

Emotional competences and well-being: Which facets of emotional awareness are linked to various forms of anxiety in 10-13 years old children?

Theoretical Background

- ◆ Increased emotional competences are related to (e.g., Brasseur, Grégoire, Bourdu, & Mikolajczak, 2013)
 - ➔ **happiness** and positive affect as well as lower negative affect
 - ➔ **better health**, better social **relationships**, better job performance
- ◆ **Emotional awareness** – a core element of emotional competences – is important for **anxiety symptoms in youth aged 8-19 years** (Lahaye et al., 2011) (Sendzik, Schäfer, Samson, Naumann, & Tuschen-Caffier, 2017)
 - ➔ **Verbal sharing of emotions**: communication of one's own emotions can be done in an unemotional way
 - ➔ **Not hiding emotions**: blunt expression of one's own emotions (often nonverbal)
 - ➔ **Differentiating emotions**: ability to differentiate between one's own emotions and locate their causes/antecedents
 - ➔ **Bodily awareness of emotions**: attention to the physiological aspects of the emotion experience or its bodily symptoms
 - ➔ **Attending to others' emotions**: willingness to face others' emotions
 - ➔ **Analyses of emotions**: willingness to face one's own emotions

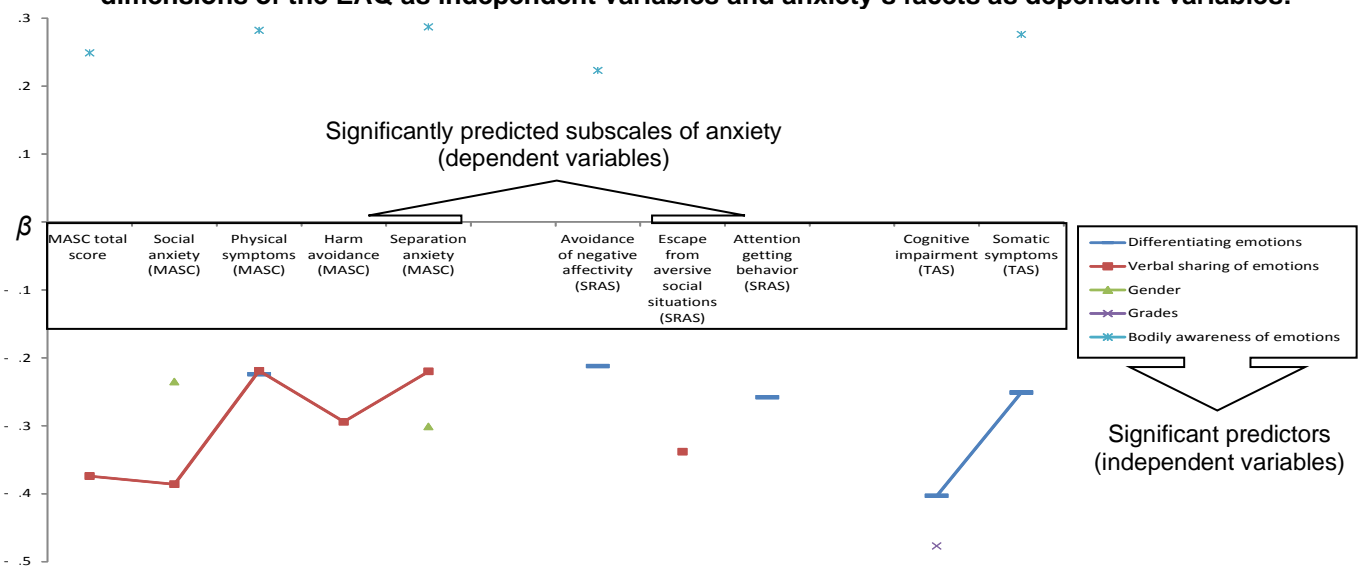
Goals of the Study

Most of the studies addressing emotional awareness and anxiety did not consider them as multi-faceted phenomena. Therefore, the goal of this study was to examine the associations between different facets of emotional awareness and anxiety.

Method

- Population** 158 students (53.2% male) ; Age: 11.4 (± 0.68) years
- Questionnaires**
- ◆ Emotion Awareness Questionnaire (EAQ)
 - ◆ Multidimensional Anxiety Scale for Children (MASC)
 - ◆ School Refusal Assessment Scale (SRAS)
 - ◆ Test Anxiety Scale (TAS)

Magnitude of the standardized β in multiple regression analyses with age, gender, final grade and the six dimensions of the EAQ as independent variables and anxiety's facets as dependent variables:



Conclusion

- Verbal sharing of emotions** predicted **all facets of the MASC** and Harm avoidance of the SRAS (but no test anxiety)
 - ➔ Support children to learn how to adequately express and share their emotions ➔ less anxiety and aggression?
- Differentiating emotions** predicted different facets of **test anxiety** as well as some manifestations of school refusal
 - ➔ Increase this ability to lower test anxiety and cognitive impairment due to stress during examinations ➔ better grades? (Sprung, Münch, Harris, Ebesutani, & Hofmann, 2015)
- Greater attention to **bodily symptoms** predicted at least one manifestation of anxiety on each scale (MASC, SRAS and TAS)
 - ➔ Improve adaptive emotion awareness through mindfulness based interventions ➔ better physical health? (Zoogman, Goldberg, Hoyt, & Miller, 2015)

References

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