

L'intelligenza emotiva negli adolescenti

Un esempio di utilizzazione dell'analisi di regressione, usando le covariate come controllo

Lezioni di Psicometria
Giovanni Battista Flebus

- l'intelligenza emotiva è un costrutto relativamente recente che fa riferimento alla capacità individuale di capire, identificare, processare e regolare le emozioni.

- L'importanza dell'intelligenza emotiva si mette in evidenza negli studi che la associano a comportamenti legati al **benessere**, allo **stress** e **alla gestione efficace delle emozioni**.
- L'argomento diventa particolarmente importante per la popolazione adolescente, che deve affrontare, con i problemi generali della crescita, anche quelli di un'adeguata gestione delle proprie emozioni in una fase di grandi e repentini cambiamenti.

- C'è una controversia nella letteratura sulla vera natura dell'intelligenza emotiva. Per alcuni autori, si tratta di una vera e propria abilità di tipo cognitivo, per altri autori si tratta di una caratteristica o tratto di personalità che può essere assimilata ai vari aspetti di personalità. I recenti studi hanno ammesso che entrambe queste definizioni sono utili e ciascuna di esse apporta elementi innovativi nella spiegazione del comportamento umano.

Contents lists available at SciVerse ScienceDirect

Personality and Individual Differences

journal homepage: www.elsevier.com/locate/paid



Emotional intelligence predicts adolescent mental health beyond personality and cognitive ability

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Ipotesi dei ricercatori

L'intelligenza emotiva ha effetto su sintomi interiorizzanti (depressione) e sintomi esternizzanti (comportamento distruttivo o dirompente)

- Lo studio di Davids e Humphrey del 2012 affronta questo problema utilizzando la regressione gerarchica nella spiegazione di due tipi di comportamenti di reazione al disagio degli adolescenti: il vissuto depressivo e il comportamento dirompente, che si possono interpretare anche come interiorizzazione e esteriorizzazione del disagio e dell'aggressività.

Intelligenza emotiva

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graph TD; A[Intelligenza emotiva] --> B[Depressione]; A --> C[Comp dirompente];
```

The diagram consists of a central olive-green rounded rectangle at the top containing the text 'Intelligenza emotiva'. Two olive-green arrows point downwards from the bottom corners of this rectangle to two separate grey ovals. The left oval contains the text 'Depressione' and the right oval contains the text 'Comp dirompente'.

Depressione

Comp
dirompente

Un problema di **metodo**

- L'intelligenza emotiva però può essere confusa con tratti di personalità e con l'intelligenza di tipo cognitivo
- Occorre, per quanto è possibile, tenere sotto controllo l'effetto di abilità cognitiva e personalità

Le misurazioni utilizzate nello studio

Intelligenza emotiva come **tratto**

- Trait Emotional Intelligence Questionnaire nella forma breve per adolescenti, formato da 30 frasi che rilevano
 - socievolezza,
 - assertività,
 - espressione di sentimenti,
 - percezione delle emozioni altrui,
 - autocontrollo,
 - impulsività senso di benessere

Self-perceived emotional competency

- Self-perceived emotional competency was measured using the
- Trait Emotional Intelligence Questionnaire-Adolescent Short Form (TEIQue-ASF; Petrides, 2009) which consists of 30 brief statements
- (e.g., “I find it hard to control my feelings”) tapping sociability (e.g.,
- managing others’ emotions; assertiveness) emotionality (e.g., emotional expression; perception of emotion in self/others); self-control (e.g., managing own emotions; impulsiveness) and well-being
- (e.g., optimism; happiness). Participants respond using a seven-point scale; strongly disagree (1) to strongly agree (7). The
- measure yields a global TEI score (possible range 30–210), with
- higher scores indicative of higher levels of TEI. The TEIQue has
- robust psychometric properties (see Petrides, 2009) and in the
- present sample $\alpha = .81$

Intelligenza emotiva come **abilità**

- Myer-Salovey-Caruso Emotional Intelligence Test- Youth version, (MSCEIT- YV), formato da 101 items che rilevano **due** abilità nel processamento delle emozioni:
- (1) esperienziale (percezione , uso di emozioni per facilitare il pensiero)
- (2) strategico (comprensione di emozioni, capacità di gestione di emozioni); per esempio , riconoscere emozioni dalle espressioni del volto , individuare calore emotivo di illustrazioni, o strategie da seguire nel conflitto interpersonale

The Mayer–Salovey–Caruso Emotional Intelligence Test-Youth Version

The MSCEIT-YV R; (Mayer, Salovey, & Caruso, in press) comprises 101 items tapping skill in experiential (perceiving; using emotion to facilitate thought) and strategic (understanding; management) emotional information processing. For perceiving emotion, a series of faces are rated for emotional content on a 5-point scale; matching various sensory experiences (colour, temperature, speed) to different emotions using a 5-point scale indicates ability to use emotion; knowledge of emotion definitions, transitions/blends assesses emotional understanding, whilst rating the usefulness of particular strategies for attaining a target feeling (in the case of a vignette-based protagonist) taps management proficiency. Responses are scored by the test publishers (Multi-Health Systems) with items assigned a scaled value – 0 (less correct) to 2 (more correct) to represent the degree of concordance with expert consensus opinion. Higher scores indicate higher agreement, hence higher AEI skill. Averaged item scores create branch scores, from which average experiential and strategic area scores are derived, the mean of which yields a total AEI score (where standardised values: $M = 100$, $SD = 15$). As the MSCEIT-YVR is still under development, comprehensive psychometric testing is awaited. Nevertheless, preliminary analyses with the tool have yielded split-half reliabilities of .67 (perceiving) to .86 (understanding) and .90 for total AEI

(Papadogiannis, Logan, & Sitarenios, 2009). In the present sample branch and total scores were robustly inter-correlated ($r = .42$ [perceiving] – $.81$ [managing]) and analyses were restricted to use of the total score representing the global AEI construct

- I **due** comportamenti da predire sono stati misurati con due scale del questionario di Beck per adolescenti (Beck Youth Inventories of Emotional and Social Impairment)
- Vissuto depressivo (sentimenti di tristezza, pensieri negativi, sintomi fisiologici)
- Comportamento dirompente (condotta di sfida e opposizione)

Mental health

- The 20-item depression (feelings of sadness, negative thoughts, physiological symptoms) and disruptive behaviour (conduct and oppositional defiant disorder) scales from the Beck Youth Inventories of Emotional and Social Impairment, Second edition (BYI II; Beck, Beck, Jolly, & Steer, 2005) were utilised. Participants indicate how often each statement (e.g., “I feel lonely”) has been true for them recently using a 4-point scale; never (0) through to always (3). In both cases, higher summed item values (range 0–60), represent higher levels of disorder. Both scales have demonstrated excellent psychometric properties (Beck et al., 2005) and in the current sample internal consistency was $\alpha = .93$ (depression) and $\alpha = .87$ (disruptive behaviour).

Intelligenza
emotiva - **Tratto**

Intelligenza
emotiva -
Abilità

**Comportamento
dirompente**

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graph TD; A[Intelligenza emotiva - Tratto] --> C[Comportamento dirompente]; B[Intelligenza emotiva - Abilità] --> C;
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The diagram consists of two olive-green rounded rectangular boxes at the top. The left box contains the text 'Intelligenza emotiva - Tratto' and the right box contains 'Intelligenza emotiva - Abilità'. Two grey arrows point downwards from these boxes towards a teal oval at the bottom containing the text 'Comportamento dirompente'.

Per tenere sotto controllo personalità e abilità cognitiva

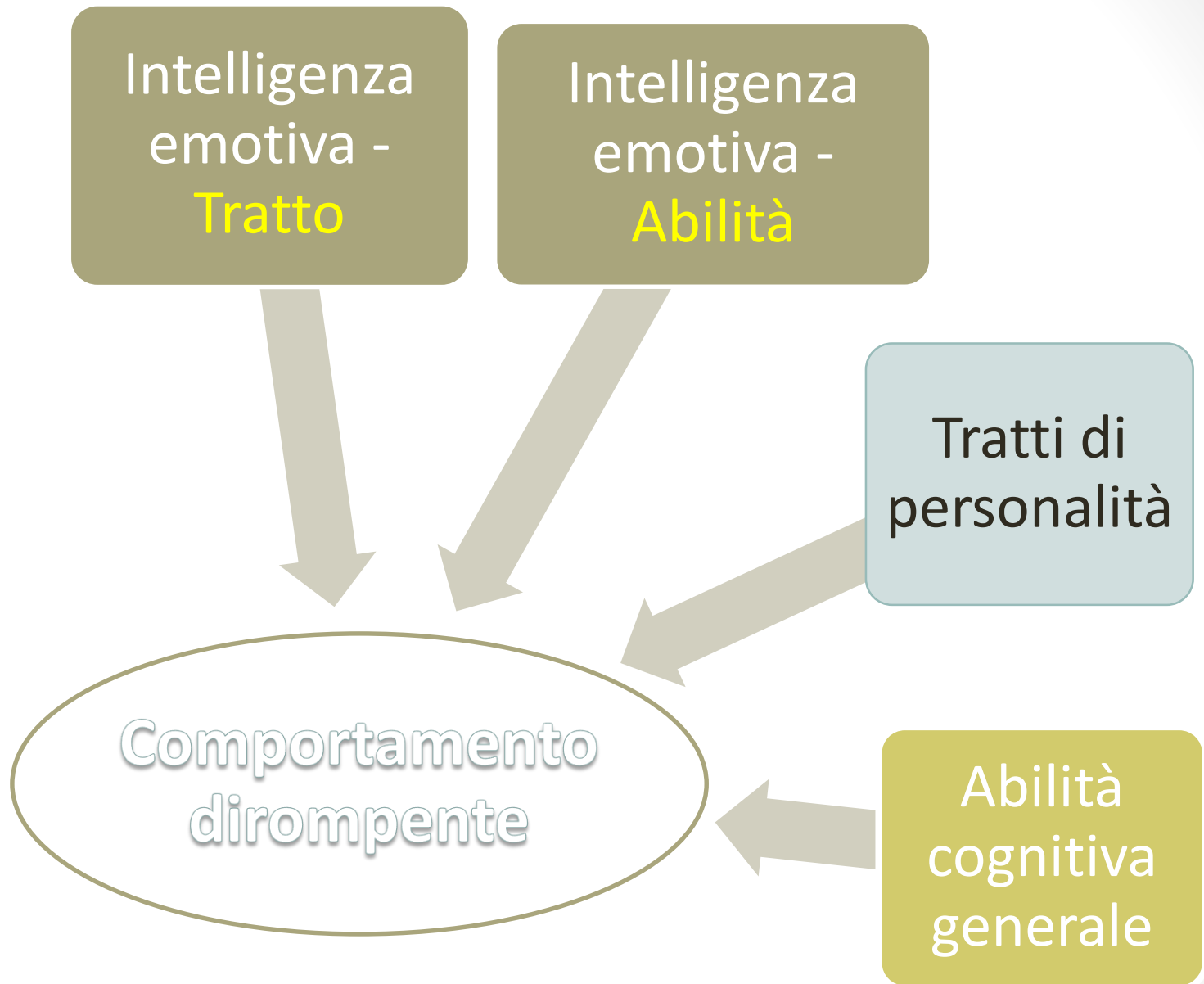
- Gli autori hanno fatto ricorso ai cinque fattori di personalità e a un test di intelligenza generale

General cognitive ability

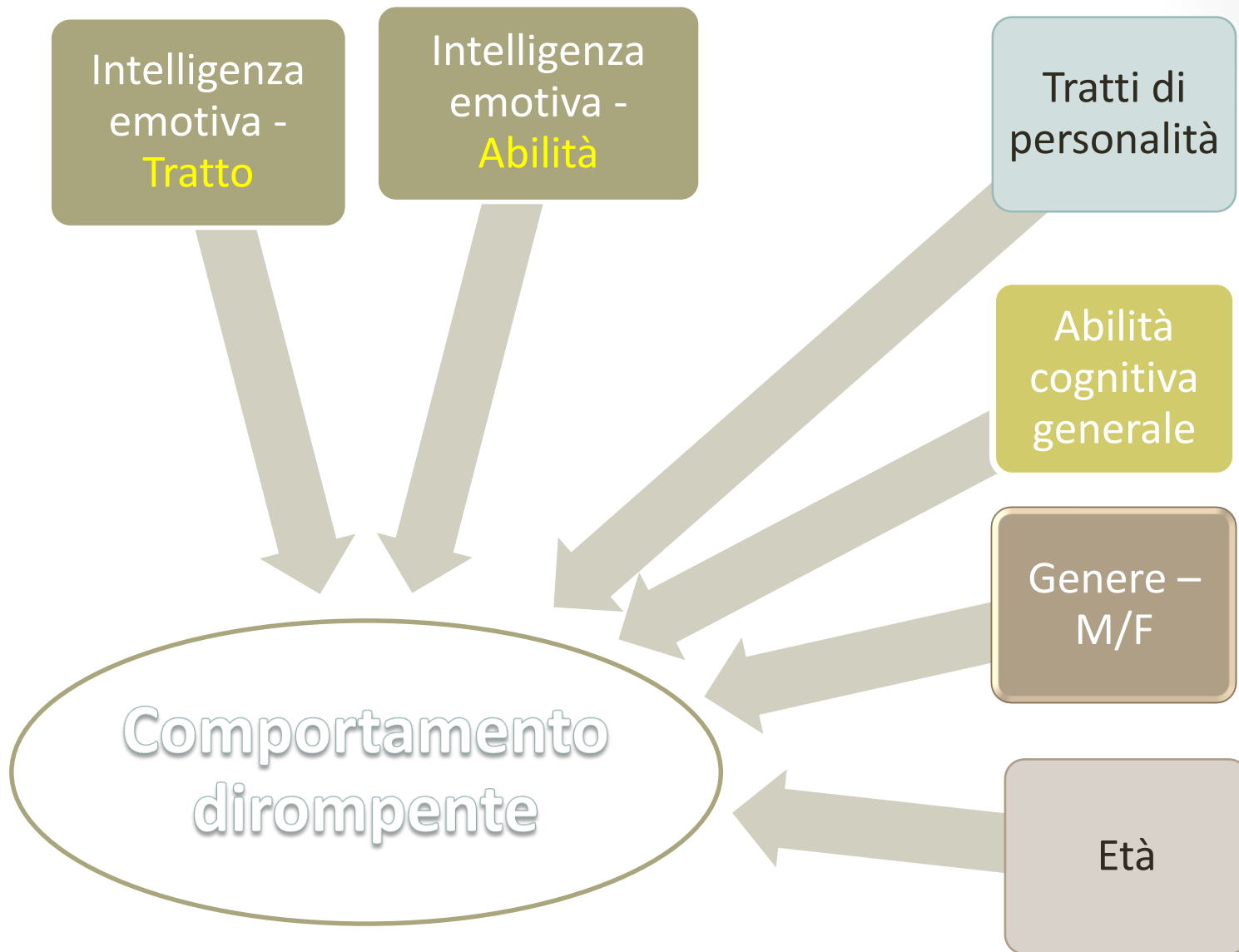
- Key Stage 2 average points scores (APS) reflecting academic attainment in English, Maths and Science (assessed at age 11 via national testing) were collected from school records and used as a proxy measure for general cognitive ability (GCA). APS correspond to National Curriculum levels 1–8, with possible scores ranging from 3 to 58. Whilst the shortcomings of using proxy measures in place of standardised measures of psychometric g have been noted (Rossen & Kranzler, 2009), this was unavoidable given sampling constraints. As objective, nationally available data, APS represent a viable proxy and this approach has precedence in the construct validation literature (e.g., Brackett & Mayer, 2003).

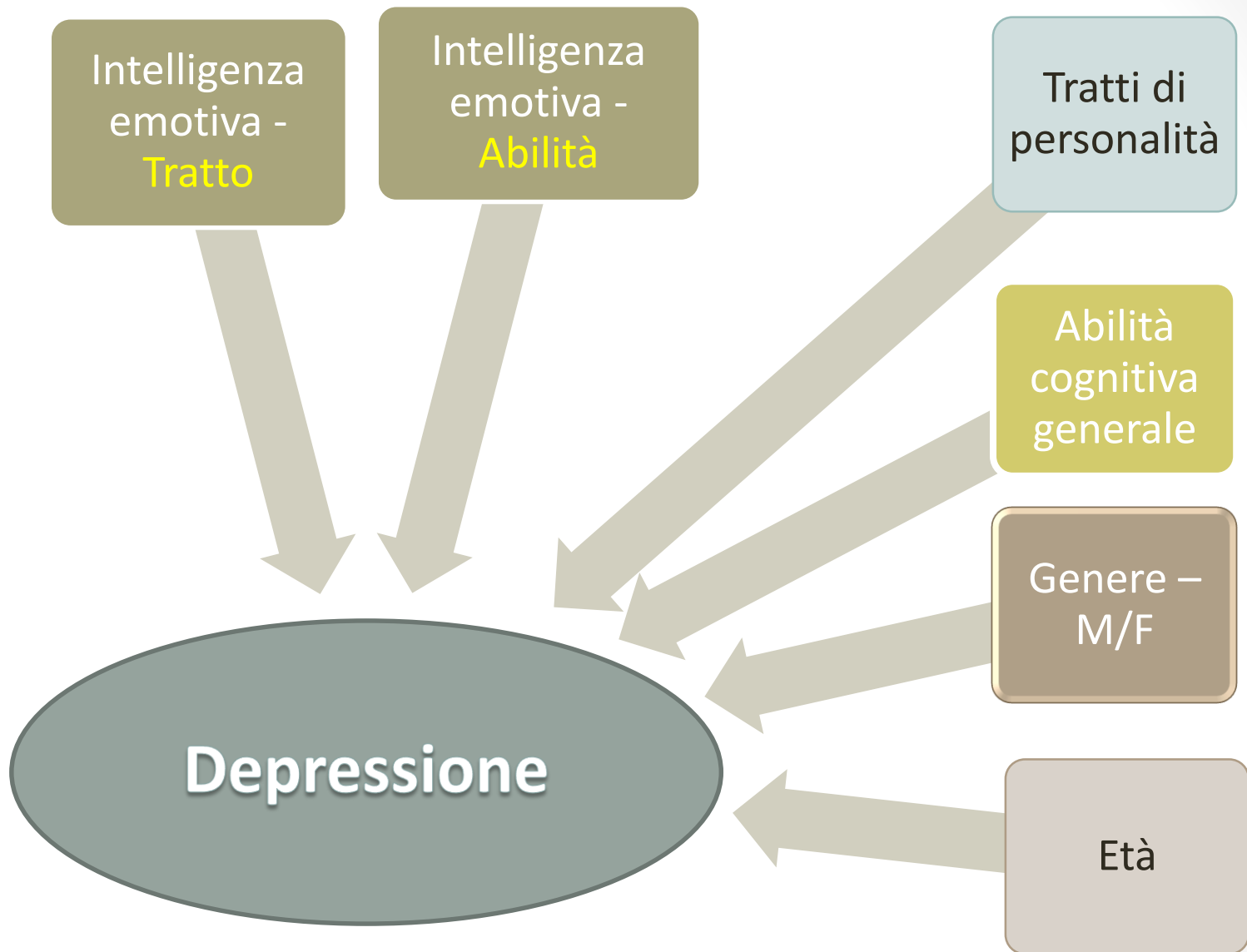
The Big Five Inventory-Adolescent Form

- It consists of 44 short statements that tap prototypical traits considered central to the 'Big Five' taxonomy of higher-order individual differences in Neuroticism (N); Extra- version (E); Openness (O); Agreeableness (A) and Conscientious- ness (C) (BFI-44-A; John, Donahue, & Kentle, 1991; see John & Srivastava, 1999 for historical overview of the development of the 'Big Five'). Participants indicate the extent of their agreement with each statement (e.g., for Openness: "I see myself as someone who is creative and inventive") by means of a five-point scale: strongly disagree (1) to strongly agree (5). Computation of item averages yields dimensional scores (n items per dimension range from 8–10). Administering the BFI-44-A to 230,000 youth aged between 10–20 years, Soto, John, Gosling, and Potter (2008) reported adequate levels of internal consistency and a robust factor structure for the dimensions across development. In the present sample moderate alpha (α) values of .63 (E); .59 (A); .66 (C); .58 (N); .73 (O) were recovered, which concurs with the younger age groups described in Soto et al. (2008).



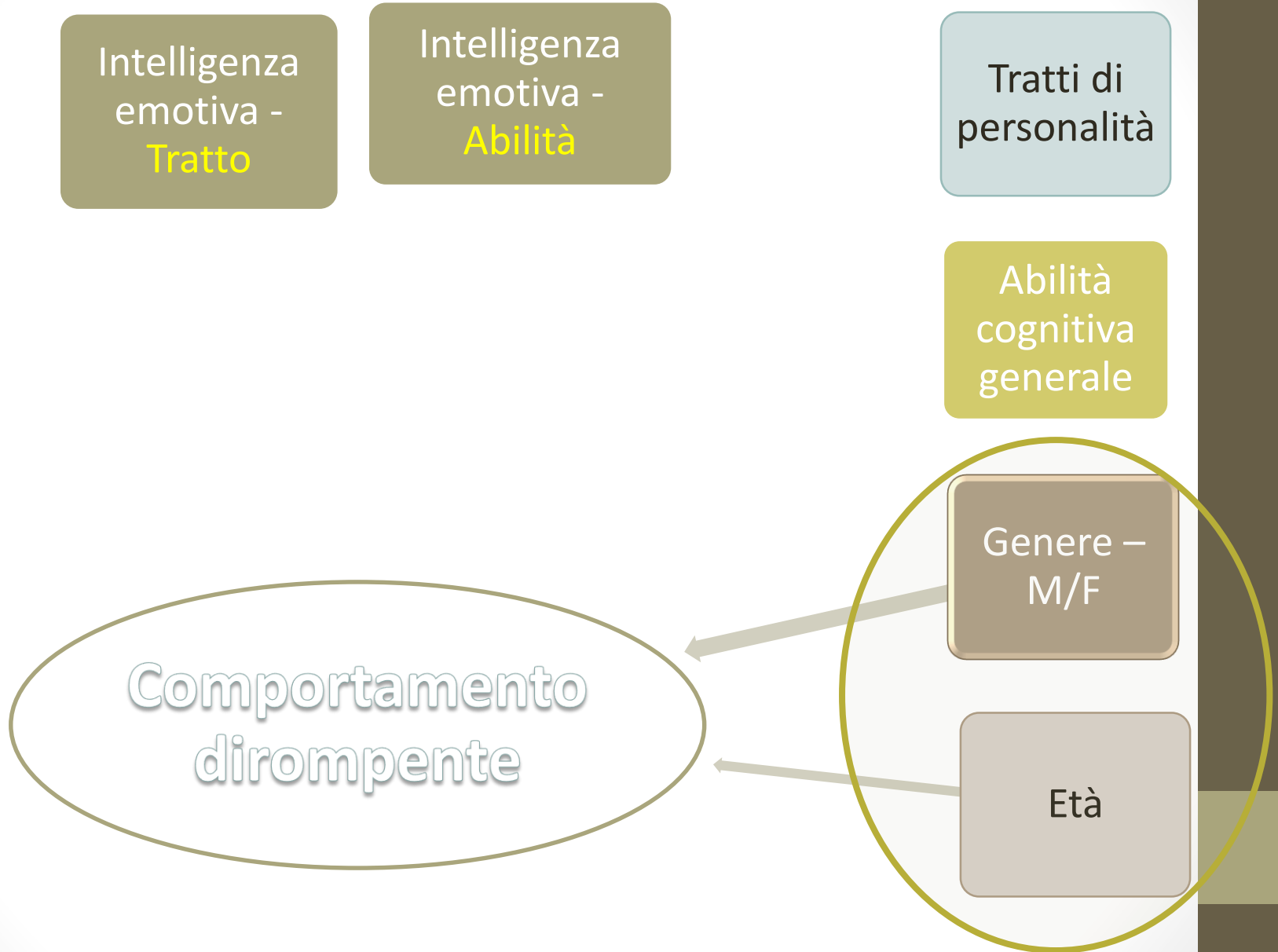
- Ma anche il genere (M-F) e l'età possono influire nel rendere gli adolescenti più capaci di risolvere problemi connessi con l'intelligenza emotiva



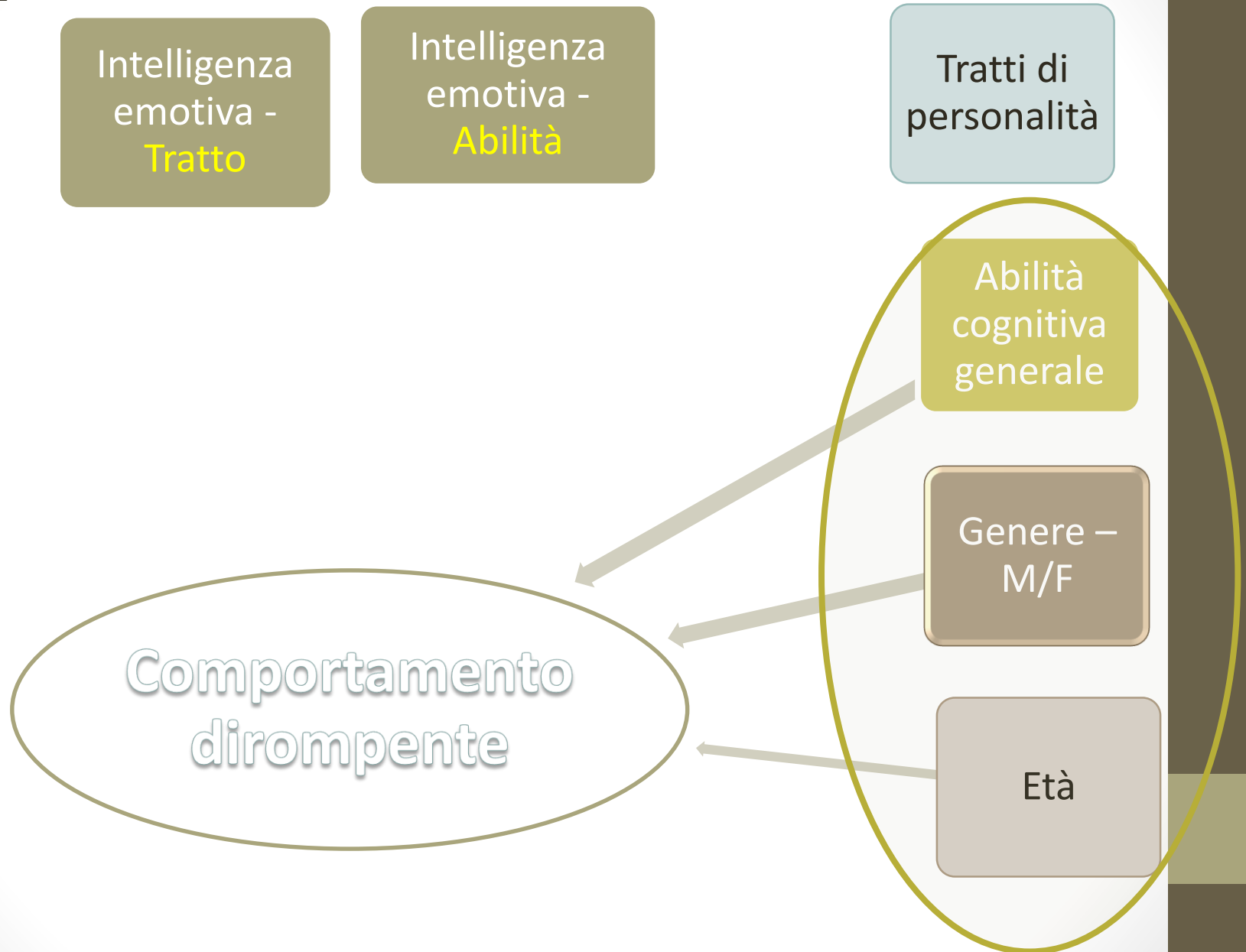


- La procedura seguita è quella della
Regressione gerarchica

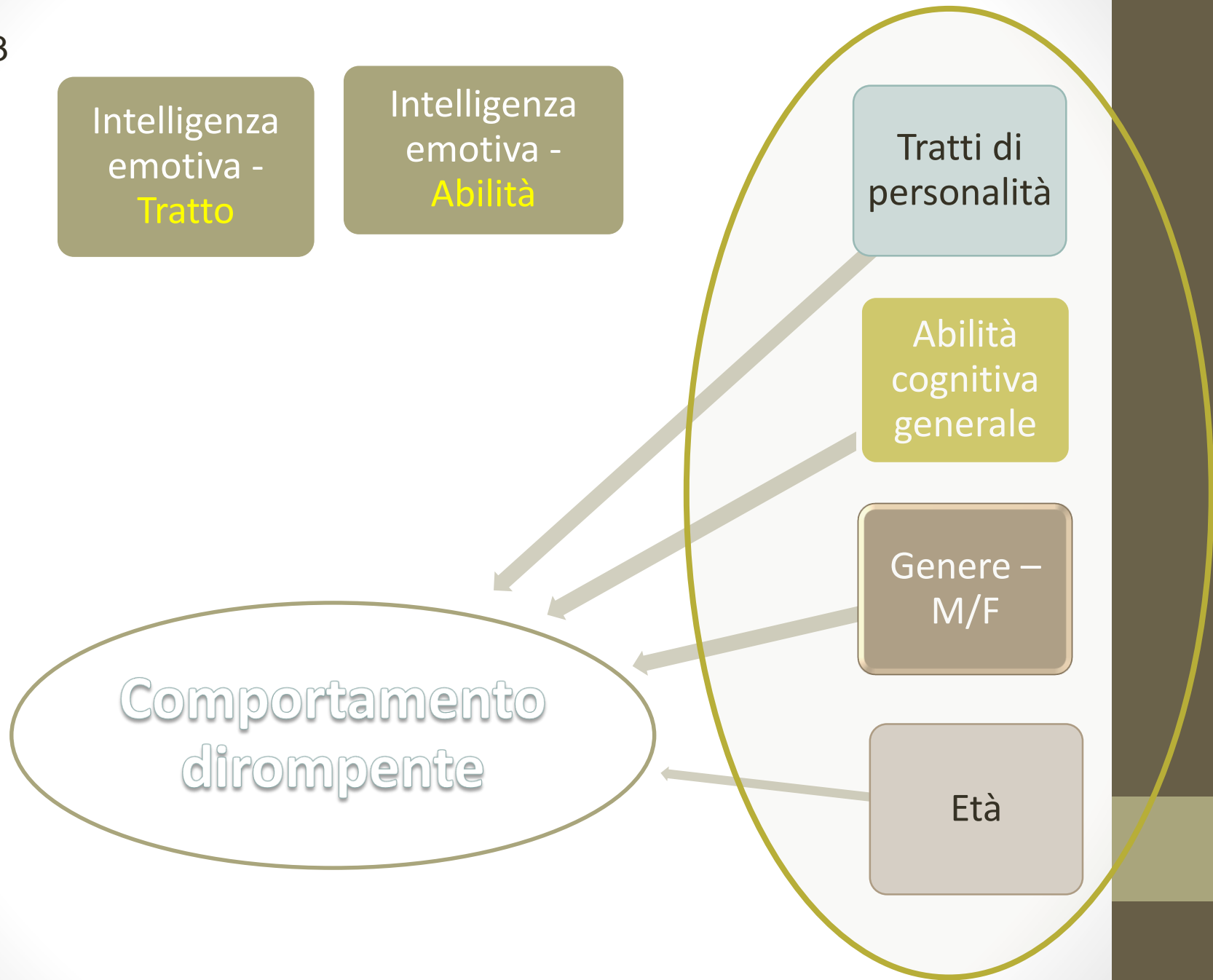
Passo 1



Passo 2



Passo 3



Passo 4

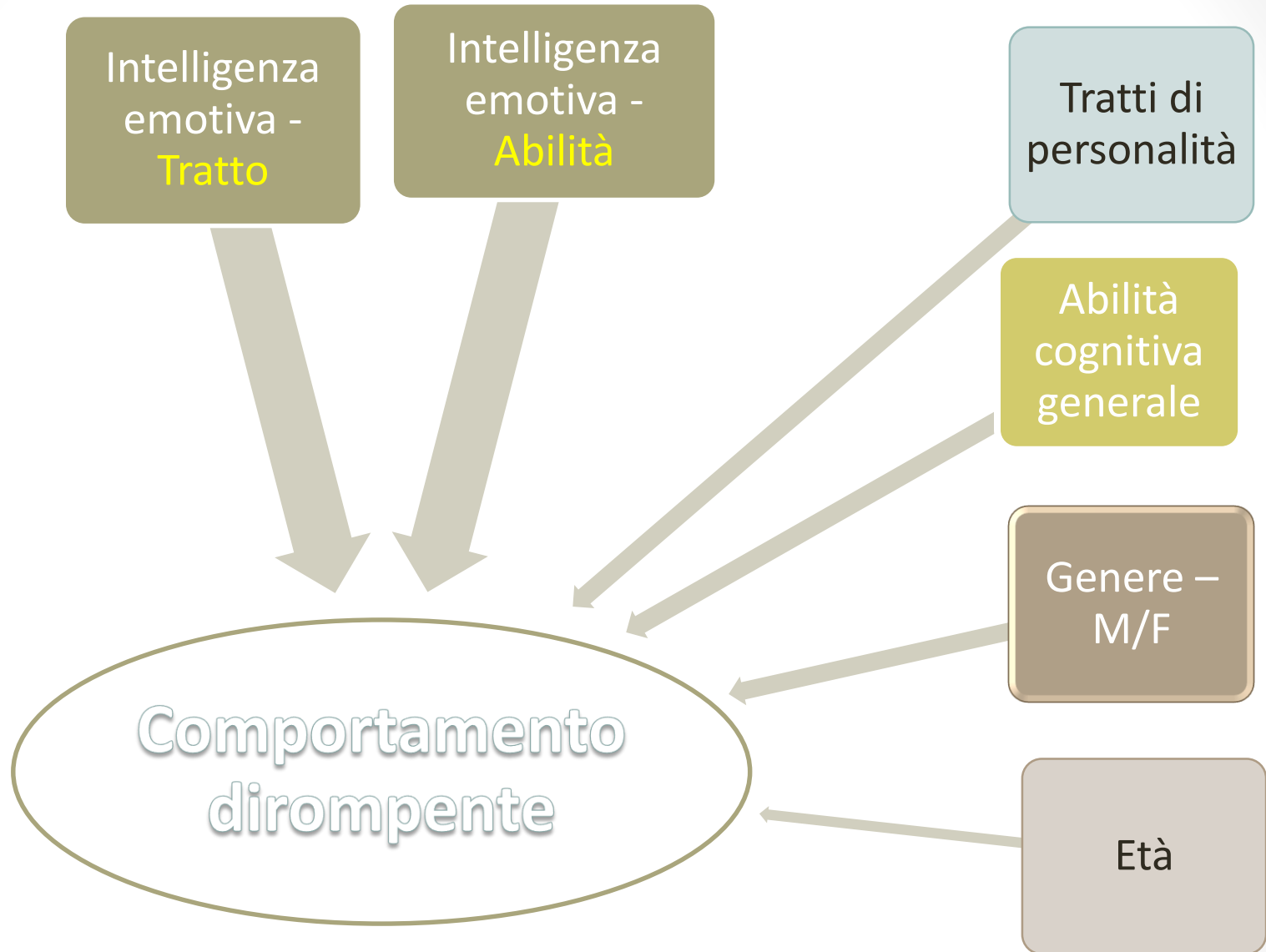
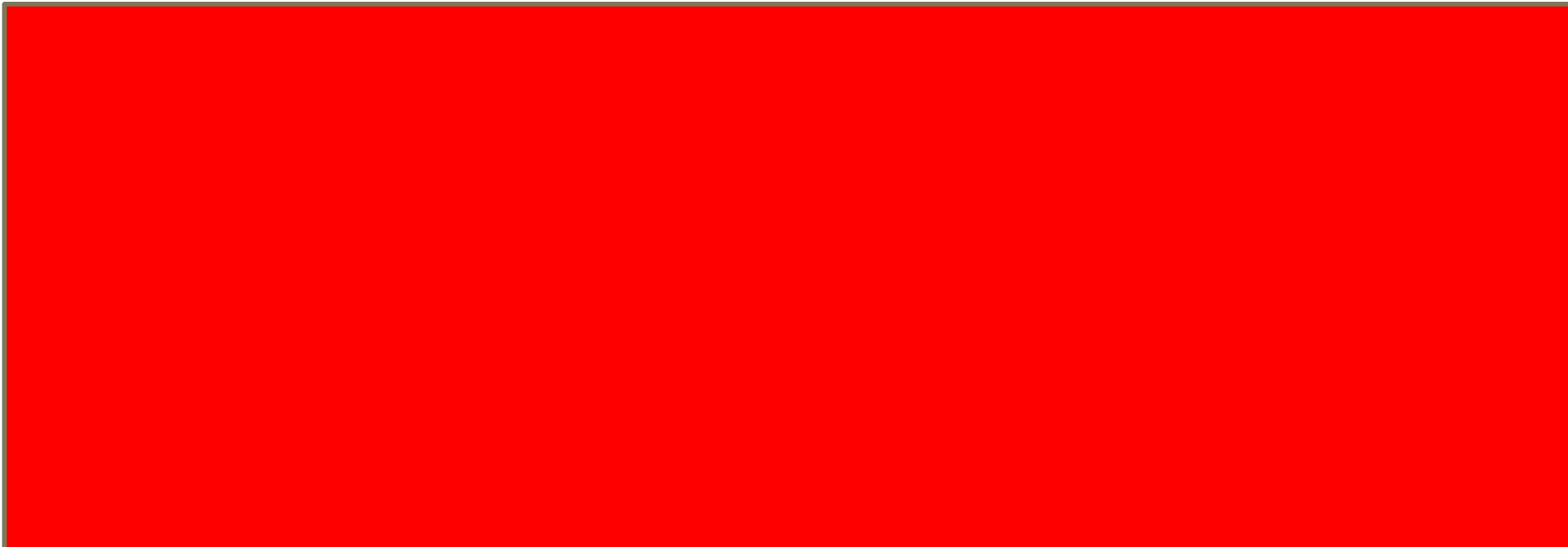


Table 3

Hierarchical regression of mental health on gender, age, general cognitive ability (GCA), personality

Variable	Disruptive behaviour			R^2	ΔR^2	ΔF
	β	SE	t			
Step 1				.03	.03	4.96**
Gender	-.13	.69	-2.42*			
Age	.11	.32	1.94			



Note: For each model, variables across steps 1–3 remain the same and variables on step 4 change (i.e., only once).

* $p < 0.05$.

** $p < 0.01$.

*** $p < 0.001$.

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Age	.11	.32	1.94			
Step 2				.04	.01	2.50
GCA	-.09	.11	-1.58			

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Step 3				.20	.16	12.35***
Extraversion	.02	.59	.31			
Agreeableness	-.33	.66	-5.22***			
Conscientiousness	-.08	.65	-1.24			
Neuroticism	.18	.62	2.00*			
Openness	.12	.63	1.87			

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Openness	.12	.63	1.87			
Step 4				.21	.01	4.57*
Ability EI	-.13	1.67	-2.14*			
Step 4				.21	.02	6.78**
Trait EI	-.17	.02	-2.60**			

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Gender	.11	1.00	2.04*			
Age	.06	.46	.94			

Note: For each model, variables across steps 1–3 remain the same and variables on step 4 change (i only once).

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Step 2				.03	.02	5.46*
GCA	-.13	.16	-2.34*			
Step 3				.21	.18	14.82***
Extraversion	-.07	.84	-1.15			
Agreeableness	-.11	.95	-1.69			
Conscientiousness	.01	.92	.13			
Neuroticism	.38	.88	6.53***			
Openness	.07	.90	1.18			
Step 4				.23	.01	4.93*
Ability EI	-.14	2.38	-2.22*			
Step 4				.29	.08	34.17***
Trait EI	-.37	.03	-5.85***			

Note: For each model, v_i (type of EI) hence, results for steps 1–3 are presented for each outcome only once.

* $p < 0.05$.

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Conclusione

- Questo studio ha illustrato un'analisi di regressione gerarchica, che permette di isolare l'influenza di variabili, perché non sono interessanti o non sono rilevanti ai fini della ricerca
- La sequenza dei modelli permette di eliminare in modo controllato l'influenza di alcune variabili sulla variabile di studio (variabile dipendente)
- La tabella che è stata presentata qui ha una forma comune di esposizione dei dati: contiene il coefficiente beta (se l'interesse è teorico), l'errore standard del parametro (per verificare la sua significatività, ma si riferisce al coefficiente B e non quello beta pubblicato), il valore F di un'analisi della varianza e il suo indicatore di probabilità (spesso usando degli asterischi) che permette di giudicare il contributo reale del predittore.