

INPLASY PROTOCOL

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None declared.

Social competence and self-esteem: a systematic review

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Review question / Objective: What kind of relationship exists between social competence and self-esteem in students of any age?

Condition being studied: Self-esteem is understood as the evaluative dimension of self-concept, having great importance in the interpretation of opinions, behavior, and emotions. The study of the relationship between these two concepts is important because low levels of self-esteem can be a source of significant psychological distress and can diminish the individual's social competence skills. And in turn, the strengthening of self-esteem would increase the likelihood of adequate progress in social competence, which would imply a healthy development of the individual in his or her environment. Other studies reveal the association between perceived social competence, higher levels of emotional regulation, better academic performance, adequate coping strategies, and a healthier self-concept among the child and adolescent population.

INPLASY registration number: This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 25 April 2022 and was last updated on 25 April 2022 (registration number INPLASY202240149).

INTRODUCTION

Review question / Objective: What kind of relationship exists between social competence and self-esteem in students of any age?

Rationale: This systematic review aimed to:
(1) identify and summarize the studies that

have examined the effects of social competence in self-esteem of students of any age; and (2) find the mediating variables in that relationship.

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METHODS

Search strategy: For the present systematic review, we searched electronic bibliographic databases of Psychology, Biomedical, and Multidisciplinary Sciences, as well as the ProQuest search platform and the SCOPUS and Web of Science meta-search engines. The electronic databases used were MEDLINE, Psychology Database, APA PsycArticles, APA PsycInfo, SCOPUS, and Web of Science Core Collection. The search was conducted before March 31, 2022, by establishing a search period from the beginning of the year 2000 to the above date of 2022. The search strategy defined keyword and synonym entries in these combinations: ((self-esteem) AND ((social competenc*) OR (socioemotional competenc*) OR (interpersonal competenc*))).

Participant or population: Students of any age.

Intervention: None.

Comparator: None.

Study designs to be included: Quantitative studies: experimental and observational studies (descriptive or analytical).

Eligibility criteria: Original full-text scientific journal articles written in English.

Information sources: Electronic bibliographic databases of Psychology, Biomedical, and Multidisciplinary Sciences, as well as the ProQuest search platform and the SCOPUS and Web of Science meta-search engines. The electronic databases used were MEDLINE, Psychology Database, APA PsycArticles, APA PsycInfo, SCOPUS, and Web of Science Core Collection.

Main outcome(s): The main outcome was a significantly and positive relationship between social competence and self-esteem in any age students.

Quality assessment / Risk of bias analysis: Quality checklist Q-SSP (Quality Assessment Checklist for Survey Studies in Psychology) (Protogerou & Hagger, 2020), which is considered acceptable quality.

Strategy of data synthesis: The present systematic review was carried out based on the scientific literature published on social competence and its relationship with self-esteem. For its preparation, we followed the recommendations of the Cochrane Collaboration guidelines (Green & Higgins, 2008).

Subgroup analysis: We follow guidelines of the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analyses) statement in its 2020 revision (Page et al., 2021; Yepes-Núñez et al., 2021) to provide uniformity in the process of conducting the review.

Sensitivity analysis: None.

Language: English.

Country(ies) involved: Spain.

Keywords: social competence; social-emotional competence; interpersonal competence; self-esteem; self-concept.

Contributions of each author:

Author 1 - Luis Pablo Hernández-López - LPH led the project. LPH and MR directed the data search, drafted and revised the original manuscript.

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Author 2 - Miriam Romero-López - LPH and MR directed the data search, drafted and revised the original manuscript. MR performed the methodological evaluation.

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