

# CONSTRUCTION AND VALIDATION OF THE PARENTAL ASSESSMENT QUESTIONNAIRE FOR CHILDREN'S EMOTIONAL COMPETENCE (URPEKD)

**Anela Nikčević Milković**

University of Zadar

Department of teacher education studies in Gospić

**Denis Jurković**

University of Zadar

Department of teacher education studies in Gospić

**Ana Jerković**

Primary school Petra Berislavića

## Abstract

The aim of the research was to construct and validate *The Parental Assessment Questionnaire for Children's Emotional Competence* (URPEKD). The factorial structure, reliability, validity and sensitivity of the whole questionnaire, as well as the discriminability of individual items were checked, and the best items selected to be captured by the measurement construct were selected. Factor analysis resulted in a two-factor solution that explained 59.845 % of the total variance. The first factor that is saturated with eight items is called *The perception, understanding and expression of one's emotions*. The second factor that is saturated with six items is called *Perception, understanding, and expression of others' emotions*. The reliability of the entire scale, as well as its subscales is satisfactory. The construct validity of the URPEKD instrument was verified by its association with a similar instrument for students - UEK-45 (Takšić, 2002). There is a significant correlation between the stated factors of both questionnaires indicating satisfactory validity. The instrument is suitable for the use of measuring primary school children's emotional competence by their parents.

**Keywords:** children's emotional competence, construct validity, factor analysis, parental questionnaire reliability

## INTRODUCTION

*Emotional competence* is one of the main factors influencing success in an individual's personal and professional life. In the literature, authors use different terms when talking about the same set of skills and abilities, so we come across terms like *emotional quotient* (Goleman, 1995), *emotional literacy* (Goleman, 1995; Dulewic and Higgs, 2000) or *emotional competence* (Dulewic and Higgs, 2000; Takšić, 1998). *Emotional intelligence* (EI) differs from IQ or cognitive abilities that were considered crucial to an individual's success in the past. The turning point in this attitude was in 1995 when Daniel Goleman, an American scientist and journalist, published a book called "Emotional Intelligence" with the subtitle "Why it can matter more than IQ?" Goleman explained the basic skills involved in this concept in an easy-to-read way with many examples from experimental research, clinical practice, and everyday life. The book received a great response, followed by a flood of popular books and articles on the subject, and the most fruitful area was in the human resource management. Goleman (1995) defined emotional

intelligence as a capacity for recognising own emotions, as well as same emotions in other people, self-motivation and good handling of emotions, in self and in relation to others.

The basis for the emergence of the EI construct was in the postulates of Sternberg's *practical intelligence* and in the division of social intelligence into interpersonal and intrapersonal intelligence from Gardner's model of intelligence (Gardner, Mindy, Warren and Wake, 1999). *Interpersonal intelligence*, according to this author, is knowledge about the internal aspects of an individual - access to one's own feelings, range of emotions, ability to distinguish feelings, possibly naming them and searching for meaning in them, and understanding the causes of one's own behaviour. *Intrapersonal intelligence* refers to the recognition of emotional states in other people in order to more effectively solve possible problems and adequately regulate behaviour. These authors found the theoretical origin in holistic conceptions (if we want to explore the true human nature we must look at it as a whole). Psychology should help solve real problems that a person is surrounded by on a daily basis, i.e. it must solve the problem of psychological health. Everyday problems place different demands on a person than those found in traditional intelligence tests. It is possible to successfully solve them with other abilities, skills, and knowledge, primarily through self-regulation and control of emotions, adequate demeanour of other people and acceptance of what others are doing. Emotional knowledge is embedded in the general, social context of communication and interaction.

The original definition of *emotional intelligence*, according to Salovey and Mayer (1990), was that it was "the ability to monitor one's own and others' feelings and emotions and use that information in thinking and behaving", which includes: a) assessing and expressing emotions in oneself and others, b) regulation of emotions in oneself and others and c) using emotions for adaptive purposes. This definition only emphasizes the perception and regulation of emotions and omits thinking about feelings. Therefore, in 1997, these authors revised the definition that "emotional intelligence includes the ability to quickly perceive the evaluation and expression of emotions; the ability to recognize and generate feelings that facilitate thinking; the ability to understand emotions and knowledge of emotions; and the ability to regulate emotions for the purpose of promoting emotional and intellectual development." The four listed abilities are ranked according to the complexity of mental processes which range from simpler (observation and expression of emotions) to complex (awareness, reflexivity, and regulation of emotions).

*Emotional competencies* represent the capacity to learn based on emotional intelligence which results in outstanding performance at school, at work, and in a variety of other settings. Emotional intelligence is the potential for the development of emotional competence. Having high emotional intelligence does not guarantee to an individual that they will have adequate skills of emotional competence, but it means that they will have high potential to learn them. Emotional intelligence contains five domains: self-awareness, self-regulation, motivation, empathy, and social skills. The five aforementioned competencies are grouped into two main categories: personal and social skills. *Personal skills* are important in self-control, achieving goals, persevering on a task even when it is difficult, commitment, initiative, flexible adaptability to changes, self-control, reliability, accurate assessments, self-awareness, and the like. *Social skills* are important for teamwork, leadership, management, initiating change, building quality friendships, collegial and partnership relationships, resolving conflicts, and influencing others.

### Measuring emotional intelligence

According to Takšić (2006), in the field of measuring individual differences in emotional intelligence, two approaches are most often mentioned: 1) Self-assessments of one's own abilities and 2) Examination of emotional intelligence by performance tests. Self-assessment

scales prevailed from the beginning of construct measurement up until a few years ago (Takšić, Mohorić and Munjas, 2006). The operationalization of the EI construct using self-evaluation scales of one's own abilities was based on Bandura's premise that people generally behave in accordance with their opinions and attitudes (Bandura, 1977). Most EI self-assessment scales are based on the Mayer and Salovey's model (1996; 1997). The notable ones are: *Schutte Emotional Intelligence Scale* (SEIS) (Schutte et al., 1998); *Emotional quotient inventory* (EQs) (Bar-On, 2000); *EQ-map* (Cooper, 1996); *Emotional Control Questionnaire* (Roger and Najarian, 1989); then the scale that does not measure EI but is conceptually related to it and is often used in research is *The Toronto Alexithymia Scale*<sup>1</sup> (TAS-20; Bagby et al., 1993). The *Emotional Competence Questionnaire* is used in Croatia (UEK-45) (Takšić, 2002), which is an abbreviated version of *The UEK-136 Emotional Intelligence Questionnaire* (Takšić, 1998) constructed according to the Mayer and Salovey's model (1996; 1997), and *The Emotional Skills and Competence Questionnaire* (UEK-15, Takšić, 2002) which consists of 15 items. The first known test of emotional intelligence is *The Multifactor Emotional Intelligence Scale* (MEIS) (Mayer, Caruso, & Salovey, 1999). It consists of 12 measures of competence from the EI model of these authors, which are located in four broad areas of competence: 1) perceiving emotions, 2) assimilating emotions into judgement, 3) understanding emotions and 4) managing emotions. Factor analysis yielded three significant factors: 1) perceiving, 2) understanding and 3) assimilation of emotions. The correlation with the verbal ability test and with *The Army Alpha vocabulary IQ test* has shown to be significant. The shortcomings of this test were remedied in the second battery of MSCEIT tests (*Meyer, Salovey, Caruso Emotional Intelligence Tests*) (Salovey, Mayer, Caruso and Lopez, 2001; Mayer, Salovey, Caruso and Sitarenios, 2003). EI performs evaluation like classical intelligence tests, contains eight subscales, two from each of the four ability groups: 1) perception and expression of emotions, 2) use of emotions as an aid in thinking, 3) understanding and analysing emotions, 4) reflective management of emotions. It is highly reliable. In the analysis of prognostic validity, MSCEIT predicts positive relationships with people (positive correlations with results on attachment scales, broader social networks, and negative with deviant and problematic behaviour).

Several tests of different abilities from the emotional intelligence model have been published in Croatia (Mayer and Salovey, 1996; 1997). *Emotion analysis test* (TAE) (Kulenović et al., 2001) is intended for assessment of the dimension of understanding and analysis of emotions. It consists of 25 problems, and in each the respondents are asked to find the two most accurate and the two least accurate solutions to the emotional problem situation. The reliability of this questionnaire is satisfactory and predicts well general success in school. *The test of perception of emotional content in images* (TOES) (Arar, Takšić and Molander, 2000; Takšić, Arar and Molander, 2004) assesses individual differences in the simplest ability from the Mayer-Salovey's model - the ability to perceive emotions. Respondents rate the expression of each of the emotions offered on a five-point scale. *The emotion vocabulary test* (TRE) (Takšić, Harambašić and Velemir, 2004) contains given stimulus words with six possible answers, of which only one is correct. A stimulus word is always an emotion or mood. It consists of 102 tasks and the abbreviated version consists of 35 tasks. *The Emotion Regulation and Control Questionnaire* (ERIK) (Takšić, 2004) is also used, which consists of 20 items that assess the magnitude of the effects of unpleasant emotions and moods on the thinking, memory and behaviour of an individual. The problems with EI self-assessments: a) people try to adjust answers in some situations, b) people are often not aware of their emotions and c) they overlap with already known personality traits, have led to an increasing emphasis on the importance of approaching EI testing as an ability, i.e. the construction of tests for testing EI that require solving a problem situation and finding the correct answer.

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<sup>1</sup> *Alexithymia* is the inability to name and express emotions, which means that it is a construct that is in inverse proportion to the concept of EI (Takšić, 2006).

## THE AIM OF THE RESEARCH

The research aim was to construct and validate *The Parental Assessment Questionnaire for Children's Emotional Competence* (URPEKD). The aim was to check the homogeneity (factor structure of the Varimax questionnaire by Guttman-Kaiser criterion), reliability (measure of internal consistency of a set of statements tested by Cronbach Alpha coefficient calculation), construct validity (correlation analysis and analysis of main components of constructed measures with other measures measuring the same object) and the sensitivity (calculation of the range and measures of the shape and symmetry of the distribution of results, calculation of the Kolmogorov-Smirnov test) of the whole questionnaire, as well as the discriminativeness of individual items and select the best items that will affect the measurement construct. A measuring instrument with which we can assess how parents assess emotional competence of their children needs to be constructed, so that they can compare to what extent it the child's own assessment of emotional competence. This is the first step of parental awareness of the importance of emotional competence of their children in order to develop their personality, as well as their academic, emotional and social success in life and the need to invest in their development through the education of children.

## METHODOLOGY

### Respondents and the research process

The starting point in creating *The Parental Assessment Questionnaire for Children's Emotional Competence* (URPEKD) was *The Assessment Questionnaire for Children's Emotional Competence*, a questionnaire for students (UEK-45, Takšić, 2002). The authors adapted and constructed the items of *The Parental Assessment Questionnaire for Children's Emotional Competence* based on that questionnaire, and on the theoretical approach to the concept of emotional competence. The initial version of the URPEKD questionnaire consisted of 14 statements. The content of the items was agreed on by three experts in the field of school psychology and school pedagogy, the authors of this article. The aim of the research was to determine the basic measurement characteristics of the newly constructed questionnaire: homogeneity (factorial structure), reliability, construct validity and sensitivity. For this purpose, a survey was conducted in two primary schools: "Dr. Jure Turić" from Gospić and "Petar Berislavić" from Trogir with pupils of seven classes of 8th grade and their parents. 119 parents participated in the research ( $M_{\text{age}} = 43.51$ ;  $SD = 0.55$ ; female = 65 %) and 119 eight grade pupils (63 boys, 53 % and 56 girls, 47 %) age 12 to 16 ( $M_{\text{age}} = 13.87$ ;  $SD = 0.55$ ). The research was done with students during regular classes in the classroom, and in part with parents during regular parent - teacher meetings. Participation was anonymous and voluntary. A code was used to link the parent questionnaire with their child's questionnaire. Before completing the parental questionnaire, their written permission was requested for their children to participate in the research, within which the goal and purpose of the research were explained to them. Prior to conducting the research, permits from all relevant institutions (University of Zadar and Teachers' Councils and principals in these schools) were requested. Students who participated in the *Emotional Competence Questionnaire* (UEK-45) by Vladimir Takšić (2002) participated in the research in order to determine the constructive validity of the newly constructed questionnaire for parents URPEKD. In addition, sociodemographic data were collected for students and parents. From students' sociodemographic data, the collected items were: the name of the school that pupils attend, gender, age, average school success (at the end of the educational period), the success in the Croatian language (at the end of the educational period), the success in Mathematics (at the end of the educational period), the success in the first foreign language (at the end of the

educational period), their education on emotional competence (what emotions are, how to recognize and express them; the pupil received: a) in the family, b) in school, c) in family and school, d) nowhere). Concerning the sociodemographic data for parents, the data were collected on: the name of the school that the child attends, children's emotional literacy (which is a matter of: a) family, b) school, c) family and school), gender, socioeconomic status (a) poor, b) average, c) above average), number of children in the family (a) one, b) two, c) three, d) four and more), marital status (a) married, b) single parent, c) widower), live in: (a) nucleus family (parents and children), b) extended family (parents, children, grandparents), c) only one parent and child/children), the sociodemographic data of the father (age, work experience, education), sociodemographic data of the mother (age, work experience, education).

## Instrument

In order to check the construct validity of the newly constructed parental questionnaire, data was collected from pupils using *The Emotional Competence Questionnaire* (UEK-45; Takšić, 2002), which is an abbreviated version of *The UEK-136 Emotional Intelligence Questionnaire* (Takšić, 1998) designed according to the Mayer and Salovey's model (1996, 1997). The questionnaire contains three subscales which aim to assess: a) The ability to perceive and understand emotions (15 items), b) The ability to express and name emotions (14 items) and c) The ability to manage emotions (16 items). So far, several thousand respondents of different ages and genders have been surveyed with this questionnaire, and the scale has been translated into Slovenian, English, Swedish, Portuguese, Spanish, Japanese and Italian language. The psychometric properties of this questionnaire are very good, the reliability of the whole questionnaire on different samples of respondents ranges from .88 to .92. According to Takšić (2006), the reliability of individual subscales is also acceptable. It is the largest for the first subscale and it amounts from .82 to .88, for the second one it amounts between .78 and .81, and for the third it is the lowest and amounts from .68 to .72. The correlations between individual subscales range from .35 to .51, so the overall score can be formed as a measure of general emotional competence with reliability from .87 to .92. Validity was assessed by correlations with the SEIS and Toronto scales and those similarly constructed. The highest correlations between the scales and the overall score on UEK-45 were the ones with the scale from the same concept of EI as a personality trait (SEIS), which speaks in favour of convergent validity. The results of correlations with several similar constructs: social skills (Riggio and Trockmorton, 1986), personality traits according to the Big-5 model (Kardum, 1993), stress coping strategies (Hudek-Knežević, 1993) and self-perception (Bandura, 1977; Bezinović, 1988) show the following: of the social skills scales, the UEK-45 is most correlated with emotional sensitivity and social expression, i.e. with the ability to perceive and understand emotions, i.e. with the ability to express and name emotions. From the personality traits, according to *The Big-5 model*, the biggest correlation is with *The Openness to new experiences* (intellect), which emphasizes that EI as a trait also has a cognitive component. Takšić (2006) states that the prognostic validity of UEK-45 has been verified by correlations with life satisfaction and various aspects of empathy. It is the largest with the assessment of management success according to Yukl's (1994) taxonomy, but it had a greater indirect contribution to team productivity than it was the assessment of management success (Takšić, Sušanj and Main, 2003, according to Takšić, 2006). It also had a high correlation with Block's ego resistance construct (Block & Kremen, 1996). The correlations of the overall result, the scale of perception and understanding, and the expression and naming of emotions were positive and mostly with the cognitive aspect of empathy (taking another person's perspective) from Davis' conceptualization of empathy (Davis, 1980, according to Takšić, 2006). This result confirms the association of EI with cognition. The emotion management ability scale has proven to be a strong predictor of life satisfac-

tion. The ability to manage emotions has made a significant contribution to the variance of school success.

## RESULTS AND DISCUSSION

The items of the parental questionnaire are semantically designed on the basis of *The Questionnaire for Assessing the Emotional Competence of Children* UEK-45 by Vladimir Takšić (2002). This section presents the metric characteristics of the newly constructed Questionnaire URPEKD, as well as the correlations with external variables.

### Suitability of the variable correlation matrix for factorisation

The Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) ( $k = .854$ ) and the Bartlett's Test of Sphericity ( $\chi^2 = 1012.586$ ;  $p < 0.01$ ) show that the correlation matrix of the variables is suitable for factorization.

### Descriptive statistics of results on URPEKD questionnaire items

The results on the items are presented descriptively, i.e. by arithmetic mean and standard deviation. The initial version of the URPEKD consisted of 14 questions. The minimum and maximum results on individual particles are also shown.

Table 1 Basic descriptive statistics of *The Parental Assessment Questionnaire for Children's Emotional Competence* (URPEKD)

	M	SD	N	Min	Max
He/she can almost always describe his/her feelings and emotions in words.	3.73	.883	118	1	5
My child can easily list the emotions he is currently feeling.	3.88	.926	118	1	5
He/she can express his/her emotions well.	3.88	.869	118	1	5
He/she can easily express how he/she is feeling.	3.86	.954	118	1	5
He/she can easily express his/her current condition.	3.96	.821	118	1	5
I can say that my child knows a lot about his/her emotional state.	3.91	.837	118	2	5
He/she can accurately determine a person's emotions if he/she is watching someone while he/she is with friends.	3.40	.775	118	2	5
He/she recognizes someone's feelings by the expression on their face.	3.84	.762	118	2	5
He/she notices when someone is trying to cover up bad mood.	3.52	.792	118	2	5
He/she notices when someone is feeling guilty.	3.71	.796	118	2	5
He/she notices when someone is hiding their true feelings.	3.58	.870	118	1	5
He/she can easily notice when someone is behaving differently than how they feel.	3.64	.736	118	2	5
He/she can easily name most of his/her feelings.	3.78	.888	118	2	5
He/she can easily recognise most of his/her feelings.	3.95	.815	118	2	5

According to the data shown in *Table 1*, the arithmetic means achieved in the *Questionnaire of the Parental Assessment of Children's Emotional Competence* (URPEKD) are mostly average (ranging from 3.4 to 3.96). The highest results are on the statements "He/she can easily express his/her current condition." ( $M = 3.96$ ,  $SD = .821$ ) and "He/she can easily recognise most of his/her feelings." ( $M = 3.95$ ,  $SD = .815$ ). The lowest results are on the statements "He/she notices when someone is trying to cover up bad mood." ( $M = 3.52$ ,  $SD = .792$ ) and "He/she can accurately determine a person's emotions if he/she is watching someone while he/she is with friends." ( $M = 3.4$ ,  $SD = .775$ ).

### Exploratory factor analysis

The factor analysis resulted in a two-factor solution (*Table 2* and *3*) and two factors (6.456, 1.922) were extracted by Varimax rotation using the Guttman-Kaiser criterion, which successfully explained 59.845 % of the total variance. The homogeneity of both scales is complete because all items of each scale were projected onto only one component. *Tables 2* and *3* show the factor loads and item distributions on individual factors. The highest saturations were taken into account when forming the factors. It can be noted that the first factor is saturated with eight items for which it is characteristic that they relate to the perception, understanding and expression of one's own emotions, which is why it is called *Perception, understanding and expression of one's own emotions*. The second factor is saturated with six items for which it is characteristic that they relate to the perception, understanding and expression of other people's emotions, which is why it is called *Perception, understanding and expression of other people's emotions*. Scales reliability is satisfactory. Cronbach's alpha of the entire questionnaire is .91; .93 of the first subscale, and .80 of the second subscale. The result of Cattel's *Scree test* suggests a two-factor structure, and it should be noted that there is a uniformed and slightly decreased drop of the characteristic root after the second factor.

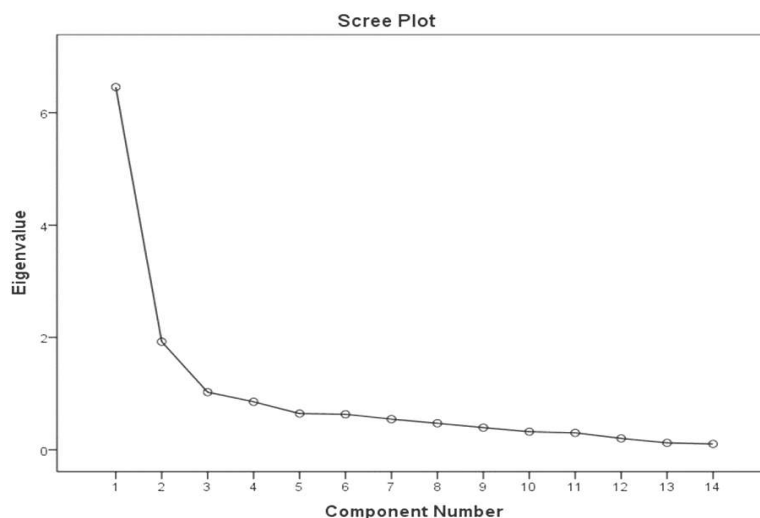


Figure 1 Graphical representation of the values of characteristic roots

Table 2 URPEKD questionnaire factors extracted by Main Component Analysis with Varimax Rotation

	Initial	Extraction
He/she can almost always describe his/her feelings and emotions in words.	1,000	.596
My child can easily list the emotions he/she is currently feeling.	1.000	.731
He/she can express his/her emotions well.	1.000	.745
He/she can easily express how he/she is feeling.	1.000	.825
He/she can easily express his/her current condition.	1.000	.686
I can say that my child knows a lot about his/her emotional state.	1.000	.617
He/she can accurately determine a person's emotions if he/she is watching someone while he/she is with friends.	1.000	.514
He/she can recognize someone's feelings by the expression on their face.	1.000	.515
He/she notices when someone is trying to cover up bad mood.	1.000	.491
He/she notices when someone is feeling guilty.	1.000	.513
He/she notices when someone is hiding their true feelings.	1.000	.566
He/she can easily notice when someone is behaving differently than how they feel.	1.000	.421
He/she can easily name most of his/her feelings.	1.000	.592
He/she can easily recognise most of his/her feelings.	1.000	.565

Note: Saturation of 30 and higher are stated

Table 3 Items of the latest version of *The Parental Assessment Questionnaire for Children's Emotional Competence* (URPEKD) and factorial saturations

	Components	
	1	2
He/she can easily express how he/she is feeling.	.961	
He/she can express his/her emotions well.	.868	
He/she can easily express his/her current condition.	.860	
My child can easily list the emotions he/she is currently feeling.	.839	
He/she can easily name most of his/her feelings.	.775	
He/she can almost always describe his/her feelings and emotions in words.	.746	
He/she can easily recognise most of his/her feelings.	.704	
I can say that my child knows a lot about his/her emotional state.	.621	
He/she notices when someone is feeling guilty.		.754
He/she notices when someone is hiding their true feelings.		.739
He/she recognize someone's feelings by the expression on their face.		.717
He/she notices when someone is trying to cover up bad mood.		.682
He/she can easily notice when someone is behaving differently than how they feel.		.658
He/she can accurately determine a person's emotions if he/she is watching someone while he/she is with friends.		.640

Table 3 shows the factor saturations for the two factors of *The Parental Assessment Questionnaire for Children's Emotional Competence* (URPEKD) that were extracted using principal components analysis with the Varimax rotation method. Variables 1, 2, 3, 4, 5, 6, 7, and 8 have high saturations on the first factor *Perception, understanding, and expression of one's own emotions*. Variables 9, 10, 11, 12, 13 and 14 have high saturations on the second factor *Perception, understanding and expression of other people's emotions*.



### Reliability of the *Parental Assessment Questionnaire for Children's Emotional Competence*

The reliability of *The Parental Assessment Questionnaire for Children's Emotional Competence* (URPEKD) expressed by Cronbach's alpha test is .91. The reliability of individual subscale *Perception, understanding, and expression of one's own emotions* (to which statements 1, 4, 5, 6, 11 and 12) is .93, and the reliability of subscale *Perception, understanding and expression of other people's emotions* (to which statements 2, 3, 7, 8, 9, 10, 13, 14) is .80.

### Criterion validity of the *Parental Assessment Questionnaire for Children's Emotional Competence*

The criterion validity of the URPEKD instruments for parents was verified by its association with external variables, i.e. with a similar instrument for students - UEK-45. *The Emotional Competence Questionnaire for Children* (UEK - 45) has 45 items, i.e. 3 subscales: 1) *Perception and understanding of emotions*, 2) *Expression of emotions* and 3) *Management of emotions*. The results of basic descriptive statistics for the factors of both questionnaires - the newly constructed one for parents and the one for UEK-45 pupils are given in *Table 4*. Furthermore, in *Table 5*, the results of Pearson's factor correlation coefficients of both questionnaires are given. It can be seen from *Table 5* that there is a significant correlation between the above stated factors of both questionnaires, and such a result is an indicator of satisfactory validity.

Table 4 Descriptive statistics of the UEK-45 questionnaire factor for pupils and URPEKD for parents

		<i>M</i>	<i>SD</i>	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Skew.</i>	<i>Kurt.</i>
PARENTS	1 <sup>st</sup> factor of the questionnaire for parents: <i>Perception, understanding, and expression of one's own emotions</i>	30.94	5.684	118	17	40	-.105	-.623
	2 <sup>nd</sup> factor of the questionnaire for parents: <i>Perception, understanding and expression of other people's emotions</i>	21.69	3.358	118	13	30	.120	-.130
STUDENTS	1 <sup>st</sup> factor of the UEK-45 questionnaire for students: <i>Perception and understanding of emotions</i>	53.66	8.632	118	31	75	.33	.245
	2 <sup>nd</sup> factor of the UEK-45 questionnaire for students: <i>Expression of emotions</i>	49.19	7.429	118	34	68	.197	-.493
	3 <sup>rd</sup> factor of the UEK-45 questionnaire for students: <i>Management of emotions</i>	58.79	6.924	118	37	75	-.266	.415

The sensitivity of the scales was evaluated through three measures: the calculated value of the Kolmogorov-Smirnov (K-S) test of distribution normality, the display of the range of results in the form of maximum and minimum scale results and the calculation of the Skewness and Kurtosis coefficient. Since the normal distribution of results is the basic condition for the application of parametric analysis, the Kolmogorov-Smirnov (K-S) distribution normality test was used to check how much the distributions of the measured variables deviate from the normal distribution. Kline (2005) states that extremely deviant distributions can be considered those where the value of the asymmetry index (Skewness) is greater than 3 and the value of the flatness index (Kurtosis) is greater than 10. The values of the mentioned indices determined in this study (for the results of individual subscales) are acceptable for the implementation of parametric analyses.

Table 5 Correlation of the UEK-45 questionnaire factor for pupils and URPEKD for parents

		1	2	3	4	5
PARENTS	1	1	.50**	.29**	.31**	.27**
	2	.50**	1	.08	.08	.23*
STUDENTS	3	.29**	.08	1	.65**	.53**
	4	.31**	.08	.65**	1	.61**
	5	.27**	.23*	.53**	.61**	1

N = 118;  $p < .001$ ; Legend: 1 – the first factor of the questionnaire for parents; 2 – the second factor of the questionnaire for parents; 3 – the first factor of the questionnaire for pupils; 4 – the second factor of the questionnaire for pupils; 5 – the third factor of the questionnaire for pupils

The results of the correlation analysis, as seen from the *Table 5*, show that almost all correlations between the factors of one and the other questionnaire are statistically significant, except for the correlation between the second factor of the questionnaire for parents URPEKD *Perception, understanding and expression of other people's emotions* and the first and second factor of the questionnaire for pupils UEK-45: *Perception and understanding of emotions*; *Expression of emotions*. Moderate statistically significant correlations are between the first and second factors of the questionnaire for parents, i.e. between *Perception, understanding, and expression of one's own emotions* and *Perception, understanding and expression of other people's emotions* ( $r = .50$ ,  $p < .01$ ), which is as expected. According to the Salovey and Mayer's (1990) definition of emotional intelligence it is "the ability to monitor their own and others' feelings and emotions and use this information in thinking and behaving", which primarily includes assessing and expressing emotions in themselves and others, as evidenced by this statistically significant correlation. Also, moderate statistically significant correlations were obtained between the first factor of the UEK-45 questionnaire for pupils *Perception and understanding of emotions* and the first factor of the URPEKD questionnaire for parents *Perception, understanding, and expression of one's own emotions* ( $r = .29$ ,  $p < .01$ ), which was also to be expected because if pupils assess that they perceive and understand emotions well and their parents notice that their children perceive, understand and express their own emotions well. Low statistically significant correlations were obtained between the second factor of the UEK-45 questionnaire for pupils *Expression of emotions* and the first factor of the URPEKD questionnaire for parents *Perception, understanding, and expression of one's own emotions* ( $r = .31$ ,  $p < .01$ ), which was to be expected because if pupils assess that they express emotions well and their parents assess that their children perceive, understand and express their own emotions well. Low statistically significant correlations were obtained between the third factor of the UEK-45 questionnaire for pupils *Management of emotions* and the first factor of the URPEKD questionnaire for parents *Perception, understanding, and expression of one's own emotions* ( $r = .27$ ,  $p < .01$ ), which was to be expected because if pupils assess that they manage emotions well and their parents assess that their children perceive, understand and express their own emotions well. Also, between the third factor of the questionnaire for pupils UEK-45 *Management of emotions* and the second factor of the questionnaire for parents URPEKD *Perception, understanding and expression of other people's emotions* correlation is low statistically significant ( $r = .23$ ,  $p < .01$ ), which is expected because if pupils assess that they manage emotions well and their parents assess that their children perceive, understand and express other people's emotions well.

Moderate statistically significant correlations were obtained between the first factor of the questionnaire for pupils UEK-45 *Perception and understanding of emotions* and the second factor of the same questionnaire *Expression of emotions* and the third factor of the same questionnaire *Management of emotions* are expectedly highly correlated – with the second factor ( $r = .65, p < .01$ ) and with the third factor ( $r = .53, p < .01$ ), but this is not important for our research aim. Also between the second factor of the questionnaire for pupils UEK-45 and the third factor of the same questionnaire correlation is expectedly high ( $r = .61, p < .01$ ), but this is also not important for our research aim. The obtained significant correlations between the factor UEK-45 questionnaire for pupils and the factor URPEKD questionnaire for parents are indicators of satisfactory construct validity obtained by the convergent validity procedure which is one of the four procedures used in determining construct validity (Hood and Johnson, 1991, according to Mejovšek, 2013). Mejovšek (2013) states that convergent validity is the process of proving the connection between a newly constructed instrument and another instrument(s) measuring the same or similar constructs, for which it has already been verified or proven to measure this or similar constructs. The newly constructed measuring instrument is applied together with the other measuring instrument(s) and then, based on the collected data, the correlation is calculated (most often Pearson's product moment correlation coefficient).

## CONCLUDING REMARKS

In general, it is safe to say that the metric characteristics of the *Parental Assessment Questionnaire for Children's Emotional Competence* (URPEKD) are satisfactory. The instrument is of adequate homogeneity, construct validity, reliability and sensitivity. In future researches, it would be good to check the association of URPEKD with other verified and reliable external measures, such as other questionnaires and emotional competence scales for adults and children. It can also be concluded that URPEKD, due to good metric characteristics and relatively small number of items, is suitable for research dealing with emotional competence, but it is also applicable in practice because in a relatively short time it can be applied on a large number of parents and provide reliable data on emotional competence of their children, and possibly on the need for interventions to improve it in a specific environment (e.g. school). The described instrument is primarily suitable to measure the emotional competence of primary school children by their parents.

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