

Cross-Cultural Research: Adaptation and Validation of Emotional Development Questionnaire for Adults (QDE_A)

CARMO NEVES

Social and Business Sciences
Instituto Politécnico do Porto
Porto
PORTUGAL

carmonespt@gmail.pt <http://pt.linkedin.com/pub/carmo-neves/1b/211/752>

RUI PIMENTA

Biostatistics and Health Management
Instituto Politécnico do Porto
Porto
PORTUGAL
rep@estsp.ipp.pt

ANA GALVÃO

Social Sciences and Gerontology
Instituto Politécnico de Bragança
Bragança
PORTUGAL
anagalvao@ipb.pt

Abstract: - All organizations target a leading position in the market they operate in. To attain this leading position, it is essential to correctly balance the associates' rational and emotional competences. Hence the pertinence of instruments which allow the measurement of the associates' level of emotional competences. This paper describes the process that this specific method adopted in the cross-cultural translation of QDE_A (Questionnaire: Emotional Development for Adults) – the Spanish version into Portuguese (European) language. Our results allowed us to provide a tool in Portuguese language to evaluate emotional competences useful for human resources' managers as well as coaches

Key-Words: - cross-cultural research; translation; validation; emotional competences.

1 Introduction

The success of an organization results from the best practices of management. These best practices should be referenced by values such as result-orientation, quality of the services as well as the satisfaction of the associates.

The development of associates, their qualification and competences, is widely recognized as a key element for the competitiveness and excellence of organizations (Caetano, 2008; Chiavenato, 2008 & Wartzman, 2010). What makes the difference between the organizations is the human resources factor. The organization is as more competitive as its human resources are more qualified and satisfied.

Pink (2010) refers to a *special* kind of intelligence, which mirrors competences such as innovation, creativity, empathy, reading and effective significance of daily life situations.

Goleman (2010) in his studies highlights the possibility to discipline the emotional mind, in order to orient it into exploring and maximizing the potential of the rational mind.

Emotions are at the base of human beings' ability to make decisions and to give significance to the daily life situations. They derive from the framework of rationality itself (Marques-Teixeira, 2003). People with developed emotional skills are, in general, those who reveal more happiness and well-being,

who are more effective in their daily routine and in learning the underlying rules that dictate the success of the organizations (Goleman, 2010). If emotions are structured by concepts and beliefs, being most of these learned, one can consider it possible to learn to *unlearn*, and to, subsequently, evolve.

The intellect cannot excel isolated from the emotional intelligence. Damásio (2010; 2011) demonstrates the impossibility of separating the emotional and the rational parts of the mind.

The emerging paradigm in management consists of the capacity to attain balance between emotion and rationality. Therefore, it is vital that an instrument which allows the measurement of emotional skills is made available for Portuguese human resources' managers and coaches.

The aim of this article is to describe the process this specific method adopted in the cross-cultural translation of QDE_A (Questionnaire: Emotional Development for Adults) from the Spanish version into Portuguese

2 The problem

To provide an instrument that can measure competences at the level of emotions will be helpful for the human resource managers/coaches and to the associates/coachees¹ to find concrete/specific measures of action as well as to observe the emotional development occur.

There are few instruments available for the measurement of emotional competences (Pérez, Petrides & Furnham, 2005; Pérez-Escoda, Bisquerra, Filella & Soldevila, 2010). Moreover, all are subject to criticism since a clear, empirically based, board of analysis is missing.

QDE_A analyzes the level of emotional competency of each person. After the assessment, the aim is to empower the associates/coachees for their emotional management through coaching sessions and/or therapy sessions.

3 Methodology

This is a quantitative, descriptive and inferential study. The Portuguese version of the QDE_A was used for data gathering purposes. This instrument was developed from the Catalan version of Pérez-Escoda, Bisquerra, Filella, & Soldevila (2010). The undertaken translation and adaptation were both authorized by the authors.

This original version of the instrument was prepared for a group of individuals with medium to high level

of studies and is composed by 48 items grouped in 5 dimensions (Pérez-Escoda, Bisquerra, Filella, & Soldevila, 2010).

The translation follows the Brislin's model, which is recommended as the most reliable method for developing an equivalent translated instrument (Yu, Lee, & Woo, 2003).

3.1 Translation and Validation of QDE_A

The translation of this instrument follows a methodological sequence, made by the following steps (Brislin, 1970):

- (1) two translations by a bilingual professional;
- (2) revision of grammatical style and compressibility by a monolingual reviewer;
- (3) blind back-translation;
- (4) compared version of both translations and back translated version for linguistic and cultural equivalence

Brislin (1970) underlines the importance of the quality of the translation and the equivalence between the original version and the translated version, saying that it is possible to control this step of the process. Direct translation cannot be assumed once it does not produce equivalent versions (Sechrest, Fay & Zaidi, 1972).

This determines the need to consider the vocabulary, the grammar and the syntax as well as the back translation which must be done by a bilingual professional. The translator should be blinded to the original questionnaire and should also be an independent translator (Brislin, 1970). The translation process requires skill, knowledge, and experience. Good translators are often incapable of translating specific material, and, therefore, back-translation assumes an important role in the process (Sperber, 2004).

Following this methodological sequence, this study started with two translations. Two linguists/translators (Portuguese and Spanish) specialized in that field, assured the semantics equivalence and the cultural validation. The next step was the comparison of both translations by a specialist in the scientific area in order to validate the content of the instrument and to assure the appropriateness of the language used.

The back translation was carried out into the original language by an independent translator. In this way, it was possible to identify any discrepancy between the original version and the Portuguese version. After the stage of comparison and the linguistic revision, some arrangements were done regarding the construction and standardization of the statements.

¹ Client in a coaching session.

The pre-test was done at the end of the process. This step was carried out under the same conditions as was the study itself. Ten persons (random sample) answered the questionnaire for this purpose. Concerning the eleven points of the original scale, the following was mentioned: the questionnaire itself is too long (48 items), having a scale of eleven points took more time to be answered. Bearing this in mind, a Likert scale of five points was adopted considering it maintained a good level of analysis and minimized the effort of the participants.

The Likert scale consists of 5 points: 1 – Completely in disagreement; 2 – Disagreement; 3 – Neither in agreement nor in disagreement; 4 – Agreement; 5 – completely in agreement.

Once the translation process was completed the second part of process of validation initiated, i.e., the psychometric analysis, before implementation.

Some researches head directly to the study but the psychometric analysis is significantly important in its new versions.

3.2 Psychometric analysis

The psychometric analysis involved a reliability analysis being the Cronbach's Alpha (measure of the internal consistency) the most commonly used index of reliability. Furthermore, a factorial analysis of the instrument was carried out. The adequacy of factorial analysis was checked by the Kaiser-Mayer-Olkin coefficient (KMO). We carried out an exploratory factor analysis (method of extraction: principal component analysis) with equamax ortogonal rotation with Kaiser Normalization in order to facilitate the interpretation of the retained factors.

3.3 Sample

The sample was probabilistic. 507 individuals of northern Portugal were inquired. 90 (17,8%) were men, 417 (82,2%) were women. 308 (60,7%) had children and 199 (39,3%) had no children. 19 (3,7%) had worked for less than 1 year, 40 (7,9%) had worked between 1 and 3 years, 116 (22,9%) between 4 and 8 years and 332 (65,5%), most of the individuals, had worked for over more than 8 years. Regarding age, the minimum was 21 years of age and the maximum was 68 years of age, setting an average of 38 (9,2) years of age. 272 (53,6%) had, at least once, already had the opportunity to participate in an activity involving emotional development (workshops, seminars, courses, conferences, specific training, coaching) and 233 (46,4%) had had no experience in this field.

4 Results

Through the process of translation, in which a methodological sequence was applied, following the Brislin's model, the equivalence between both versions of the QDE_A was confirmed.

The QDE reliability estimated by Cronbach's alpha, in our sample, was 0,91 which demonstrated a very good level of internal consistency.

The adequacy of factorial analysis was guaranteed by a KMO ascending to 0,890. The exploratory factorial analysis allowed us to retain 5 factors which explained 40% of the total variance. Thereby, we identified the emotional competences which were linked with Goleman's model. The extracted dimensions were: F1 - Self-awareness (seven items); F2 - Self-motivation (ten items); F3 - Emotion management (twelve items); F4 - Emotion recognition (ten items); F5 - Relationships' emotions (nine items).

A significant correlation ($p < 0.001$) between all dimensions that comprise the emotional intelligence construct can be observed in Table 1.

Table 1 – Dimension's Correlations

Item Correlation						
	F1	F2	F3	F4	F5	Total
F1	1,000	,605	,593	,346	,474	,807
F2	,605	1,000	,473	,491	,539	,807
F3	,593	,473	1,000	,261	,428	,787
F4	,346	,491	,261	1,000	,414	,614
F5	,474	,539	,428	,414	1,000	,728
Total	,807	,807	,787	,614	,728	1,000

We also found an acceptable/good reliability for each dimension as can be observed in Table 2.

Table 2 -Reliability Statistics of each dimension

Factor	Cronbach's Alpha
Self-awareness	0,766
Self-motivation	0,778
Emotion management	0,804
Recognition of emotions	0,724
Relationships' emotions	0,733

5 Conclusion

The Brislin's model assures the quality of the translation and the equivalence between the original version and the translated version. Under this context, it is possible to control the quality of the

translation. This study guarantees that the QDE_A is an instrument that can be used once proven its' quality, not only through the validation of the translation but also according to the psychometric results produced which show properties similar to the Spanish language QDE_A suggesting that it measures the same construct. We were able to provide a tool in Portuguese language to evaluate emotional competences useful for human resources' managers as well as coaches.

References:

- [1] Bisquerra, R., *Educación emocional y bienestar*, Praxis, 2000.
- [2] Brislin, W. Richard, *Back-Translation for Cross-Cultural Research*, Journal of Cross-Cultural Psychology, 1970.
- [3] Caetano, António, *Avaliação de Desempenho - Metáforas, Conceitos e Práticas*, RH, 2008.
- [4] Chiavenato, Idalberto, *Gestão das Pessoas: O novo papel dos recursos humanos nas organizações*, Elsevier, 2008.
- [5] Damásio, António, *O Livro da Consciência*, Circulo de Leitores, 2010.
- [6] Damásio, António, *O Erro de Descartes: Emoção, Razão e Cérebro Humano*, Circulo de Leitores, 2011.
- [7] Goleman, Daniel, *Inteligência Emocional*, Cículo de Leitores, 2010.
- [8] Marques-Teixeira, J., *Emoções: Delimitação Conceptual*, No.6, 2003, pp. 48-54.
- [9] Nunnally, J.C., *Psychometric theory*, McGraw-Hill, 1978.
- [10] Pérez, J.C.; Petrides, K. V.; Furnham, A. *Measuring trait emotional intelligence, International Handbook of Emotional Intelligence*, 2005, pp. 181-201.
- [11] Pérez-Escoda, Núria; Bisquerra, R.; Filella, G.; Soldevila, A.; *Construcción del Cuestionario de Desarrollo Emocional de Adultos (QDE-A)*, REOP Vol. 21, Nº 2, 2º, 2010, pp. 367-379.
- [12] Pink, Daniel H., *A Nova Inteligência - Treinar o lado direito de cérebro é o novo caminho para o sucesso*, Oficina o livro, 2010.
- [13] Sechrest, Le; Fay, Todd; Zaidi, Hafeez S.M., *Problems of Translation in Cross-Cultural Research*, Journal of Cross-Cultural Psychology, 1972, pp 141-156.
- [14] Sperber, Ami D., *Translation and Validation of Study Instruments for Cross-cultural Research*, American Gastroenterological Association, 2004.
- [15] Wartzman, Rick, *As lições de Peter F. Drucker. O essencial sobre a gestão, a sociedade e a economia*, Babel, 2010.
- [16] Yu, Doris S.F.; Lee, Diana T.F.; Woo, Jean; *Translation of the Chronic Heart Failure Questionnaire*, Elsevier, 2003.