-01678-2>
- Dean, B. L. (2005). Citizenship education in Pakistani schools: Problems and possibilities. *International Journal of Citizenship and Teacher Education*, 1(2), 35.

- Demange, P. A., Malanchini, M., Mallard, T. T., Biroli, P., Cox, S. R., Grotzinger, A. D., & Nivard, M. G. (2021). Investigating the genetic architecture of non-cognitive skills using GWAS-by-subtraction. *Nature Genetics*, 53(1), 35-44.  
<https://doi.org/10.1038/s41588020-00754-2>
- Farooq, S., Yousaf, T., & Shahzad, S. (2023). Prevalence of emotional and behavioural problems among adolescents in Pakistan: A cross-sectional study. *Journal of Pakistan Psychiatric Society*, 20(1), 22-26.  
[https://doi.org/10.4103/ijcm.IJCM\\_451\\_20](https://doi.org/10.4103/ijcm.IJCM_451_20)
- Feraco, T., Sella, E., Meneghetti, C., & Cona, G. (2023). Adapt, explore, or keep going? The role of adaptability, curiosity, and perseverance in a network of study-related factors and scholastic success. *Journal of Intelligence*, 11(2), 34.  
<https://doi.org/10.3390/jintelligence11020034>
- Garcia, E. (2016). The need to address non-cognitive skills in the education policy agenda. *Non-Cognitive Skills and Factors in Educational Attainment* (pp. 31-64).
- Hamid, S., Jabeen, A., & Mahmood, Z. (2019). The development of a social skills scale for adolescents. *Clinical and Counselling Psychology Review*, 1(1), 15-27.
- Hammer, D., Melhuish, E., & Howard, S. J. (2018). Antecedents and consequences of social-emotional development: A longitudinal study of academic achievement. *Archives of Scientific Psychology*, 6(1), 105-116.  
<https://doi.org/10.1037/arc0000034>
- Heath, S. M. (2023). *Social and emotional programming and its impact on discipline disproportionality* (Doctoral dissertation, Marymount University).
- Hifzur-Rehman, M., Shah, Z. A., & Malik, M. A. (2023). Social skills and students' behavior: A study of secondary school students' practices. *Review of Education, Administration & Law*, 6(2), 501-514.  
<https://doi.org/10.47067/real.v6i2.348>
- Jamil, M., Anwar, M., & Ali, M. J. (2024). Developing critical thinking skills in English classrooms at the secondary level: Teachers' perspective. *Journal of Social Sciences Development*, 3(1), 76-85.
- Mann, L., Harmoni, R., & Power, C. (1989). Adolescent decision-making: The development of competence. *Journal of Adolescence*, 12(3), 265-278.  
[https://doi.org/10.1016/0140-1971\(89\)90077-8](https://doi.org/10.1016/0140-1971(89)90077-8)
- Menon, G., Ranganathan, N., & Rai, S. (2024). *Girls' education and empowerment: Strategies and experiences from South Asia*. Taylor & Francis.

- Najmussaib, A., & Mushtaq, A. (2023). Estimation and linkage between behavioral problems and social emotional competence among Pakistani young school children. *PLOS One*, 18(5), e0278719. <https://doi.org/10.1371/journal.pone.0278719>
- Niu, J., Jin, C., & Meng, L. (2023). The structural relations of self-control, empathy, interpersonal trust, friendship quality, and mental well-being among adolescents: a cross-national comparative study in China and Canada. *Humanities and Social Sciences Communications*, 10, 1-11. <https://doi.org/10.1057/s41599-023-02468-2>
- Özen-Uyar, R., Aslan, D., Reinke, W. M., & Aktaş-Arnas, Y. (2024). Training and coaching early childhood teachers to foster social, emotional, and behavioral competence of children in Turkey. *School Psychology*. <https://doi.org/10.1037/spq0000625>
- Qayyum, A., Saeed, A., Awais, H. M., & Qureshi, A. H. (2024). Enhancing social-emotional skills in early childhood education-a comparative analysis. *Pakistan Journal of Society, Education and Language* (PJSEL), 10(2), 159-175.
- Reilly, K. (2022, April 22). How 'social and emotional learning' became the newest battleground in the classroom wars. *Time*. <https://time.com/6170755/social-emotional-learning-schools-conservative-backlash/>
- Roelants, M., & Cameron, N. (2022). Adolescent growth. *Human growth and development* (pp. 101-123). Academic Press. <https://doi.org/10.1016/B978-0-12-822652-0.00015-8>
- Sahar, N. E., Saman, M., Sarwat, Y., & Zaman, K. (2021). Role of self-esteem and social support on emotional behavioral problems among adolescents. *Research Square*. <https://orcid.org/0000-0003-2086-4482>
- Santos, A. C., Simões, C., Cefai, C., Freitas, E., & Arriaga, P. (2021). Emotion regulation and student engagement: Age and gender differences during adolescence. *International Journal of Educational Research*, 109, 101830. <https://doi.org/10.1016/j.ijer.2021.101830>
- Sawyer, S. M., Azzopardi, P. S., Wickremarathne, D., & Patton, G. C. (2018). The age of adolescence. *The lancet child & adolescent health*, 2(3), 223-228.
- Sewell, M. N., Yoon, H. J., Lechner, C. M., Napolitano, C. M., Rammstedt, B., Roberts, B. W., & Soto, C. J. (2023). Assessing social, emotional, and behavioral skills in just a few minutes: 96-, 45-, and 20-Item Short Forms of the BESSI. <https://osf.io/2y7ua/>
- Shaheen, A., Nassar, O., & Saleh, M. (2014). Understanding of school related factors associated with emotional health and bullying behavior among Jordanian adolescents. *Iranian Journal of Public Health*, 43(11), 1528.

- Shi, J., & Cheung, A. C. (2024). Effective components of social emotional learning programs: A meta-analysis. *Journal of Youth and Adolescence*, 53(4), 755-771. <https://doi.org/10.1007/s10964-024-01942-7>
- Soto, C. J., Napolitano, C. M., Sewell, M. N., Yoon, H. J., & Roberts, B. W. (2022). An integrative framework for conceptualizing and assessing social, emotional, and behavioral skills: The BESSI. *Journal of Personality and Social Psychology*, 123(1), 192-222. <https://doi.org/10.1037/pspp0000401>
- Stewart, C., Wall, A., & Marciniec, S. (2016, July). Mixed signals: do college graduates have the soft skills that employers want? *Competition forum*, 14(2), 276. American Society for Competitiveness.
- Suresh, S., & Vijaya, R. (2023). Playing with differences: Social-emotional learning to reduce bullying and promote inclusivity. *Developing inclusive environments in education: Global practices and curricula* (pp. 269-291). IGI Global.
- Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>
- Yang, M. (2024). Adolescence: A crucial period of development impacting intellect, personality, and social skills. *Interdisciplinary Humanities and Communication Studies*, 1(7).
- Zahid, M. A., Hussain, S., & Abbas, Q. (2021). Factors effecting the development of social emotional competence of Muslim and non-Muslim students at the secondary level in Pakistan. *Pakistan Social Sciences Review*, 5(4), 615-634.
- Zhao, N., Yang, S., Zhang, Q., Wang, J., Xie, W., Tan, Y., & Zhou, T. (2024). School bullying results in poor psychological conditions: evidence from a survey of 95,545 subjects. *Frontiers in Psychology*, 15, 1279872.

***Citation of this Article:***

Nasreen, S., & Rana, S. R. (2024). Assessing the Level of Adolescent Girls' Social, Emotional and Behavioral Skills. *Pakistan Journal of Education*, 41(2), 1-14.