

# 9<sup>TH</sup> ENSEC CONFERENCE



**CHANIA, GREECE | 5-7.9.2024**

**BOOK OF  
ABSTRACTS**

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Dear Participants,

Welcome to the **9th ENSEC Conference** in Greece, with the theme *Social Emotional Learning for Lifetime Achievement*.

It is our honor and pleasure to welcome you to Crete, in Chania. We are very happy to meet you all in September 2024 and spend three days collaborating on our common research interests in promoting Social and Emotional Learning. Scholars from Europe, USA, and Australia will participate in this meeting. Distinguished speakers will address the latest research on SEL and its impact on our lives. Presenters will share their projects and guide us in a productive exchange of thoughts and reflective dialogue. We hope that you will be inspired and enrich your ideas and experiences in the field of SEL, resilience, and mental health.

On behalf of the European Network for Social and Emotional Competences, the University of Patras, the International Scientific Committee, the Organizing Committee, and Symvoli, we cordially thank each one of our participants for joining this meeting!



Maria Poulou  
*Conference Chair*

## **The Longitudinal Association Between Parents' Perceived Social Support And Children's Subjective Well-being in Early Adolescence – the Mediating Role of Parenting Behaviors**

**Andreja Brajsa Zganec<sup>1</sup>, Marija Dzida<sup>2</sup>, Renata Miljevic Ridicki<sup>3</sup>, Maja Kucar<sup>4</sup>, Ivana Hanzec Markovic<sup>5</sup>**

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Parents' well-being is the foundation for adequate parenting and children's well-being according to the Theory of change model (Newland, 2015). One component of parents' well-being is reflected in their perceived social support from their friends and family. High social support may provide parents with emotional and practical resources that could promote adequate parenting behaviors. Parenting characterized by high support and low restrictive control could in turn be important for children's well-being. The goal of this study is to explore whether parenting behaviors mediate longitudinal links between parents' social support and children's subjective well-being during the period of two years. The study was conducted as part of the three-wave longitudinal project CHILD-WELL. In this study, only families where children reported living with both parents during the duration of the project were included (N=819, 48% boys, Mage=11.05) in the analyses. Parents gave data about their social support in the first wave. Children assessed mothers' and fathers' parenting behaviors (support, restrictive control, permissiveness) in the second wave and their own life satisfaction and positive and negative affect in the third wave. Mother's and father's social support in the first wave predicted more supportive behaviors toward the child, which in turn predicted higher child's life satisfaction and positive affect, and lower negative affect in the third wave. Children's perceived parental support acted as a mediator in the relationship between parental social support and children's subjective well-being. Parents' restrictive control was related to higher negative affect, and lower life satisfaction and positive affect.

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## **Nursing Emotional Competence Profile – exploratory study in Pre Hospital critical care**

**Maria Augusta Romão da Veiga-Branco<sup>1</sup>, Tiago Nobre Dias<sup>2</sup>, Joana Isabel Dias A. Fontes<sup>2</sup>, André Filipe C Nogueira<sup>2</sup>, José Fernando S. M. Magalhães<sup>2</sup>**

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Construct: In pre-hospital, critical care is an unique experience, leading to a broad spectrum of emotions. Managers should remedy work-related stressors and support stressfull contexts nurses' Emotional Competence (EC), because those factors predict mental health in nurses, (Barr, 2024). Objective: Analyze the EC Profile in a sample of nurses in portuguese pre-hospital care. Methodology: Exploratory and transversal cross-sectional, descriptive-correlational study, developed from the application of EC Veiga Scale (EVCEr33) (Veiga-Branco, et al, 2023), wich considers 3 EC levels: low (1-3.49), moderate (3.50-5.45), and high (5.46-7) level. Through an online questionnaire by snowball methodology 60 participants, who provided voluntary consent, were mostly male (51,7%), and 70% aged 31 to 45 years old, 52,7% married, 38,3% having more than 15 years in pre-hospital care, and 52,7% have a master's degree. Results: In this study EVCEr33 was very reliable ( $\alpha=0.86$ ) and evaluates moderate-high the global EC sample profile ( $\bar{x}=5.0$ ;  $sd=0.58$ ). Related the 5 dimensions: "Empathy" achieved high level in the scale and also in effectiveness (min=3.4, max=7.0 ;  $\bar{x}=5.46$ ;  $sd=0.70$ ). Following, the other 4 dimensions corresponded to moderate level of EC, according to ECVS psychometrics: "Self-awareness" (max=6.75;  $\bar{x}=5.18$ ;  $sd=0.99$ ), "Emotional management" ( $\bar{x}=4.99$ ;

sd=0.80), "Relationship management" ( $\bar{x}$ =4.54; sd=0.75) and "Self-motivation" ( $\bar{x}$ =4.87; sd=0.86). However, it is observed that last one, a part of the sample exhibits a low level of effectiveness regarding the minimum value of 1.86. Conclusion: Corroborating recent literature, Emotional Education is essential for caregivers in stressful work contexts, considering the quality of caring people in critical situations, namely out of hospital context.

## ORAL\_06

### **Social and Emotional Competencies and Student Engagement in Youth: A Systematic Review**

**Anabela Caetano Santos<sup>1,2,3</sup>, Celeste Simões<sup>1,3</sup>, Maria Margarida Frade dos Santos<sup>1,3</sup>, Márcia Melo<sup>4</sup>, Iara Freitas<sup>4</sup>, Carmel Cefai<sup>5</sup>, Patrícia Arriaga<sup>2</sup>**

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Social and emotional competencies (SECs) are widely acknowledged as essential skills for the healthy development of young individuals. Student engagement (SE) is a crucial predictor of academic success and completion and is considered a protective factor. This systematic review investigated the associations between SE and SECs in students aged 10–25 years. A comprehensive search across nine databases was conducted to identify peer-reviewed literature spanning from 2004 to 2020, following PRISMA guidelines. The review includes 91 studies involving 92,879 youth students. Among the dimensions of student engagement, emotional engagement emerges as the most extensively studied, overshadowing the exploration of the multidimensional SE concept. The distribution of studies across the five CASEL domains is uneven, with a noticeable focus on self-management, self-awareness, and relationship skills in conjunction with SE. In examining age and gender differences related to SE, the consensus among studies is the prevalence of higher SE values among girls and younger students. Also, there is a clear need for studies that use the multidimensional SE concept, including university students and applying cross-cultural analyses. Overall, most studies showed that SECs are positively associated with SE and negatively associated with disengagement, with similar results for middle, high school and university students from different backgrounds, suggesting that educational institutions should implement social and emotional learning programmes to increase SE.

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### **Relations Among School Connectedness, Peer Acceptance, Cyberbullying, and School Adjustment: An Examination Between Native and Immigrant Elementary School Students**

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Within the theoretical framework of Bronfenbrenner's theory, the present study investigated comparatively the relations among variables/experiences inside (school connectedness, peer acceptance) and outside school (cyberbullying involvement), which contribute to school adjustment of native and immigrant elementary school students. Overall, 819 students (50.2% boys, immigrants: N = 411), from randomly selected schools in economically diverse districts of Athens and Thessaloniki (Greece), completed self-reported scales regarding the variables involved. The results showed that both male and female immigrant students' school adjustment to issues related to school rules, relationships and instruction was lower than their native peers' corresponding school adjustment in