Abstract

This thesis deals with the evaluation of social and emotional competencies in 7 – 10 years old children and with comparison of different techniques of their measurement. The aim of the study is to evaluate these competencies by using Intelligence and Development Scale for Children (IDS) and to compare them with the social and emotional level of the same sample proven in the selected apperception technique (the Child’s World of Michal’s projective interview evaluated with SCORS technique). It is therefore a question of comparison of performance-based intelligence test and apperception technique. The focus of this study is to identify whether there is a relationship between the social-emotional scales of IDS and the selected scales of SCORS. This comparison is grounded in the assumption that both methods evaluate similar psychological constructs and therefore their results should correspond.

The theoretical section deals with the development of emotional and social competencies in children and their specifics in a younger school age, then the introducing of apperception techniques and intelligence development scales with emphasis on the methods chosen for the present study.

The empirical section provides analysis of data obtained from both diagnostic methods. Item analysis and reliability estimates were calculated for both of them. Correlation and exploratory factor analysis were used to evaluate the hypotheses. 30 school-age children from non-clinical population were selected for the purpose of this study.

The correlation analysis suggested close to none statistically significant results between the two methods. Factor analysis identified 4 factors accounting for 71% of total variance, but there have been no findings suggesting hidden factor structure. However, the results of the factor analysis suggest possibility for reduction of some of the scales of both methods.

Although this study did not confirmed the theoretical assumptions, the obtained results are discussed and directions for the future research are presented.

Keywords: social and emotional competence, intelligence development scales, projective methods, IDS, aperception, social situations comprehension