

**An Investigation of Social and Emotional Skills and their
Relationship with Behaviour Problems in
Thai Secondary Students**

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Relationship with Behaviour Problems in
Thai Secondary Students**

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Declaration

This thesis contains no material which has been accepted for the award of any other degree or diploma in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference has been made in the text. I give consent to this copy of my thesis, when deposited in the University Library, being made available for loan and photocopying subject to the provisions of the Copyright Act 1968.

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List of Acronyms and Abbreviations

TSESRS	The Thai Social and Emotional Rating Scale
SSRS	The Social Skill Rating System
EQ-i	The Emotional Quotient Inventory
YSR	The Youth Self-Report
YSSS	The Youth Social Skill Scale
YESS	The Youth Emotional Skill Scale
$SB\chi^2$	Satorra-Bentler Scaled Chi-square
RMSEA	Root Mean Square Error of Approximation
SRMR	Standardized Root Mean-squared Residual
GFI	Goodness of Fit Index
AGFI	Adjusted Goodness of Fit Index
NNFI	Non-normed Fit Index
CFI	Comparative Fit Index

Abstract

There were two major aims in the current study. The first was to investigate the psychometric properties of the Thai Social and Emotional Skill Rating Scale (TSESRS) developed by the author. The measurement model of this material is a three factor model containing social skills, emotional skills, and social-cognitive skills. These factors were measured from eight indicators. Data were collected from 685 lower secondary school students who were studying in schools under the jurisdiction of the Phatthalung Educational Area Office, Thailand. Materials used in this phase were the trial version of the TSESRS, the Thai Emotional Skill Scale (TESS) and the Thai Social Skill Scale (TSSS). The evidence suggested that the following psychometric properties of the TSESRS are within the acceptable cut-off levels: item-validity, item-reliability, item-discrimination, test-reliability, construct validity, criterion related validity, and factorial validity. It was also found that a three factor model was the best fitting model. These results suggest that the TSESRS measures three distinct latent constructs, that is, social skills, emotional skills, and social-cognitive skills.

The second aim was to examine the structural relationship of three exogenous variables, that is, social skills, emotional skills, and social-cognitive skills with two types of behaviour problems, that is, internalizing and externalizing problems. Data for this phase were collected from 951 students drawn from the same population as the first phase. Materials used for data collection were the TSESRS and the Thai version of the Youth Self-Report (YSR). The results revealed that among the three exogenous variables, social-cognitive skills was the only significant predictor of both internalizing and externalizing problems. The relationship between social-cognitive skills and two types of behaviour problems was negative. This means that the higher a students' social-cognitive skills, the lower their level of internalizing and externalizing problems. The indicators of social cognitive skills were emotion control, problem solving, and decision making skills. This finding has important implications for dealing with behaviour problems in Thai students. Thai teachers or educators may use these findings for selecting from available programs or for developing new programs.