Visvaldas Legkauskas  
Associate Professor, Vytautas Magnus University, Lithuania  
Sarune Magelinskaite-Legkauskiene  
Research Associate, Vytautas Magnus University, Lithuania  
&  
Albina Kepalaite  
Associate Professor, Vytautas Magnus University, Lithuania

Links Between School Adjustment Indicators and Social Competence of Lithuanian First Graders

**Purpose.** The purpose of the present study was to assess the links between social competence and school adjustment indicators, including academic achievement, school anxiety, child-teacher relationship, and involvement in bullying.

**Subjects:** Subjects in the present study were 408 first grade pupils (183 boys and 225 girls) attending 14 schools in the second largest city of Lithuania.

**Measures:** Social competence was assessed using Elementary School Social Competence Scale (ESSCS) developed for the present study and consisting of subscales measuring three aspects of social competence: communication, ability to take directions, and impulse control. School adjustment indicators included academic achievement, involvement in bullying, school anxiety, and child-teacher relationship quality.

**Results:** Results of the study revealed that the communication competence negatively correlated with both Social Anxiety \((r=-0.43, p<0.01)\) and the General Anxiety \((r=-0.37, p<0.01)\) subscales of the School Anxiety Scale. Similar links were found in relation to the ability to take directions \((r=-0.14, p<0.01\) and \(r=-0.37, p<0.01\), respectively). In contrast, impulse control had positive correlation with social anxiety \((r=0.18, p<0.01)\) and negative with general anxiety \((r=-0.18, p<0.01)\). Social competence was also moderately linked to child-teacher relationship quality. The communication competence was linked to lower child-teacher conflict \((r=0.36, p<0.01)\) and higher closeness \((r=0.39, p<0.01)\). Similar relationships were obtained for both ability to take directions \((r=0.48, p<0.01\) and \(r=0.23, p<0.01\), respectively) and impulse control \((r=0.47, p<0.01\) and \(r=0.17, p<0.01\), respectively). On the other hand, involvement in bullying was linked only to ability to take directions and impulse control. The ability to take directions was negatively linked to both victim behavior \((r=-0.17, p<0.01)\) and bully behavior \((r=-0.16, p<0.01)\). Similar links were observed for impulse control \((r=-0.19, p<0.01\) and \(r=-0.11, p<0.01\), respectively). While all subscales of the ESSCS positively correlated with academic achievement, the strongest link was observed with the ability to take...
directions ($r=0.59$, $p<0.01$), followed by communication ($r=0.42$, $p<0.01$) and impulse control ($r=0.15$, $p<0.01$).