

Social skills for the educational integration of pre-adolescent and adolescent immigrants.

Christian Fernández-Leyva ¹, María Tomé-Fernández ^{2*} and José Manuel Ortiz-Marcos ³

1 Faculty of Education Sciences, Department of Research Methods and Diagnosis in Education, University of Granada, 18194, Spain; E-Mail: swarleyva@gmail.com

2 Faculty of Education and Sports Sciences, Department of Research Methods and Diagnosis in Education, University of Granada, 52005, Spain; E-Mail: mariatf@ugr.es (N.L.)

3 Faculty of Education Sciences, Department of Research Methods and Diagnosis in Education, University of Granada, 52005, Spain; E-Mail: jmanuel30@correo.ugr.es (N.L.)

Social skills for the educational integration of pre-adolescent and adolescent immigrants.

In this study, age variable is analyzed as influential for the development of social skills by immigrant students enrolled in Compulsory Secondary Education (12 to 18 years old) in the South of Spain. The social skills construct was defined with responses of N = 749 immigrant's students to the Social Skill Scale for Young Immigrants (SSYI). Through which six dimensions are evaluated: The ability to say no and cut off interactions, self-expression in social situations, defending own rights, the ability to express anger or disagreement towards others, the ability to make requests and the ability to initiate positive interactions with the opposite sex. The analyzes were carried out with the SPSS statistical package and with the STATA software in its most recent versions. The results obtained after carrying out binary logistic regressions showed that the probability of acquiring social skills in immigrant students increased with age.

Keywords: Social Skills; South of Spain; Logistic regressions; Secondary education; Immigrants; Instrument; Dimensions.

Introduction

The last decade has seen the highest number of applications to join Europe from immigrant citizens aged 9-18 (Herzog-Punzenberger et al. 2020). In relation to this situation, it should be noted that the growth in the number of newcomers is often linked to integration problems, both social and educational (Adam and Hepburn 2019; Franco-Guillén 2019; Orgad 2019). These are often linked to a lack of self-esteem, which is closely related to the acquisition and mastery of social skills (Flick et al. 2019; Kimanen 2019).

These skills have an enriched meaning because of their dual direction, as they are first defined as a product of socialisation that is created through relational living and learning processes (Güven et al. 2019). And in turn, they lay the foundations for the development and formation of satisfying and lasting relationships, essential for psychological well-being (Thompson et al. 2018).

Silva et al. (2018) indicates that in recent decades there has been an increase in xenophobic attitudes towards pre-adolescents and immigrant adolescents who are victims

of school violence. These attitudes have negative consequences for the victim, such as poor academic performance, truancy and difficulties in the development of social skills among peers (Pot et al. 2018). What justifies the creation of educational contexts oriented to the development of social bonds between native and immigrant students (Menéndez and Fernández-Río 2018). This will depend on the perception of the individual and of each social group, as well as the exercise of the rights and respect for the values of all (Pastor-Gil and Blázquez 2019).

This is particularly relevant in the maladaptive academic context of immigrant (Baton et al. 2019). However, there are differences in the development of social skills between the stages of pre-adolescence (12 to 14 years) and adolescence (15 to 18 years) (Perry et al. 2018).

Different research (García-Moya et al. 2019) shows that students are more likely to acquire social skills in adolescence. This likelihood is driven by the need to feel integrated into their peer circle, otherwise they may feel less popular and more threatened (Donohue et al. 2020; Schultze-Krumbholz et al. 2020). And by the existence of a better-defined personality (Vermande et al. 2018) with fewer externalization problems (Vitoroulis et al., 2022). In addition, in adolescents immigrants, the fact of living abroad, makes have new experiences of mobility and adjustment to different social structure (Safa et al., 2021), which forces them to develop certain social skills to avoid a total segregation from the context (Crooks et al., 2021). These skill patterns will persist over time and help to control discriminatory situations influenced by age, gender, education, language skills, employment status, income, community integration, residential satisfaction and trust (Bjarnason et al. 2019). Also, it should be taken into account that immigrant students present biopsychosocial changes inherent to adolescence (Esteves et al. 2020), in which they go through a phase of exaltation of friendships and family detachment. This justifies that they development of skills that foster friendly relationships and avoid isolation (Alonso-Stuyck et al., 2017; Silberman et al., 2019).

On the other hand, few pre-adolescents who are able to cope in social situations in the first years of high school (Esping-Andersen and Cimentada 2018). If this happens, they will have better affective relationships, which will provide them with sufficient emotional resources for adequate integration in their adolescence (Donohue et al. 2020).

Having few social skills in pre-adolescenc is an obstacle that slows down the development of supportive relationships with peers (Hilte et al. 2020), sometimes also curbing enthusiasm for education, which negatively affects their academic skills

(Pulaczewska 2019). In addition, the absence of these skills leads to social maladjustment, and with it to situations of anger and unsound and long-lasting social relationships (Meijen 2020).

Method and materials

Participants

The sample was chosen through non-probabilistic purposive sampling. In which the instrument was applied to all the students of the centers that wanted to participate. N = 749 immigrant students from Compulsory Secondary Education schools in the 8 cities that make up the province of Andalusia, in addition to the autonomous cities of Ceuta and Melilla, all of which are located in southern Spain, participated in the research (Table 1). For the selection, it was taken into account that these provinces are characterized by high percentages of immigrants in their classrooms (INE 2021).

[Table 1]

Of these, 397 (53%) were female and 352 (47%) males. Their ages ranged from 12 to 18 years ($X = 14.17$, $SD = 1.67$). 40.8% were in the pre-adolescent (12 to 14 years) stage of development and 59.2% in the adolescent (15 to 18 years) stage of development.

In terms of country of origin, 238 students came from the African continent (31.8%): 145 from Morocco (60.9%), 25 from Senegal (10.5%), 23 from Nigeria (9.7%), 18 from Ivory Coast (7.5%), 15 from Mali (6.3%), 10 from Algeria (4.2%) and 2 from Guinea (0.9%). From the European continent came 216 immigrants (28.8%): 149 from Romania (69%), 13 from Germany (6.15%), 11 from France (5%), 11 from Portugal (5%), 10 from Italy (4.66%), 9 from England (4.21%), 3 from Ukraine (1.38%), 3 from Russia (1.38%), 1 from Bulgaria (0.46%), 1 from Greece (0.46%), 1 from Latvia (0.46%), 1 from Switzerland (0.46%), 1 from Sweden (0.46%), 1 from Poland (0.46%) and 1 from Georgia (0.46%). 177 came from the American continent (23.6%): from Ecuador 57 (32.2%), 33 from Bolivia (18.64%), 18 from Peru (10.17%), 16 from Colombia (9.04%), 15 from Argentina (8. 5%), 12 from Brazil (6.78%), 9 from Venezuela (5%), 9 from Mexico (5%), 2 from Paraguay (1.12%), 2 from Uruguay (1.12%), 1 from Cuba (0.56%), 1 from Honduras (0.56%), 1 from Dominican Republic (0.56%) and 1 from Chile (0.56%). And finally, 118 immigrant students from the Asian continent (15.8%): from

China 52 (44%), 41 from Japan (35%), 11 from Pakistan (9%), 9 from Syria (7%) and 5 from South Korea (4%).

Data Collection Tools

To evaluate the acquisition of social skills in immigrant students, the Social Skills Scale for Young Immigrant (SSYI) was used (Tomé-Fernández et al. 2020). An instrument that was adapted and validated for the general research of which this study is part (Appendix).

The scale complies with the established psychometric properties of validity and reliability. Which were analyzed using the expert judgment technique, the content validity index, and the exploratory and confirmatory factor analyzes. Having an internal consistency level of .82.

This instrument is made up of two different parts. In the first, the sociodemographic data of the selected sample are collected, these being age, gender, the province in which they live, the nationality and the religion they profess. In the second part, 29 items are presented divided into the following 6 dimensions: ability to say no and cut interactions (7 items); self-expression in social situations (8 items); defense of own rights (4 items), ability to express anger and disagreement (3 items); ability to make requests to others (4 items); and the ability to initiate positive interactions with people of the opposite sex (3 items).

The internal consistency of each of the 6 dimensions is considered high as they are all higher than .81 (Table 2).

[Table 2]

Process

To apply the instrument to the selected sample, in the first place, and since they were minors, the relevant educational authorities were requested to obtain the necessary permits to access the educational centres. Once granted, the legal guardians of each of the immigrants gave their consent so that these participate in the study.

Regarding the administration of the questionnaire, it was provided on paper and in Spanish, although it has been translated into English for this article. Its application was carried out in a period of between 10 and 30 minutes in the classroom and individually.

At all times, in the data collection procedure, the ethical recommendations provided in the Declaration of Helsinki in 1975 and later updated in Brazil in 2013 were

followed; and the recommendations provided by the Ethics Committee of the University of Granada.

Data Analysis

In order to know the social skills of the students in the starting situation, the Mean and the Standard Deviation of each dimension of the instrument are described. These analyzes were carried out using the SPSS statistical software version 25.

On the other hand, in order to check the probability of immigrant students to develop social skills according to their stage of development pre-adolescents (12 to 14 years) and adolescents (15 to 18 years), the linear regression analysis was used, picking out the maximum likelihood method (MLE). Since through this analysis a model is created that defines the relationship between the result or dependent variable (stage of development) and the independent or explanatory variable (social skills) (Arabarneri et al. 2019; Enea and Lovison 2019; Papadopoulos and Stark 2020; Zhang et al. 2019).

The MLR model is: $y_i = b_0 + b_1x_{i,1} + b_2x_{i,2} + \dots + b_kx_{i,k} + e_i$

Where, y_i is the dependent variable; b_0 is the intercept; $x_{i,k}$ is a, k independent variables; b_k is the vector of regression coefficients; and e_i are random measured errors (Abrougui et al. 2019). For this analysis, the STATA program in its latest version was used.

Results

Descriptive Statistics

Table 3 shows the mean scores and the Standard Deviation of each dimension of the questionnaire, of the preadolescents and adolescents evaluated.

[Table 3]

The table above reflects the starting balance of present and absent social skills in immigrant students. Most of the adolescent immigrants at the beginning of the research presented all the social skills evaluated, except the skill related to "Ability to make requests to others" where they obtained a score of $X=11.08$.

As for the preadolescent students, at the beginning of the study they only presented the social skills of "To say no and cut interactions", "Self-expression in social situations" and "Defense of own rights". The means obtained in the rest of the social skills evaluated, indicate the absence in most preadolescents of these skills ("Ability to express anger and disagreement": $X= 8.62$; "Ability to make requests to others": $X=$

10.61; “The ability to initiate positive interactions with people of the opposite sex”: $X=7.76$).

Linear Analysis

For the linear analysis, the variable stage of development (pre-adolescent / adolescents) was used as the dependent variable; and as independent variables the 6 dimensions of the SSYI questionnaire (Tomé-Fernández et al. 2020). The selection of these variables is justified by previous conclusions, in which it is indicated that the age of immigrant's conditions the acquisition of social skills (Goldingay et al. 2020; Orgiles et al. 2020; Trigueros et al. 2020).

The results showed that in the 6 dimensions of the SSYI, the correlation analysis, show that adolescents are more likely to acquire social skills than pre-adolescents (Table 4). This indicates that the model correctly predicts the relationships between the variables (Palmieri 2019).

[Table 4]

The ANOVA statistic is used to estimate the proportion of variance in the observed data that is explained by the model. In order to determine the rejection or acceptance of the hypothesis that the variance attribute of the explained variables is equal to zero, the F-statistic is calculated, testing whether the null or intercept-only model can be rejected in favour of the full model, the model with all explanatory variables included (Campbell and Lakens 2020) (Table 5).

[Table 5]

F-values for ANOVA on the 6 dimensions of the questionnaire, for both pre-adolescents and adolescents are $p=.000$, except in the dimension 5 for pre-adolescents where is $p=.003$. Which indicates the existence of significance of the full model and thus the validity of the model in making prediction of social skills as a function of immigrant age group (Pallmann and Jaki 2017).

R^2 and root mean squared error (RMSE) were then calculated for the age (Table 6).

[Table 6]

Table 6 shows the values of $R=.997$ and $R^2=.995$. The R^2 value indicates the percentage by which the instrument used measures what it intends to measure (Badhwar et al. 2019), so in the case of $R^2=.995$, it indicates that the SSSYI (Tomé-Fernández et al. 2020) measures 99.5% of social skills as a function of the variable age. The results showed that

RMSE was = .712, indicating a correct model fit (Bijsterbosch et al. 2017; Liaw et al. 2020; Song et al. 2019).

Discussion and conclusion

The aim of this study was to find out the probability of developing social skills in pre-adolescent and adolescent immigrant students. To this end, the concept of social skills is approached from a constructivist point of view that facilitates the educational integration of immigrant students (Alivernini et al. 2020; Berger et al. 2019; Giugni and Grasso 2020; Hourri and Sullivan 2019; Stănculescu 2020), assessed through the SSYI (Tomé-Fernández et al. 2020).

The results obtained through linear regression analysis, accept the initial hypothesis expressing that immigrant students are more likely to develop social skills in adolescence. The correlation analysis carried out shows higher scores in all the analyzed dimensions of adolescent immigrants. This is in line with previous studies that looked at native students (Vermande et al. 2018). Therefore, the study seems to suggest that immigrant status has not influenced the likelihood for the development of social skills among adolescents and pre-adolescents. However, there are studies (Flick et al. 2017; Kimanen 2019) that relate the lack of social skills development in immigrant students to their preference for forming bonds with people from the same community, with the same traditions or languages. This fact should be taken into account in schools to avoid discrimination and school rejection (Ćatibušić et al. 2019; Dewaard et al. 2018). And thus, improve acculturation and educational integration (Edele et al. 2020; Urzúa et al. 2016).

Ultimately, in the study the adolescent assessed are more likely than their pre-adolescent peers to develop social skills related to say no and cut interactions, self-expression in social situations, defense of own rights, ability to express anger and disagreement, ability to make requests to others, the ability to initiate positive interactions with people of the opposite sex. This may be because, as the subject grows, they consolidate aspects such as citizenship identity, influencing the ability to defend their own rights, as well as being assertive (Alsmadi and Alnawas 2018; Kiang et al. 2020); empathy and respect for others, which favours the relationships in social situations and the expression of anger from maturity (Klimeckil et al. 2018); and the confidence to relate to peers, linked to the ability to make requests. Furthermore, in adolescence, hormonal and social changes promote a new interest in the opposite gender, favouring an increase in affective and loving connections (Bragg et al. 2019; Fisher et al. 2020).

In the study, the psychometric properties of the model used for the analysis are also demonstrated. In such a way that the significances obtained through the ANOVA show the validity of the instrument to make the prediction of social skills in immigrants based on age, and the R² and RMSE value obtained indicate that the instrument correctly measures the social skills analyzed. Which evidence an adequate instrument for the analysis of social skills in immigrants. Thus, supplying the scarcity of instruments that take into account the peculiarities of the analyzed population (Al Maqbali et al. 2020; Choi et al. 2018; Francis et al. 2017). That is, that are easy to understand and complete (Jonkman and Janssen-Jansen 2018; Liu and Blunden, 2019), and have inclusive language so that people belonging to minority groups do not feel marginalized (Dinour 2019; Pirchio et al. 2019).

Finally, it should be noted that the results obtained should be considered with caution and to avoid their generalization. Given that the selected sample, despite being representative, only focuses on southern Spain. For this reason, in future research, immigrants from all over the country will be taken into account. In addition, in future studies, a section will be included in the questionnaire indicating the time they have been living in Spain, with the purpose of showing the influence of this on the acquisition of Social skills. And the social skills of immigrants will be correlated with their academic skills, taking into account the evaluation carried out by the teaching staff. All the analyzes may be complemented with qualitative approach analyzes that allow a better understanding of the skills analyzed in the questionnaire.

Despite this, the study has increased previous research on the likelihood of social skills development in pre-adolescent and adolescent students. And it shows a first approach to the knowledge that relates the development of the evaluated social skills and the school integration of immigrant students.

References

- Adam, I., and E. Hepburn. 2019. "Intergovernmental relations on immigrant integration in multi-level states. A comparative assessment, *Regional & Federal Studies*". *Regional & Federal Studies*, 29 (5): 563-589. doi:10.1080/13597566.2018.1524376.
- Al Maqbali, M., L. Dunwoody, J. Rankin, E. Hacker, C. Hughes, and J. Gracey. 2020. Psychometric properties and cultural adaptation of sleep disturbance measures in

- Arabic-speaking populations: A systematic review. *Journal Sleep Research*, 29, 1–12. doi:10.1111/jsr.12877.
- Alivernini, F., E. Cavicchiolo, S. Manganelli, A. Chirico, and F. Lucidi. 2020. "Students' psychological well-being and its multilevel relationship with immigrant background, gender, socioeconomic status, achievement, and class size". *School Effectiveness and School Improvement*, 31 (2): 172-191. doi:10.1080/09243453.2019.1642214.
- Alonso-Stuyck, P., J. J. Zacarés, and A. Ferreres. 2017. Emotional Separation, Autonomy in Decision-Making, and Psychosocial Adjustment in Adolescence: A Proposed Typology. *Journal of Child and Family Studies*, 27 (5): 1373-1383. doi:10.1007/s10826-017-0980-5.
- Alsmadi, S., and I. Alnawas. 2018. "Consumer rights paradigm: Development of the construct in the jordanian context". *Journal of business ethics*, 1-18. doi:10.1007/s10551-018-3815-4.
- Baton, E., K. Crosland, and R. Haynes. 2019. "An Evaluation of a Social Skills Application for Children Who Are Homeless". *Research on Social Work Practice*, 29 (3): 323-332. doi:10.1177/1049731517729038.
- Berger, R., S. Safdar, E. Spieß, M. Bekk and A. Font. 2019. "Acculturation of erasmus students: Using the multidimensional individual difference acculturation model framework". *International Journal of Psychology*, 54 (6): 739-749. doi:10.1002/ijop.12526.
- Bjarnason, T., C. Stevenson, I. Shuttleworth and M. Meckl. 2019. Spatial mobility and tolerance towards immigrants: the case of Northern Iceland. *Ethnic and Racial Studies*, 1–20. doi:10.1080/01419870.2019.1667003.
- Bragg, J.E., E. D. E. Nay, J. Miller-Cribbs, and R. T. Munoz. 2019. "Implementing a graduate social work course concerning practice with sexual and gender minority populations". *Journal of Gay & Lesbian Social Services*, 1-18. doi:10.1080/10538720.2019.1654425.
- Ćatibušić, B., F. Gallagher, and S. Karazi. 2019. "Syrian voices: An exploration of the language learning needs and integration supports for adult syrian refugees in Ireland". *International Journal of Inclusive Education*, 1-18. doi:10.1080/13603116.2019.1673957.

- Choi, S., S. Lee, J. H. Kim, and J. Na. 2018. Effects of community integration on quality of life among Asian Americans. *International Social Work*, 62, 1404–1415. doi:10.1177/0020872818798009.
- Crooks, C. V., N. Kubishyn, A. Noyes, and G. Kayssi. 2021. Engaging peers to promote well-being and inclusion of newcomer students: A call for equity-informed peer interventions. *Psychology in the schools*, 1-16. doi:10.1002/pits.22623.
- Dewaard, J., J. Nobles, and K. M. Donato. 2018. “Migration and parental absence: A comparative assessment of transnational families in Latin America”. *Population space and place*, 24(7): 1-14. doi:10.1002/psp.2166.
- Dinour, L. M. 2019. Speaking out on “breastfeeding” terminology: Recommendations for gender-inclusive language in research and reporting. *Breastfeeding Medicine*, 14, 523–532. doi:10.1089/bfm.2019.0110.
- Donohue, M. R., R. A. Williamson, and E. C. Tully. 2020. “Toddlers imitate prosocial demonstrations in bystander but not transgressor contexts”. *Journal of Experimental Child Psychology*, 192, 104776. doi:10.1016/j.jecp.2019.104776.
- Donohue, M. R., R. Tillman, and J. Luby. 2020. “Reparative Prosocial Behavior Difficulties across Childhood Predict Poorer Social Functioning and Depression in Adolescence”. *Journal of Abnormal Child Psychology*, 48, 1077–1088. doi:10.1007/s10802-020-00646-3.
- Edele, A., M. Jansen, M. K. Schachner, K. Schotte, C. Rjosk, and S. Radmann. 2020. “School track and ethnic classroom composition relate to the mainstream identity of adolescents with immigrant background in Germany, but not their ethnic identity”. *International Journal of Psychology*, 1-15. doi:10.1002/ijop.12677.
- Enea, M., and G. Lovison. 2019. “A penalized approach for the bivariate ordered logistic model with applications to social and medical data”. *Statistical Modelling*, 19 (5): 467-500. doi:10.1177/1471082X18782063.
- Esping-Andersen, G., and J. Cimentada. 2018. “Ability and mobility: The relative influence of skills and social origin on social mobility”. *Social Science Research*, 75, 13-31. doi:10.1016/j.ssresearch.2018.06.003.
- Esteves, A. R., R. P. Paredes, C. R. Calcina, and C. R. Yapuchura. 2020. Habilidades Sociales en adolescentes y Funcionalidad Familiar. *Revista de investigación en comunicación y desarrollo*, 11 (1): 16–27. <https://doi.org/10.33595/2226-1478.11.1.392>.

- Fisher, C. R., C. D. Thompson, and R. H. Brookes. 2020. "Gender differences in the Australian undergraduate STEM student experience: A systematic review". *Higher Education Research & Development*, 1-14. doi:10.1080/07294360.2020.1721441.
- Flick, U., A. Hirsland, and B. Hans. 2019. "Walking and Talking Integration: Triangulation of Data From Interviews and Go-Alongs for Exploring Immigrant Welfare Recipients' Sense(s) of Belonging". *Qualitative Inquiry*, 25 (8): 799–810. doi:10.1177/1077800418809515.
- Flick, U., B. Hans, A. Hirsland, S. Rasche, and G. Röhnsch. 2017. "Migration, unemployment, and lifeworld: Challenges for a new critical qualitative inquiry in migration". *Qualitative Inquiry*, 23, 77-88. doi:10.1177/1077800416655828.
- Francis, H. M., K. Osborne-Crowley, and S. McDonald. 2017. Validity and reliability of a questionnaire to assess social skills in traumatic brain injury: A preliminary study. *Brain Injury*, 31, 336–343. doi:10.1080/02699052.2016.1250954.
- Franco-Guillén, N. 2019. "Intergovernmental relations on immigrant integration in Spain: The case of Catalonia". *Regional & Federal Studies*, 29(5): 655-674. doi:10.1080/13597566.2018.1457026.
- García-Moya, I., C. Moreno, and F. M. Brooks. 2019. "The 'balancing acts' of building positive relationships with students: Secondary school teachers' perspectives in England and Spain". *Teaching and teacher education*, 86, 1-11. doi:10.1016/j.tate.2019.102883.
- Giugni, M., and M. Grasso. 2020. "Trust, identity, skills, ¿or recruitment? Assessing four explanations of the relationship between associational involvement and the political participation of migrants". *International Migration Review*, 54(2): 585-610. doi:10.1177/0197918319856362.
- Goldingay, S., K. Stagnitti, N. Robertson, G. Pepin, L. Sheppard, and B. Dean. 2020. "Implicit play or explicit cognitive behaviour therapy: The impact of intervention approaches to facilitate social skills development in adolescents". *Australian occupational therapy journal*, 67 (4): 360-372. doi:10.1111/1440-1630.12673.
- Güven, C., M. Akbulut, and M. Yuksel. 2019. "Do English Skills Affect Muslim Immigrants' Economic and Social Integration Differentially?". *Economic Record*, 95 (310): 279-300. doi:10.1111/1475-4932.12481.
- Herzog-Punzenberger, B., H. Altrichter, M. Brown, D. Burns, G. A. Nortvedt, G. Skedsmo, E. Wiese, F. Nayir, M. Fellner, G. McNamara, and J. O'Hara. 2020.

- “Teachers responding to cultural diversity: case studies on assessment practices, challenges and experiences in secondary schools in Austria, Ireland, Norway and Turkey”. *Educational Assessment, Evaluation and Accountability*, 32, 395-424. doi:10.1007/s11092-020-09332-w.
- Hilte, L., Daelemans, W., and R. Vandkerckhove. 2020. “Lexical Patterns in Adolescents' Online Writing: The Impact of Age, Gender, and Education”. *Written Communication*, 1–36. doi:10.1177/0741088320917921.
- Houri, A. K., and A. L. Sullivan. 2019. “Relations of social-emotional functioning and kindergarten academic achievement in children of immigrants”. *Psychology in the Schools*, 56 (9): 1413-1433. doi:10.1002/pits.22281.
- INE (Instituto Nacional de Estadística, Statistics National Institute). Demography and Population. 2021. Available online: http://www.ine.es/inebmenu/mnu_migrac.htm (accessed on 29 January 2021).
- Jahng, K. E., and Y. Kim. 2020. “Relationships Between Children's Shyness, Play Disconnection, and Loneliness: Moderating Effect of Children's Perceived Child-Teacher Intimate Relationship”. *Child psychiatry & human development*, 1-12. doi:10.1007/s10578-020-01069-3.
- Jarvis, S., M. Williams, P. Rainer, J. Saunders, and R. Mullen. 2020. The relationship of family characteristics, parental beliefs and parenting behaviours with the fundamental movement proficiency of primary school children in South East Wales. *European Physical Education Review*, 26 (4): 970-986. doi:10.1177/1356336x20915225.
- Jonkman, A., and L. Janssen-Jansen. 2018. Identifying distributive injustice through housing (mis)match analysis: The case of social housing in Amsterdam. *Housing, Theory and Society*, 35, 353–377. doi:10.1080/14036096.2017.1348392.
- Kettrey, H. H. 2018. “Bad girls” say no and “good girls” say yes: sexual subjectivity and participation in undesired sex during heterosexual college hookups”. *Sexuality & culture*, 22 (3): 685-705. doi:10.1007/s12119-018-9498-2.
- Kiang, L., S. Folmar, and K. Gentry. 2020. “Untouchable”? Social Status, Identity, and Mental Health Among Adolescents in Nepal”. *Journal of Adolescent Research*, 35(2): 248-273. doi:10.1177/0743558418791501.
- Kimanen, A. 2019. “Finnish Muslim and Protestant Background Youth’s Discourses on Religion and Religious Commitment”. *Religion & Education*, 46 (3): 343-362. doi:10.1080/15507394.2018.1510250.

- Klimeckil, O. M., D. Sander, and P. Vuilleumier. 2018. "Distinct brain areas involved in anger versus punishment during social interactions". *Scientific reports*, 8 (1): 1-12. doi:10.1038/s41598-018-28863-3.
- Liu, E., and H. Blunden, 2019. Cultural diversity and sensitivity in public estate renewals: Evidence from an Australian longitudinal study. *Housing Studies*, 35, 1–22. doi:10.1080/02673037.2019.1644296.
- Meijen, J. 2020. "Exporting European values? Political myths of liberal democracy and cultural diversity in creative Europe's literary translation projects". *International Journal of Cultural Policy*, 1-18. doi:10.1080/10286632.2020.1801659.
- Menéndez, J. I., and J. Fernández-Río. 2018. "Attitudes towards violence and the important role of students in the physical education classroom". *Revista Complutense de Educación*, 29 (4): 1293–1308. doi:10.5209/RCED.55352.
- Orgad, L. 2019. "The citizen-makers: Ethical dilemmas in immigrant integration". *European Law Journal*, 25 (4): 1-20. doi:10.1111/eulj.12338.
- Orgiles, M., S., Melero, I. Fernández-Martínez, J. P. Espada and A. Morales. 2020. "Effectiveness of Video-Feedback with Cognitive Preparation in Improving Social Performance and Anxiety through Super Skills for Life Programme Implemented in a School Setting". *International Journal of Environmental Research and Public Health*, 17 (8): 1-13. doi:10.3390/ijerph17082805.
- Palmieri, F. 2019. "Network anomaly detection based on logistic regression of nonlinear chaotic invariants". *Journal of Network and Computer Applications*, 148, 1-14. doi:10.1016/j.jnca.2019.102460.
- Papadopoulos, A., and R. B. Stark. 2020. "Does Home Health Care Increase the Probability of 30-Day Hospital Readmissions? Interpreting Coefficient Sign Reversals, or Their Absence, in Binary Logistic Regression Analysis". *American Statistician*, 1-12. doi:10.1080/00031305.2019.1704873.
- Pastor-Gil, L. and I. Blázquez, 2019. "Evaluation of Emotional Education programs in situations of bullying". *Revista Electrónica en Educación y Pedagogía*, 3 (5): 22-38. doi:10.15658/rev.electron.educ.pedagog19.09030502.
- Perry, N. B., J. M. Dollar, S. D. Calkins, S. P. Keane and L. Shanahan. 2018. "Childhood self-regulation as a mechanism through which early overcontrolling parenting is associated with adjustment in preadolescence". *Developmental Psychology*, 54 (8): 1542–1554. doi:10.1037/dev0000536.

- Pirchio, S., Y. Passiatore, G. Carrus, and T. Taeschner, 2019. Children's interethnic relationships in multiethnic primary school: Results of an inclusive language learning intervention on children with native and immigrant background in Italy. *European Journal of Psychology of Education*, 34, 225–238. doi:10.1007/s10212-017-0363-8.
- Pot, A., M. Keijzer, and K. De Bot. 2018. "The language barrier in migrant aging". *International Journal of Bilingual Education and Bilingualism*, 1–19. doi:10.1080/13670050.2018.1435627.
- Pulaczewska, H. 2019. "Importance of friendship. An overlooked predictor of heritage language skills and cultural knowledge in teenagers of Polish origin in Germany". *Learning Culture and Social Interaction*, 22, 1–13. doi:10.1016/j.lcsi.2018.06.002.
- Safa, M. D., R. M. B. White, and G. P. Knight. 2021. The Influence of Ethnic-Racial Identity Developmental Processes on Global Bicultural Competence Development. *Child Development*, 1–17. doi:10.1111/cdev.13632
- Schultze-Krumbholz, A., A. Ittel, and H. Scheithauer, 2020. "The association between in-class cultural diversity with empathy and bullying in adolescence: A multilevel mediation analysis". *International Journal of Psychology*, 1–10. doi:10.1002/ijop.12700.
- Silberman, S. G., J. M. Grau, P. Castellanos, P. A. Duran and E. Smith. 2019. Friend Support and the Parenting of Latina Adolescent Mothers: The Moderating Role of Maternal Age. *Journal of Child and Family Studies*, 1–14. doi:10.1007/s10826-019-01647-7.
- Silva, J. L., W. A. Oliveira, M. A. Z. Zequinão, E. A. S. Lizzi, B. O. Pereira, and M. A. I. Silva. 2018. "Results from interventions addressing social skills to reduce school bullying: a systematic review with meta-analysis". *Trends in Psychology*, 26 (1): 509–522. doi:10.9788/TP2018.1-20En.
- Stănculescu, E., I. Roskam, M. Mikolajczak, A. Muntean, and A. Gurza. 2020. "Parental burnout in Romania: Validity of the Romanian version of the parental burnout assessment (PBA-RO)". *New Directions for Child and Adolescent Development*, 1–18. doi:10.1002/cad.20384.
- Thompson, E. J., M. H. Beauchamp, S. J. Darling, S. J. C. Hearps, A. Brown, G. Charalambous, L. Crossley, D. Darby, J. J. Dooley, M. Greenham, M. Jaimangal, S. McDonald, F. Muscara, L. Turkstra, and V. A. Anderson. 2018. "Protocol for

- a prospective, school-based standardisation study of a digital social skills assessment tool for children: The Paediatric Evaluation of Emotions, Relationships, and Socialisation (PEERS) study”. *BMJ Open*, 8 (2): 1-11. doi:10.1136/bmjopen-2017-016633.
- Tomé-Fernández, M., C. Fernández-Leyva, and E. M. Olmedo-Moreno. 2020. Exploratory and Confirmatory Factor Analysis of the Social Skills Scale for Young Immigrants”. *Sustainability*, 12 (17): 6897, 1-20. doi:10.3390/su12176897.
- Trigueros, R., E. Sánchez-Sánchez, I. Mercader, J. M. Aguilar-Parra, R. López-Liria, M. J. Morales-Gazquez, J. M. Fernandez-Campoy, and P. Rocamora. 2020. “Relationship between Emotional Intelligence, Social Skills and Peer Harassment. A Study with High School Students”. *International Journal of Environmental Research and Public Health*, 17 (12): 1-10. doi:10.3390/ijerph17124208.
- Urzúa, A., O. Heredia, and A. Caqueo. 2016. “Mental health and stress by acculturation in immigrants from South America in northern Chile”. *Revista Médica de Chile*, 144, 563-570. doi:10.4067/S0034-98872016000500002.
- Vermande, M. M., P. A. Gilholm, A. H. A. Reijntjes, D. J. Hessen, E. H. Sterck, M., and A. M. Overduin-de Vries. 2018. “Is Inspiring Group Members an Effective Predictor of Social Dominance in Early Adolescence? Direct and Moderated Effects of Behavioral Strategies, Social Skills, and Gender on Resource Control and Popularity”. *Journal of Youth and Adolescence*, 47 (9): 1813-1829. doi:10.1007/s10964-018-0830-9.
- Vitoroulis, I., A. Sim, S. Ma, J. Jenkins, and K. Georgiades. 2022. Resilience in the Face of Adversity: Family Processes and the Immigrant Paradox in Youth Externalizing Problems. *Canadian journal of psychiatry-revue canadienne de psychiatrie*, 1-10. doi:10.1177/07067437211065722.
- Zhang, Z., L. Mo, C. Huang, and P. Xu. 2019. “Binary logistic regression modeling with Tensor Flow”. *Annals of Translational Medicine*, 7 (20): 1-10. doi:10.21037/atm.2019.09.125.

Appendix

Social Skills Scale for Young Immigrants (SSYI)

Age:

Gender:

Province:

Nationality:

Birthplace:

Instructions

Mark with an X the answer that you believe that is more according to you.

(1) It never happens to me; (2) Sometimes it happens to me, (3) It happens to me a lot, (4) It always happens to me.

You remember this answer is anonymous.

Items	1	2	3	4
1. I am afraid they will laugh at me when I ask questions.				
2. I am not able to phone other friends.				
3. I keep my opinions to myself.				
4. I do not like meeting with many people for fear of doing or saying something foolish.				
5. I am not able to express my feelings to others.				
6. If I had to look for a job, I would prefer to write letters/emails rather than having to go through personal interviews.				
7. I find it difficult to express my opinion in groups (in classroom, meetings, etc.).				
8. When in a store serves someone who				

-
- came in after me, I do not say anything.
9. If I am in the cinema and someone bothers me with their conversation, I cannot tell him/her to shut up.
10. I am unable to ask for the price of something I am buying to be discounted.
11. When someone “jumps” the queue, I do not say anything.
12. When a close relative bothers me, I prefer to hide my feelings rather than express anger.
13. I prefer to shut up to avoid problems with other people.
14. If a seller insists on showing me a product that I do not want, it is hard for me to say I do not want it.
15. When I am in a hurry and a friend calls me on the phone, I do not know how stop the conversation and hang up.
16. When someone borrows my things from me, I lend them, even if I do not want to do. I do not know how to say no.
17. I do not know how to tell a friend that he talks a lot, that he stops talking.
18. When I do not want to go out with someone again, I cannot tell it to him/her.
19. When someone calls me to leave, I do not know how to refuse, even though I do not feel like it.
20. I do not know how to ask someone to give me back something that I lent him/her.
-

-
21. If, in a restaurant, they do not bring me the food as I had requested, I cannot call the server or ask the cook to do it again.
 22. If I leave a store and I realize that they have given me the change badly, I do not return there to ask for the correct change.
 23. If I lend money to a friend and he does not return it, I cannot remember it to them.
 24. I am not able to ask favors from my friends.
 25. When I like a boy or a girl, I do not know what to say.
 26. When I have to flatter someone, I do not know what to say.
 27. I prefer to keep quiet so as not to create problems for other people.
 28. If I find a person I like, I cannot approach him to talk.
 29. I am not able to ask someone for an appointment.
-

Table 1. Percentage and number of participants by province.

Province	%	Participants
Granada	34.8	261
Cádiz	13.6	102
Málaga	11.5	86
Almería	10.3	77
Huelva	8.7	65
Ceuta	4.7	35
Melilla	4.5	34
Jaén	4.3	32
Córdoba	3.9	29
Sevilla	3.7	28

Source: own calculations.

Table 2. Internal consistency of the 6 dimensions of SSSYI.

Dimensions	α	Nº Items
D1	.89	7
D2	.81	8
D3	.81	4
D4	.81	3
D5	.85	4
D6	.82	3

Source: own calculations.

Notes. D1= *Dimension 1* “To say no and cut interactions”, D2= *Dimension 2* “Self-expression in social situations”, D3= *Dimension 3* “Defense of own rights”, D4= *Dimension 4* “Ability to express anger and disagreement”, D5= *Dimension 5* “Ability to make requests to others”, D6= *Dimension 6* “The ability to initiate positive interactions with people of the opposite sex”.

Table 3. Mean scores and Standard deviation of social skills in immigrant students.

Dimensions	Age			
	12 to 14		15 to 18	
	X	SD	X	SD
D1	12.58	3.976	11.42	3.715
D2	14.00	3.744	13.04	3.829
D3	7.97	2.843	7.85	2.774
D4	8.62	2.428	6.50	2.312
D5	10.61	2.977	11.08	3.117
D6	7.76	2.330	6.70	2.624

Source: own calculations.

Notes. D1= Dimension 1 "To say no and cut interactions", D2= Dimension 2 "Self-expression in social situations", D3= Dimension 3 "Defense of own rights", D4= Dimension 4 "Ability to express anger and disagreement", D5= Dimension 5 "Ability to make requests to others", D6= Dimension 6 "The ability to initiate positive interactions with people of the opposite sex".

Table 4. Linear regression correlations with age as independent variable and dimensions as dependent variable for preadolescents and adolescents.

Age	D 1	D 2	D 3	D 4	D 5	D 6
12-14	.240	.302	.241	.220	.138	.294
15-18	.297	.355	.253	.352	.319	.341

Source: own calculations.

Notes. D1= Dimension 1 "To say no and cut interactions", D2= Dimension 2 "Self-expression in social situations", D3= Dimension 3 "Defense of own rights", D4= Dimension 4 "Ability to express anger and disagreement", D5= Dimension 5 "Ability to make requests to others", D6= Dimension 6 "The ability to initiate positive interactions with people of the opposite sex".

Table 5. ANOVA of linear regression for adolescents and pre-adolescents.

Age	D1	D2	D3	D4	D5	D6
	F	F	F	F	F	F
12-14	28.523	46.765	28.790	23.661	9.076	44.081
	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.
	.000	.000	.000	.000	.003	.000
	F	F	F	F	F	F
15-18	27.013	40.246	19.121	39.272	31.510	36.647
	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.
	.000	.000	.000	.000	.000	.000

Source: own calculations.

Notes. *D1= Dimension 1* “To say no and cut interactions”, *D2= Dimension 2* “Self-expression in social situations”, *D3= Dimension 3* “Defense of own rights”, *D4= Dimension 4* “Ability to express anger and disagreement”, *D5= Dimension 5* “Ability to make requests to others”, *D6= Dimension 6* “The ability to initiate positive interactions with people of the opposite sex”.

Table 6. Results of multiple linear regression (MLR) analysis of the input dataset for estimating academic achievement.

R	R ²	RMSE	Regression Kind
.997	.995	.712	Enter

Source: own calculations.