

SOCIO-EMOTIONAL COMPETENCES IN PORTUGUESE YOUNGSTERS: DEVELOPING OF ASSESSMENT TOOLS FOR PARENTS¹

Heldemerina Pires*, Adelinda Candeias*, Nicole Rebelo**, Diana Varelas** & António M. Diniz*

*Department of Psychology, University of Évora – Portugal

**CEHFICI/CIEP, University of Évora – Portugal

Contact: projected@gmail.com | http://www.projectored.uevora.pt/

Introduction

Social Competence (SC): ability to manage behavior, cognition and affection in order to achieve their social objectives (Waters & Sroufe, 1983). Is multifold and involve positive relationships with others; social cognition appropriate to age; deprivation of maladaptive behaviors and effective social skills (Candeias, 2001).

Emotional Intelligence (EI): is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands. (Bar-On, 2006).

Objective

Test the applicability of the scales EQiYV-pv and PSC-Pa in Portuguese mothers, comparing the factor structure of the first one with the instrument original factor structure, and the factor structure of the second one with the factor structure found in previous research with children.

Design

- 715 mothers of both gender youngsters (from the first to the third level).
- Emotional Quotient Inventory (EQiYV-pv: Portuguese version for parents)
- Perceived Social Competence Test (PSC-Pa: PSC parents' version).
- Data analysis was based on exploratory factorial analyses, with varimax rotation of factors extracted by principal axis factoring method for the EQiYV-pv and by generalized least squares factoring method for PSC-Pa (scale free and asymptotically efficient).
- The examination of instruments' factor structure, through convergent validity (CV), discriminant validity (DV; shared variance, or squared correlations, between factors lower than the AVE of each), and composite reliability (CR).

Results

EQiYV-pv

Item (Factor)	M1		M2		M3		M4	
	FL	R ²	FL	R ²	FL	R ²	FL	R ²
38 (GM)	.81	.66	.85	.72	.86	.74	.86	.74
14 (GM)	.77	.60	.82	.66	.82	.69	.83	.69
30 (GM)	.75	.56	.75	.56	.73	.54	.74	.54
34 (GM)	.70	.49	.68	.47	.67	.45	.68	.46
4 (GM)	.52	.27	.49	.24	.49	.24	.49	.24
9 (GM)	.46	.22	.44	.20	-	-	-	-
36 (GM)	.40	.16	-	-	-	-	-	-
24 (GM)	.38	.14	-	-	-	-	-	-
26 (GM)	.37	.14	-	-	-	-	-	-
2 (GM)	.20	.04	-	-	-	-	-	-
AVE					.53		.53	
CR					.84		.84	
15 (A)	.74	.54	.73	.50	.73	.53	.74	.54
27 (A)	.67	.45	.65	.43	.65	.43	.66	.44
21 (A)	.67	.45	.67	.45	.68	.46	.70	.48
11 (A)	.65	.43	.66	.43	.66	.44	.66	.43
17 (A)	.64	.41	.64	.41	.64	.41	.65	.43
23 (A)	.62	.39	.64	.41	.64	.41	.66	.43
13 (A)	.41	.16	-	-	-	-	-	-
32 (A)	.38	.14	-	-	-	-	-	-
AVE					.45		.46	
CR					.83		.84	
29 (SM)	.84	.70	.88	.78	.89	.79	.89	.80
18 (SM)	.83	.68	.86	.73	.86	.74	.86	.74
33 (SM)	.57	.33	.53	.28	.52	.27	.51	.27
6 (SM)	.55	.30	.57	.32	.57	.33	.57	.33
8 (SM)	.41	.17	-	-	-	-	-	-
10 (SM)	.37	.14	-	-	-	-	-	-
37 (SM)	.35	.12	-	-	-	-	-	-
AVE					.53		.53	
CR					.81		.81	
22 (Ia)	.71	.50	.74	.55	.74	.54	.75	.56
16 (Ia)	.69	.49	.73	.53	.73	.54	.73	.53
7 (Ia)	.65	.42	.66	.44	.69	.47	.70	.48
3 (Ia)	.54	.29	.56	.31	.56	.31	.57	.33
12 (Ia)	.52	.27	-	-	-	-	-	-
28 (Ia)	.41	.17	.29	.09	-	-	-	-
AVE					.47		.48	
CR					.78		.78	
25 (Ie)	.61	.37	.64	.40	.61	.37	-	-
31 (Ie)	.51	.26	.54	.29	.57	.32	-	-
19 (Ie)	.48	.23	.42	.17	-	-	-	-
1 (Ie)	.46	.21	.49	.24	.42	.18	-	-
35 (Ie)	.45	.21	.48	.23	.53	.28	-	-
20 (Ie)	.40	.16	-	-	-	-	-	-
5 (Ie)	.33	.11	-	-	-	-	-	-
AVE					.29		.29	
CR					.61		.61	

Note: GM = General Mood ; A = Adaptability; SM = Stress Management; Ia = Intrapersonal; Ie = Interpersonal. AVE = average variance extracted; RC = composite reliability. FL = Factor Loading; R² = communality. Correlations between factors ranged from -.14. to .39, indicating a good DV.

PSC-Pa

Item (Factor)	M1	
	Factor Loading	R ²
2b (IN)	.73	.53
2a (IN)	.72	.52
5a (IN)	.66	.43
5b (IN)	.63	.40
AVE	.47	
CR	.78	
4b (SS)	.82	.67
4a (SS)	.65	.43
1b (SS)	.58	.34
1a (SS)	.45	.20
AVE	.41	
CR	.73	
3a (L)	.99	.97
3b (L)	.62	.38
AVE	.49	
CR	.84	

Note: IN = Interpersonal Negotiation; SS = Social Support; L = Leadership. AVE = average variance extracted; RC = composite reliability. R² = communality. Correlations between factors ranged from .26. to .44, indicating a good DV.

Discussion

During the adolescence, parents don't have a real and accurate perception about their children interpersonal relationships and we can justified the exclusion of the IE factor of EQiYV-pv.

It seems that the structure of PSC-Pa is three-factorial in terms of content. However, because of the values of DV, we can think that PSC-Pa seems also to express a structure based in the aggregation of contents, as if we have a content as a process of perceived social competence. That is, mothers perceived their children SC in terms of social support, interpersonal negotiation and peers leadership.

References

- Bar-On, R. (2006). The Bar-On model of emotional social intelligence (ESI). *Psicothema*, 18 (1), 13-25.
- Bar-On, R., & Parker, J. (2000). *EQiYV: Technical manual*. Toronto, Canada: Multi-Health Systems.
- Bornstein, M. H., Hahn, C.-S., & Haynes, O. M. (2010). Social competence, externalizing, and internalizing behavioral adjustment from early childhood through early adolescence: developmental cascades. *Development and psychopathology*, 22(4), 717-35. doi:10.1017/S0954579410000416
- Candeias, A. A. (2001). *Social intelligence: Studies of conceptualization and operationalization of the construct*. PhD Thesis, Évora: Universidade de Évora.
- De Goele, I., Branje, S., Delsing, M., & Meesaq, W. (2009). Linkages over time between adolescents' relationships with parents and friends. *Journal of youth and adolescence*, 38(10), 1304-1315. doi:10.1007/s10964-009-9403-2
- Ford, M. (1982). Social cognition and social competence in adolescence. *Developmental Psychology*, 18 (3), 323-340.
- Sánchez-Núñez, M. T., Fernández-Berrocal, P., & Latorre, J. M. (2013). Assessment of emotional intelligence in the family: Influences between parents and children on their own perception and that of others. *The Family Journal*, 21(1), 65-73. doi:10.1177/1066480712455821
- Waters, E., & Sroufe, L. A. (1983). Social competence as a developmental construct. *Developmental Review*, 3(1), 79-97. doi:10.1016/0273-2277(83)90010-2
- Wigelsworth, M., Humphrey, N., Kalamouka, A., & Lendrum, A. (2010). A review of key issues in the measurement of children's social and emotional skills. *Educational Psychology in Practice*, 26(2), 173-186. doi:10.1080/0267361003768526

¹ Supported by APD - Academic Performance and Development: a longitudinal study on the effects of school transitions in Portuguese students (PTDC/CPE-CED/104884/2008)