

Abstract

The aim of the present study was to investigate the temperament of preschoolers and first-graders, and to examine the psychometric properties of the greek version of a questionnaire assessing young children's temperament (CBQ-VSF, Putnam & Rothbart, 2006). Moreover, it was aimed to investigate the relations between children's temperament, aspects of self-concept, and social skills. In this study, participants were 108 preschoolers and first-graders, and 207 parents of preschoolers and first-graders, from kindergartens and primary schools of prefectures of Trikala, Ioannina and Magnesia. The parents filled in two questionnaires concerning their child. The first evaluated 3 dimensions of temperament: Extraversion, Negative affectivity and Effortful control. The second evaluated children's social skills: Empathy, Emotional management, Adaptability and Prosocial behavior. The children were individually administered in the form of interview, part of the Self-Description Questionnaire –IA (SDQ-IA, Marsh, Craven, & Debus, 1991), which evaluates different dimensions of their self-concept, that is, General self-concept, Relations to parents, Relations to peers and Academic self-concept. The Confirmatory Factor Analysis confirmed the existence of 3 dimensions of temperament, still, after deletion of a part of the initial questionnaire's items. Correlation and regression analyses demonstrated the significance of Effortful control for all the reported children's Social skills, of Negative affectivity for the Emotional management (negative relation) and of Extraversion for children's reported Adaptability. A positive correlation was found between children's perceptions of their Relations to peers and their reported Empathy. The findings are discussed with an emphasis on their contribution to theory and educational practice.

Key words: *Temperament, Extraversion, Negative affectivity, Effortful control, Social Skills, Self-Concept*