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ABSTRACTS

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## Assessment, Measurement and Evaluation of EI

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### 2 | Attachment styles and emotional competence in young

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Attachment styles (Bowlby, 1982) are related to different strategies regarding interpersonal emotion regulation, processing and coping. Given the attachment implications for the emotional development, it would be expected that there would be an association between emotional attachment and emotional intelligence (EI). However, studies on this topic show contradictory results. The objective of the present study was to evaluate the relationship between the four adult attachment categories proposed by Bartholomew (1990; Bartholomew & Horowitz, 1991) and EI understood as the ability to identify, express, understand, regulate and use one's own and other's emotions (Brasseur, Grégoire, Bourdu, & Mikolajczak, 2013). The sample comprised 266 university students (17-26 years old). The Profile of Emotional Competence (Brasseur, Grégoire, Bourdu, & Mikolajczak, 2013) and the Bartholomew and Horowitz' (1991) Relationship Questionnaire (RQ) were administered. The results showed statistically significant differences regarding insecure/secure attachment and total EI, as well as its dimensions. In fact, the secure attachment style was positively related to EI ( $r = .407^{**}$ ) and all its dimensions. The dismissing style did not show significant correlations with the total EI but it did with the identification, understanding and regulation of one's own emotions, and the use of other's emotions. The preoccupied style was related with lower EI ( $r = -.197^{**}$ ), as well as with identification, understanding and expression of one's own and other's emotions. Finally, the fearful style showed a negative association with EI ( $r = -.328^{**}$ ) and with all its dimensions except for the use of one's own emotions. These results reveal the importance of the emotional attachment in understanding the EI of young adults.

Keywords: emotional intelligence, attachment styles, university students.

### 3 | Emotional intelligence and differences between sexes

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There have been thousands of investigations studying emotional intelligence in the last 25 years. Yet, research is needed in the field of differences between sexes as the results obtained to the present are contradictory. It must be also pointed out that the vast majority of these studies have been carried out taking into account the total emotional intelligence but not its dimensions. In this context, the objective of the present study was to analyze differences between sexes regarding emotional intelligence. Specifically, this study measured differences between men and women in five dimensions of emotional intelligence (emotion identification, expression, understanding, regulation and use). The sample comprised 266 university students (17-26 years old). The Profile of Emotional Competence (Brasseur, Grégoire, Bourdu, & Mikolajczak, 2013) was used to measure emotional intelligence. The results revealed significant differences between sexes in the measured variable. In fact, women got higher scores in listening to other's emotions and using their own emotions; while men got higher scores identifying their own emotions, regulating their own and other's emotions, and using other's emotions. The study shed light on the field of differences between sexes on emotional intelligence and it highlights the practical implications that this topic presents.

Keywords: emotional intelligence, differences between sexes, university students.

### 4 | Consumer Emotional Intelligence Ability Test (CEIAT): Construct validity evidences

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The concern with the analysis of the factors that influence consumers' behavior has promoted the development of a new venue of research focused on the abilities related to the processing of emotional information and its understanding (Bell, 2011). In this sense, a key construct is the "consumer emotional intelligence" (CEI) which refers to "a person's ability to skillfully use emotional

information to achieve a desired consumer outcome” (Kidwell, Hardesty, & Childers, 2008, p. 154). The Consumer Emotional Intelligence Scale (CEIS, Kidwell et al., 2008) was developed to measure this construct. However, due to the problems arising from the adaptation of the CEIS in Spain (Lopez-Zafra, Pulido-Martos, Sánchez García, Andryushchenko & Carrillo López, 2015), we decided to work out a new instrument stemming from latest proposals in ability EI model (Mayer, Caruso, & Salovey, 2016): The Consumer Emotional Intelligence Ability Test (CEIAT, Lopez-Zafra, Pulido-Martos, Augusto-Landa, & Luque-Reca, 2017).

As part of the instrument development process, the objective of the present study was to obtain evidence of the CEIAT construct validity, namely the nomological and the discriminant validity (Messick, 1989).

A group of Spanish consumers (n = 116; age range= 17- 55; 27.58% men), responded to the CEIAT, an instrument for the assessment of personality traits and social desirability responses (Francis, Brown, & Philipchalk, 1992) and a scale for the evaluation of impulse buying behavior (Rook & Fisher, 1995).

The intercorrelations analyses between the study variables confirm the nomological and discriminant validity of the CEIAT, providing empirical evidence about the construct validity of this instrument.

The implications of the results are discussed, as well as future lines of research in the development and application of the CEIAT, which is considered a valid measure of CEI.

Keywords: Consumer emotional intelligence; discriminant validity; measurement; nomological validity.

## 5 | Socioemotional competences: An investigation with Brazilian high school students

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The evaluation of competencies related to emotional intelligence show significant impacts in different areas of life, such as academic, professional and health. This study focuses on the social-emotional competencies defined as a set of relatively stable thoughts, feelings and behaviors, normally used as a characteristic form of response to certain contexts and that can be classified in



different domains. The objective of this study is to describe the profile of socioemotional competences of Brazilian high school students. The data were obtained through a Brazilian instrument elaborated for the measurement of emotional intelligence on a large scale in the school context, entitled Social and Emotional or Non-cognitive Nationwide Assessment (SENNA, version 1), by Santos and Primi. One hundred sixty-five students from five high school classes from two public schools participated in this study. SENNA has a version for elementary school students and a version for high school students and evaluates five competency domains based on the Big Five model namely: (A) conscientiousness, regarding attitudes of responsibility, persistence, resilience; (B) openness to new experiences; Referring to creativity, curiosity; (C) kindness, which includes cooperative behavior; (D) emotional stability, which refers to the capacity for self-control and (e) extroversion, which refers to sociability behaviors. Data were collected collectively in the classroom. Data analysis was done by school considering the mean, standard deviation and quartiles. With regard to the classification of averages in relation to the quartiles, it was verified that the groups presented different results in the social-emotional dimensions investigated. These results show the discriminative capacity of the instrument for the measurement of socioemotional competences in the Brazilian context.

Keywords: socioemotional competences, high school, evaluation.

## 6 | The construct validity of two slovak Forms of Trait Emotional Intelligence Questionnaire for adolescents (long form TEIQue-AF/ short form-TEIQue-SF)

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The study offers a theoretical analysis of the psychological construct of trait emotional intelligence (EI) in relation to social and general intelligence for the purpose of assessing its construct validity. Trait EI was assessed by the Slovak verified versions of long and also short form of Trait Emotional Intelligence Questionnaire – Adolescence Form (TEIQue-AF) and Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF) created by K. V. Petrides (2001) in an adolescent sample (N=272; AM=17.84; SD=.56). The convergent validity of trait EI was assessed against the construct of social intelligence measured by the self-report Tromso Social Intelligence Scale (TSIS, authors D. H. Silvera, M. Martinussen, T. I. Dahl, 2001). TSIS comprises of three subscales: social information processing, social skills and social awareness and global level of social intelligence.

Discriminant validity of trait EI assessed by its long form was examined against the general intellectual ability Test of intellectual potential (TIP, from Czech "Test intelektového potenciálu", author P. Rican, 1971), and by its short form against the intelligence test battery based on the structural model of intelligence Intelligence Structure Test (IST, the original version by R. Amthauer, 1953; adapted by the Slovak Psychologist V. Hrabal in 1973). Results proved that high level of trait EI assessed by both forms is positively correlated to all factors and global level of social intelligence ( $.277^{***} \leq r \leq .657^{***}$ ; convergent validity), and low to zero correlations were estimated between four factors and global level of trait EI assessed by both forms and both types of IQ tests (TEIQue-AF/TIP:  $.044 \leq r \leq .142$ ; TEIQue-SF/IST:  $.006 \leq r \leq .061$ ; discriminant validity). Trait EI remained positively strongly related to global level of social intelligence whilst controlling for the level of IQ (by TIP: partial correlation of  $r = .652^{***}$ ; by IST: partial correlation of  $r = .545^{***}$ ). This suggests that IQ level had very little effect in controlling for the relationship between trait EI and social intelligence. Correlation analysis results of acquired data bear witness to the construct validity (convergent and discriminant) of trait emotional intelligence measured by TEIQue-AF/TEIQue-SF in the Slovak conditions.

## 7 | Team emotional intelligence: Elaboration and validation of T-TMMS for working contexts in cooperatives

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The collective construct of group Emotional Intelligence (EI) has been widely used and discussed in the fields of Work and Organizational Psychology as a fundamental source of variability for a number of variables related to individual and group behavior. A number of measures of group EI have been developed; for instance, the Workgroup Emotional Intelligence Profile (WEIP) of Jordan, Ashkanasy, Härtel, and Hooper (2002) or the Group Emotional Intelligence (GEI) Survey of Druskat and Wolff (2001). However, despite these findings and the vast amount of studies about emotions in working contexts research on collective or group emotions in leadership teams is still scarce.

The dimensionality of the instrument was examined by means of a principal component analysis. The reliability of the T-TMMS was analyzed in terms of internal consistency and temporal stability. Evidence about convergent validity was also obtained. Finally, relationships between the scores obtained on the T-TMMS and transformational leadership and positive and negative affect were examined in order to test specific hypotheses about associations between team EI and these variables. These psychometric properties of T-TMMS were examined in a sample of 876 managers (87% male; Mean age =48.9; SD = 9.4), divided into 68 teams. The T-TMMS showed a three-factor structure referring to the perceived ability of the team to attend to emotions, understand them and repair group negative emotional states. The T-TMMS also proved to have adequate internal consistency, temporal stability and convergent validity.

Moreover, team EI was associated with higher transformational leadership and higher positive affect. The implications of this new scale in organizational contexts are discussed.

## 8 | Relations between perceived emotional intelligence and perceived loneliness in a first year undergraduate course of psychology

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Loneliness is an important multidimensional affective process that often is associated with negative emotions and that can have an important impact and role during the development of young and late adolescence and that can constitute a risk factor if it is predominant and negatively perceived and assessed. Emotional Intelligence, on the other hand, is the multi set of abilities that allows a person to regulate and adapt their emotions in a functional way to their environment and social interactions. The aim of this study is to identify and measure relations between the components of Emotional Intelligence and Loneliness. The present study measured both Loneliness and Perceived Emotional Intelligence (PEI) through a multidimensional perspective on late adolescents (18-20 years old) that are first year undergraduate students of psychology in two different colleges on the city of Santiago to identify relations between the components of Emotional Intelligence and Loneliness. Also, this study assessed the psychometric properties of the LACA scale. The Loneliness and Aloneness Scale for Children and Adolescents (LACA) scale was used to measure four dimensions of Loneliness including: peer related loneliness, family loneliness, negative attitude toward solitude, and positive attitude toward solitude. The TMMS-24 was used to measure PEI including its three dimensions: emotional attention, clarity, and repair. Both instruments showed proper psychometric properties. Interestingly a correlation between emotional attention and negative attitude toward solitude was found, and emotional clarity was not very high on people who

experienced loneliness related to their peers or family. Also, some differences on sociodemographics backgrounds seems to be relevant to be considered. Further research is needed to comprehend how emotional intelligence can regulate the experience of loneliness and how are explained the sociodemographic factors in consideration of such affective processes.

## 9 | Psychometric construction and evaluation of a brief suicide risk scale

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Suicide is one of the main causes of preventable death, so there is a great need to assess possible cases at risk. In this study, a scale has been developed to identify suicidal risk, taking into account not only risk factors but also personal strengths of the subject. The instrument consists of 30 items and is intended for use by social agents. Its design was tested on 95 users of social services showing a high internal consistency. With an eigenvalue explaining 73% of the explained variance, the confirmatory factor analysis shows an adjustment of the appropriate factorial structure ( $\chi^2(275) = 404.563$ ; CFI = .95; NFI = .93; RMSEA = .07). The validity of the construct was evaluated by the test-retest reliability of the instrument, showing a high reliability. The scale values personal protective factors such as the so-called personal fortresses. Among them are curiosity, learning, vitality, emotional intelligence, hope, among others. We present in this work a pilot instrument of detection of population at risk suicide to be employed by community agents in daily contact with vulnerable population. This instrument has been the result of evaluations carried out on a significant sample of the population at risk and validated through the judgment of experts who have agreed on the relevance of the items on the scale

**10 | Validation of the Authentic Moral Pride (AMP) Scale for children****Validación de la Escala de Orgullo Moral Auténtico (OMA) para niños y niñas**

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The aim of this study was to validate a scale designed to measure authentic moral pride (AMP) for children aged between 10 and 16. The total sample group comprised 351 participants (195 girls and 156 boys). The mean age was 12.25 with a standard deviation of 1.24. In addition to completing the scale, participants also completed an adaptation of the Empathy Index for Children and Adolescents (Bryant, 1982; Spanish adaptation by Del Barrio, Aluja, & García, 2004), the Prosocial Behavior Questionnaire (Weir & Duveen, 1981), the Guilt, Alfa Pride and Beta Pride Scales of the Test of Self-Conscious Affect for Children (Tangney, Wagner, Burggraf, Gramzow & Fletcher, 1990) and Rosenberg's Self-Esteem Scale (Rosenberg, 1965). The results of the Confirmatory Factor analysis carried out confirm both the convergent and divergent validity of the scale. We should also point out that the associations observed between authentic moral pride and variables such as empathy, guilt and prosocial behavior highlight the importance of this emotion in the moral field.

Keywords: moral pride, validation, scale, children

El objetivo del presente estudio fue validar una escala de orgullo moral auténtico (OMA) para niños y niñas de 10 a 16 años. La muestra total estuvo compuesta por 351 participantes (195 mujeres y 156 varones). La media de edad fue de 12.25 y la desviación típica de 1.24. Los participantes, además de dicha escala, rellenaron también una adaptación del Índice de Empatía para Niños y Adolescentes (Bryant, 1982; Adaptación española de Del Barrio, Aluja y García, 2004), el Cuestionario de Conducta Prosocial (Weir y Duveen, 1981), las Escalas de Culpa, Orgullo Alfa y Orgullo Beta, del Test of Self-Conscious Affect for Children (Tangney, Wagner, Burggraf, Gramzow y Fletcher, 1990) y la Escala de Autoestima de Rosenberg (Rosenberg, 1965). Los resultados de los análisis factoriales confirmatorios realizados confirmaron la validez convergente y divergente de la escala. Merece también señalarse que las asociaciones observadas entre el orgullo moral auténtico y variables tales como la empatía, la culpa y la conducta prosocial ponen de relieve la importancia de esta emoción en el ámbito moral.

Palabras clave: orgullo moral, validación, escala, niños/as

## 11 | Sensitivity to social interaction. Emotional intelligence as an element of communication. A study on university population

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Emotional intelligence and more specifically emotional processes play a fundamental role in a healthy communicative development both socially and professionally. The study of social perception and the adequate uptake and understanding of feelings and emotions, as well as their implications in our social life, play an important role both in our interpersonal intelligence (Gardner, 1983) and our emotional intelligence (Goleman 1995, Salovey And Mayer, 1990). Purpose: the present paper analyses the sensitivity to social interactions based on the perception of communicative processes of verbal, nonverbal and emotional content in students of the University of Cadiz.

*Method:* The TESIS test (Social Interaction Sensitivity Test) was carried out to a sample of 320 students. This is a test of emotional intelligence based on the projection of movie scenes and where the subjects had to indicate the option that would better identify the content of each scene. This test is a test of emotional intelligence developed by the Spanish authors Barraca, Fernández and Sueiro (2009), which has a convergent validity with Trait Meta-Mood Scale (TMMS) in the emotional attention scale  $r=0.118$  ( $p<0.05$ ). With the detailed information, their sensitivity levels were analysed, as well as their tendency to insensitivity (naive or over-interpreting). We also analysed the differences in the sensitivity and insensitivity levels regarding the gender; the grades obtained, as well as the different Grades and Double Grades studied by the students evaluated.

*Results:* Differences were found in the degree studied and the different sensitivity to the scenes. Only 44.4% of the sample exceeded the centile 52 of TESIS.

*Conclusion:* By measuring social interaction, we can assess potential deficiencies or excesses in interpersonal relationships to generate change in people. Providing the necessary tools and training to perceive signs of love, friendship or aggressiveness turns out to be a key element of communication for an adequate adaptation to the social environment and its better development in the society (Kenick and Simpson, 1997). The results prove the need to include training in IE in relation to the perception of complex social situations that would favour social change.

## 12 | Skills for life in Brazilian high school students

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In contemporary times, the development of life skills, also called socio-emotional competencies, has proved important for the challenges of the 21st century. Socioemotional competences have been studied by different theoretical currents and there is still no consensus among the authors about their definition and the best way to measure it. This study aims to describe the socioemotional competences from students of the first year of high school, according to sex. A total of 165 students participated in this study, aged between 14 and 17 years, of both sex. The instrument used was Social and Emotional or Non-cognitive Nationwide Assessment (SENNA) (Santos & Primi, 2014), this instrument was organized based on the dimensions of the Big Five model. The socio-emotional competences are: conscientiousness (responsibility); Extroversion (communication); Kindness (collaboration); Emotional stability (self-control) and openness to new experiences (curiosity). Data was collected in the classroom. Descriptions of socio-emotional competencies were performed using minimum values, maximum values, mean, standard deviation and quartiles. The results showed that in the dimension of Conscientiousness the boys obtained a low average while the score of the girls was average. A similar result was observed in relation to the score in the Amability and Extroversion dimension. On the other hand, In the dimension openings to new experiences the two groups presented average scores. In the Emotional Stability dimension the girls obtained low scores while the boys presented average scores. Such data are discussed based on the literature on gender. It is necessary to make statistics inferences to verify if there is difference between the groups.

Keywords: evaluation, socioemotional competences, high school.

## 13 | Review of an emotional regulation inventory with the aid of TRI

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The emotion regulation is characterized by being a multiprocessual phenomenon capable of maintaining, intensifying or decreasing the emotional experience. To validate an instrument based on the Modal Model of Emotion (Gross, 2008), which proposes five strategies for the emotion

regulation, this study aimed to review an Inventory of Emotion Regulation for Learning Situations (IREmos Aprender) with the support of the Item Response Theory (IRT). An exploratory factor analysis revealed a similar factor structure on the regulatory strategies proposed by the Model. However, it was necessary to revise the instrument to improve its accuracy. Thirty-five hundred students from the 5th to the 9th grade participated in this study, at an average age of 11.9 years old ( $SD = 1.72$ ), 57.5% female and 42.5% male. Therefore, the Rasch model was used, in order to investigate: the adjustment of the items to the IRT model, the adequacy of the intensity of the construction represented on the items in relation to the capacity presented by the participants and to analyze the latent traits and the probability of the answer categories to occur. The results showed a mismatch in infit and outfit rates in some of the items, requiring a review of these items to adapt to the IRT model. It was observed that there is a small variability in the measurement of different levels of the emotion regulation capacity. In addition, the items are concentrated in close range to the ability of the participants. These data indicate the need for new items that can evaluate people with different skill levels, especially with higher levels. It is understood that the IRT analysis provided more detailed information about the instrument, which may assist studies that aims to improve it.

Keywords: Emotion regulation. Psychometric properties. Item Response Theory.

#### 14 | Psychometric characteristics of the social and emotional competencies inventory in adult offenders

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The Social and Emotional Competencies Inventory (SECI, Mikulic, 2013) is a self-report instrument that assesses nine social and emotional competencies: Assertiveness, Self-Efficacy, Autonomy, Emotional Awareness, Expressive Communication, Empathy, Optimism, Pro-Social Behavior and Emotional Regulation. It is composed by 72 items with a Likert scale of five points (1 = Strongly Disagree, 5 = Strongly Agree). After reviewing literature on both social and emotional competencies an analysis regarding most relevant research was conducted in order to integrate in the same instrument those competencies that proved to be common to those theoretical approaches.

Psychometric properties of this multidimensional construct have been analyzed in general population of Buenos Aires, Argentina, and favorable evidence has been obtained regarding



internal consistency, items discrimination, content, concurrent and factorial validity, supporting its usefulness for the purpose it was built for (Mikulic, 2013; Mikulic, Crespi & Radusky, 2015).

This research aims to determine the psychometric characteristics of the SECI in a sample of 153 adult male offenders, between 18 and 45 years of age, all residents in Buenos Aires.

Through an exploratory factorial analysis it has been possible to detect a factorial matrix of nine factors, which correspond with theoretical formulations.

Reliability analysis showed alpha between .71 and .84 for its nine factors. The discriminant validity of the SECI was analyzed comparing a group of non-delinquent adults (same ages and educational level). Empathy, Autonomy, Emotional Regulation, Expressive Communication and Emotional Awareness showed significant differences, higher for non-delinquents, except for Autonomy. In this last case, offenders obtained higher values. The results lead to consider SECI as a valuable tool both for use in research activities and for intervention and prevention programs linked to crime.

**Keywords:** Social and Emotional Competencies, Offenders, Psychological Assessment

## 15 | Trait Meta Mood Scale: Clues about measuring emotional regulation

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*Introduction:* Trait Meta Mood Scale (TMMS) has been used as a measure of perceived emotional intelligence (Salovey et al, 1995); it assesses stable differences in people's attention to emotions, clarity of feelings and mood repair, through self-report.

Heart rate variability (HRV) is a measure of the continuous interplay between sympathetic and parasympathetic influences on heart rate that yields information about autonomic flexibility and is highly connected to emotions (Cervellin and Lippi 2011). Individuals with greater emotion regulation ability have greater levels of resting HRV (Thayer and Lane 2009).

We hypothesized that individuals that score higher on the TMMS domain of mood repair would have higher levels of HRV in resting conditions.

*Methods:* The TMMS-24 is the Portuguese modified version of the TMMS (de Figueiredo Queirós et al., 2005) was applied in a experimental study concerning the immediate effects of music on HRV, on a sample of 40 healthy volunteers from 18 to 60 years-old. The basal parameters of HRV were collected in resting conditions during 3 minutes.

*Results and Discussion:* A small non-significant correlation between TMMS-24 emotional repair score and basal HRV was verified in  $\leq 35$  years old participants ( $r=0,08$ ). That is 8% of the basal HRV variation could be explained by the emotional repair score, in this sample. This is compatible with a correlation between regulatory features of emotionality and HRV. Basing on Traditional Chinese Medicine, we suggest greater levels of HRV allow a better emotional regulation, because the person is more “flexible” to respond to stimuli. The TMMS-24 was also validated and we propose a shorter version of the questionnaire with 18 questions (global Alfa Cronbach  $> 0.8$  in all three domains).

*Conclusions:* Emotional regulation abilities were insufficiently evaluated through TMMS-24 mood repair score alone. Nevertheless, the domain mood repair was the only that partially correlated with HRV, what suggests the items of the TMMS mood repair domain approaches the emotional regulation construct.

## 16 | Emotional intelligence and college programs vocational preferences

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Emotional intelligence has been examined thoroughly as a predictor for college performance; it has been related to career readiness or students drop-out rate. However, there has been an interest to understand how this type of intelligence affects vocational decisions. This study approaches career's vocational aspects by assessing how emotional intelligence factors relate to vocational profile from students attending different college program. On a college sample from a Mexican public university ( $n=1500$ ), the Trait Meta Mood Scale 24 (TMMS-24) and the Situational Test of Emotional Understanding (STEU) were administered to evaluate EI student's EI traits and ability. Combined confirmatory factor analysis yielded a three-dimension structure for the TMMS-24 whereas the STEU showed a one-dimension structure, these results aligned to similar outcomes from previous studies. A profile analysis showed the existence of different emotional intelligence profile according to student's career choice. Although promissory, additional studies are needed to

establish the predictive criterion/predictive validity of the emotional intelligence profile college students present.

Keywords: EI profile, Career profile, college students

## 17 | EQ-i 2.0 model: The importance of evaluating to develop emotional

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The purpose of this paper is to explore the importance of Bar-On's Emotional Quotient Inventory (EQ-i), more specifically the last version – EQ-i2.0, on evaluating and developing Emotional Intelligence (EI) and applying it on different contexts.

The starting point is the question made by Bar-On “Why are some more able to succeed, regardless of their cognitive abilities?” which led to the first scientifically validated emotional intelligence assessment that allowed people to compare themselves to the general population regarding their emotional intelligence – the EQ-i. The updated version – EQ-i2.0 – brought more business-relevant items.

Researches with EQ-i2.0 have shown positive relationship between EI and transformational leadership style (Tyczkowski, B., Vandenhouten, C., Reilly, J., Bansal, G., Kubsch, S. and Jakkola R., 2015). Other study using the EQ-i2.0 showed that the EI of pediatric residents is consistent with that of other professionals (McLeod, S. and Sonnenberg, L., 2017). Also, EQ-i scales like assertiveness, independence, optimism, flexibility and social responsibility were identified as present in high-potential managers (Dries, N. and Pepermans, R., 2007).

The EQ-i2.0 model provides an overall total emotional intelligence score and gives a sense of how well he is coping with environmental demands. It's composed by five composite scales and fifteen subscales that work together for enhancing the emotional and social functioning and performance, also affecting the overall well-being. EQ-i 2.0 has been scientifically demonstrated to be both reliable and valid and it's also a normed assessment.

In Portugal, EQ-i2.0 model has been used in the last years and has presented excellent results on personal and professional development. By using the EQ-i 2.0 assessment or the 360 version it's possible to have a clear view of stronger and weaker areas and design a development plan. From these tools it can be generated different reports, such as Workplace, Leadership, Higher Education

and Group reports, suitable for several application areas (Personal and Organizational Development, Recruitment and Selection, Coaching, Conflict management, Stress management, among others).

Keywords: Emotional Quotient Inventory, EQ-i2.0, Bar-On, Measurement, Development

### 18 | Assessment of an educational intervention program in emotional intelligence based in mindfulness

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This study focuses on the assessment of a version of the PINEP Intervention Program (Plein Emotional Intelligence Intervention Programme) in a school context developed by Ramos, Recondo, & Enríquez (2011). The intervention program was carried out by a team of psychologists who were trained to develop themselves this version of the program.

The program was implemented in third course of secondary education, a public school in Tulum, México, and it was assessed with the Spanish version of the Trait Meta Mood Scale (TMMS 24) before (week one) and after (week Twelve) the intervention. The participants were 120 students (50 control group and 70 experimental group). The intervention was developed over twelve weeks; Perceived Emotional Intelligence was assessed before and after the intervention. The results don't show significant differences between control and experimental groups.

### 19 | Adaptation and validation of The Wong & Law Emotional Intelligence Scale to Moroccan

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Despite the interest and positive results that Emotional intelligence has demonstrated in many different countries, it is rarely measured in Arab countries. This is due to the scarce tradition in validating instruments in Arab countries. In Morocco, the mere translation of instruments is a common practice that should be avoided to incorporate cultural and linguistic singularities. Thus, the aim of our study was to culturally adapt the Wong and Law Emotional Intelligence Scale to

Moroccan. Two hundred and seventy three Arab undergraduates (178 women and 95 men; age  $M = 22.17$ ,  $SD = 4.09$ ) from Morocco completed a questionnaire that was first adapted to their culture following a three steps translation method. To determine construct validity data were analyzed by means of confirmatory factor analysis. The final scale resulted in a second-order factorial model with four first-order factors compounded by 16 items (Cronbach alfa ranges from .54 to .74). This structure supports the original version. Likewise, the results confirm an adequate criterion validity of the instrument. This version could be widely used in other Arab North-Africans countries, and among immigrants in hosting countries.

## Business, Work Place & Organizational Setting

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### 20 | Anxiety in front of evaluation (cognitive, physiological and motor).

#### Relationship with health status of workers

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According to the VII National Survey on Working Conditions (ENCT, 2011), 86.4% of workers report that the health problem affecting them has been aggravated or produced by work; These are problems among which anxiety is found. It is also known that the personality trait, anxiety, is one of the predisposing factors and more vulnerable to suffer stress. However, people with a high level of emotional intelligence, able to understand and regulate their emotions, have lower anxiety symptoms and face better the work stressful situations.

Facing the situations that generate anxiety, three types of manifestations are activated, before the stimulus that triggers it at the cognitive, physiological and motor level, producing a series of responses as the worries, repetitive thoughts in the head without deciding, discomfort in the stomach, tension, headache, cardiovascular problems, among others that can affect the health of workers, if maintained over time.

The present study aims to know if there is a relationship between anxiety in front of evaluation and the state and the health of the workers.

The sample is made up of 260 workers from the service sector, with a mean age of 38.8 years, 53.8% women and 46.2% men; 46.5% single and 53.5% married; 74.6% have university studies.

The following evaluation instruments were used: data collection sheet socio-demographic data, DECORE Questionnaire for the evaluation of psychosocial risks, ISRA and STAI Questionnaires for the evaluation of anxiety and its different types.

The results indicate that those workers who have more anxiety have worse health and are more stressed than those who have less anxiety.

These results coincide with those found in different studies, so it is necessary to work to achieve a better working environment and thus reduce situations that generate greater anxiety in workers and to promote the development of emotional intelligence that contributes to the improvement of our quality of life.

Keywords: anxiety, anxiety in front of evaluation, stress, health of workers

## 21 | Career success is coming: The contributions of emotion regulation and self-efficacy

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Recent studies have claimed a strong relationship between emotion regulation and different organizational aspects such as career outcomes. Although the research literature is clear about the mentioned relationship, far less is known about the mechanisms or processes underlying on it. Thus, this study examined the mediating effect of proactivity and job search self-efficacy on the relationship between emotion regulation and career outcomes in four hundred graduates (278 women, 122 men) with ages ranging from 22 to 60 years. Graduates came from departments of Social and Legal Sciences, Health Sciences, Arts and Humanities, Engineering and Architecture and Sciences. For data collection, a questionnaire measuring emotion regulation, proactivity, job search self-efficacy, career outcomes and socio-demographic data was completed. While the structural equation modelling showed partial mediation effects of job search self-efficacy, no mediating effect was found for proactivity. The findings of the present study suggest the need to consider emotion regulation and self-efficacy interventions to the development of programs that enhance the job search process. Finally, limitations and implications of the research results are discussed.

**Keywords :** Emotion regulation, career outcomes, proactivity, job search, self-efficacy

## 22 | Engagement and job satisfaction among nurses working at hospitals or health units

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*Background and Aims:* Engagement emerges from Positive Psychology, redirecting research to positive emotions at workplace (Schaufeli & Salanova, 2007) and protecting from job stress and job-demands conflicts (Bakker & Demerouti, 2008; Leiter & Maslach, 2016). Nursing is a stressful occupation, where professionals must feel motivated and engaged to face difficulties (Steinberg,

2017). This study aims to identify engagement and job satisfaction levels among nurses working at hospitals or health units.

*Method:* Data were collected among 211 nurses from Bragança district, using an anonymous sociodemographic questionnaire, Utrecht Work Enthusiasm Scale (Schaufeli & Bakker, 2003) and Job Satisfaction Questionnaire (Mélia & Peiró, 1989). The sample was composed by 45% nurses working at hospitals and 55% at health units, being 88% female, 71% married, and 29% having master degree. Age varies between 26-58 years (M=40.2) and job experience between 1-38 years (M=16.5), having 78% a stable job contract.

*Results and Conclusions:* We found high levels of engagement (between 4.5 and 5.0 on 0-6 scale) and moderate job satisfaction (between 3.6 and 5.2 on 1-7 scale). Only 11%, 18% and 19% wants to change, respectively, from the actual department, organization or occupation. Few differences were found according workplace (job satisfaction higher at health units), gender (job satisfaction higher among male) and graduation (job satisfaction lesser among master nurses). However, nurses wanting to change occupation or organisation were less engaged and satisfied. Engagement correlates positively with job satisfaction, especially with intrinsic satisfaction, and age correlates positively with absorption engagement's dimension. Data suggests that engagement is a mental and individual emotional state regarding job tasks (Salanova et al., 2000) and reinforces the need to pay attention to individual motivation and positive emotions at work, to decrease turnover and occupational changes among professionals with stressful occupations, such are nurses. Keywords: Engagement; Job satisfaction; Nurses; Hospital; Health units.

### 23 | Occupational stress, compassion fatigue and burnout among Canadian nurses: Examination of the moderator role of emotional intelligence

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Nurses often suffer from high levels of occupational stress, partly due to work environment characteristics and conditions in which they work. To this end, the tridimensional model of occupational stress (Karasek & Theorell 1990) posits that the combination of psychological distress, lack of decisional latitude and lack of social support can lead to a variety of psychological problems, such as burnout and compassion fatigue. Burnout can be defined as a psychological syndrome involving chronic emotional and interpersonal stressors that individuals' experience at work and their subsequent responses to their tasks, organizations, coworkers, clients, and themselves (Cordes & Dougherty, 1993; Maslach, 2003; Maslach & Jackson, 1981; Maslach &



Leiter, 2008). Maslach and Jackson (1981) argued that burnout is a multidimensional construct consisting of three separate, albeit related, dimensions: emotional exhaustion, cynicism, and personal efficacy. It has been well documented that burnout may progress into a condition known as compassion fatigue (Bell et al. 2003), which can be conceptualized as the emotional, moral and physical distress, which occurs as a consequence of caring and bearing witness to the suffering of others (Crowe 2016). It manifests itself through a gradual erosion of empathy, optimism and compassion (Zawieja 2014). However, it is possible that individual dispositions, such as emotional intelligence, may moderate the relationship between occupational stress, burnout and compassion fatigue. Emotional intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others, relate with them, and cope with daily demands (Bar-On 1997). However, few research studies have examined the role of emotional intelligence in the relationship between the previous variables. The aim of this research study is therefore to fill this empirical gap by examining the moderator role of emotional intelligence in the relationship between occupational stress, burnout and compassion fatigue. More specifically, we aim to answer the following research questions: 1) what are the direct and indirect effects of occupational stress dimensions (job demands, psychological resources and social support) on both burnout dimensions (exhaustion, cynicism and personal efficacy) and compassion fatigue ? 2) what is the moderator role of emotional intelligence in the relationships between occupational stress dimensions (job demands, psychological resources and social support) and burnout dimensions (exhaustion, cynicism, and personal efficacy). In order to answer these two research questions, 1375 Canadian nurses completed a quantitative web-based survey, measuring a series of sociodemographic questions (age, gender, tenure, etc.), and measures of organizational stress, burnout, compassion fatigue, and emotional intelligence. In order to answer the aforementioned research questions, reliability and validity of measures and connected factors will be estimated as a preliminary step by confirmatory factor analysis using MPlus. The research model will be assessed by conducting descriptive and correlational statistics using SPSS, as well as structural equation modeling with MPlus. The results of this study will add to the literature on the impact emotional intelligence may have on occupational stress, burnout, and compassion fatigue among the nursing population.

## 24 | Relationship conflict is not so bad for employees with they have emotional intelligent skill developed

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Conflicts about personal or work aspects are a usual phenomenon in the work environment. Research has shown that both conflict types could have important negative organizational and personal consequences when employees have not good skills to solve them. In this sense, emotional intelligent has been considered one of the main personal resources to copy stressful social relationships. Thus, this study extends the conflict literature by examining the moderating role of emotional intelligent on the relationship between two conflict types (task and relationship conflict) and burnout (emotional exhaustion and depersonalization). We collected self-report data from 171 university employees using questionnaires: CIT: Benítez et al., 2012; TMMS-24, Fernández-Berrocá et al, 2004; and reduced version of MBI. The main results showed that: (a) task conflict is not related to emotional exhaustion and depersonalization, while relationship conflict has a positive relationship with both burnout dimensions ( $\beta = .39$ ,  $p < .01$  for emotional exhaustion) and ( $\beta = .26$ ,  $p < .01$  for depersonalization); (b) emotional clarity plays a negative and moderating role between relationship conflict and both burnout dimensions ( $\beta = -.12$ ,  $p < .05$  for emotional exhaustion;  $\beta = .19$ ,  $p < .01$  for depersonalization); (c) emotional attention plays a positive and moderating role just for emotional exhaustion ( $\beta = .15$ ,  $p < .05$ ). The article concludes with a discussion of theoretical and managerial implications for buffer the negative effects of relationship conflict training employees on the emotional intelligent skill.

Keywords: relationship conflict, emotional intelligent, burnout

## 25 | Engagement among male/female police officers and nurses: a comparative study

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*Background and Aims:* Police officers and nurses have occupational activities crucial for modern societies, but stressful, implying to cope with danger, dead and negative emotions (Hong & Lee, 2016; van Gelderen et al., 2016). Literature referred gender differences, suggesting that men and women deal with emotions differently (Woudstra, 2016). This study aims to compare engagement levels among police officers and nurses, as well between genders within each profession, which have an opposite gender proportion (more male among police officers, more female among nurses).

*Method:* A brief sociodemographic questionnaire and the Utrecht Work Enthusiasm Scale (Schaufeli & Bakker, 2003) were voluntarily and anonymously fulfilled by 532 police officers and 566 nurses, aged between 20-61 years ( $M=31.6$ ) and with job experience between 1-40 years ( $M=8.59$ ). Gender percentage within each occupation is similar to national distribution, with 9% of female police officers, and 76% of female nurses.

*Results and Conclusions:* Moderate levels of engagement were found (between 4.62 and 5.07 using a 0-6 scale), but comparative analysis revealed police officers as higher engaged than nurses, and male higher engaged than females. Within groups, female police officers presented more dedication and absorption, without gender differences among nurses. Male police officers are more engaged than male nurses, and the same result was found when we compared female police officers and female nurses. Engagement decreased with age and years of job experience among police officers, but it increases among nurses. Data reinforces the need to study engagement separately within each occupation, since comparative studies revealed different emotional patterns related with job stress (Bakker & Heuven, 2006), and tasks' emotional demands can be interpreted by different ways. Moreover, studying engagement will help to develop resilience and to prevent trauma among these first responders (Brennan, 2017; Garner et al., 2016).

**Keywords:** Engagement; Police officers; Nurses; Gender; Comparative Study.

## 26 | A comparative study Portugal/Brazil about work engagement

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*Background and Aims:* Work engagement is a positive emotional state that contributes to well-being and work performance (Knight et al., 2016), predicting negative emotions and depressive disorders (Imamura et al., 2016). Historically, Portugal and Brazil share the same language and a similar cultural matrix, having workers' migration fluxes. However, comparative studies about work engagement are scarce. This study aims to compare engagement levels between Brazil/Portugal workers, using a new UWES translation applicable for both countries.

*Method:* A sample of 468 Brazilian workers and 380 Portuguese workers (from diverse occupations) were inquired between 2014 and 2016. The Portuguese sample has 79% males, aged  $M=36.28$  ( $SD=9.55$ ), while Brazilian sample has 80% female, aged  $M=37.49$  ( $SD=11.21$ ). They fulfilled the UWES - Utrecht Work Enthusiasm Scale 9 items (Schaufeli & Bakker, 2003), with a new version created to be used in both countries with the same language translation, since previous versions used different words in Portuguese from Portugal or from Brazil.

*Results and Conclusions:* Globally, engagement levels were high (between 4.15 and 4.81 on a 0-6 scale), with Portuguese workers showing higher vigor and absorption than Brazilian workers, and no differences for dedication. No gender differences were found within each sample. Age positively correlates with dedication and absorption. Scale version revealed good psychometric properties. Work engagement is crucial to understand job performance and to increase workers' well-being at work, as well to promote positive emotions at work (Bakker & Leiter, 2010). Having the same UWES measure version for both countries with Portuguese language, will allow, for researchers, to develop comparative studies, and to organizations, especially for those with workers regularly changing the country due professional reasons, to understand workers' motivations and to connect them emotionally to specific job contexts (van Veldhoven & Peccei, 2015).

**Keywords:** Engagement; Comparative study; Brazil; Portugal; UWES version.

## 27 | The moderating role of emotional intelligence between burnout and positive affection in secondary teachers

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Several studies have demonstrated that positive affect (PA) not only predicts positive attitudes and behaviours such as engagement, but that it also predicts negative attitudes and behaviours such as burnout. When the PA is high, the burnout experience decreases.

Furthermore, empirical literature has shown the predictive role of emotional intelligence (EI) in engagement and burnout levels. Teachers who display a high EI, have higher engagement and lower burnout levels.

In this study, we set out to discover whether the EI levels moderate the existing relationship between the PA and the burnout levels. Specifically, to verify if when the PA is high, a high EI would lead to experiencing lower levels of burnout than with a low EI; and if, when the PA is low, a high IE would lead to experiencing lower levels of burnout than with a low EI.

This study involved 4580 high school teachers (32.4% men and 67.6% women) from the Spanish national context. The emotional intelligence was assessed by using the TMMS-24; the emotions by the PANAS and the burnout by the MBI-GS.

Linear regression analyses were performed in blocks. The results indicated that both the PA, as well as the three dimensions of EI, predict the relationships with the three different dimensions of burnout. The moderating role of EI was only evident in interactions between the PA x the emotional attention, and the PA x the emotional repair, in the effectiveness dimension of burnout. When the PA is high, the level of emotional care does not differentially affect the level of efficiency. When the PA is low, a high level of attention slightly improves the level of effectiveness.

Keywords: Emotional Intelligence, positive affect, burnout, teachers.

## 28 | Moderating effect of emotional intelligence on the relationship between positive and negative emotions at work and satisfaction with couple relationships

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Organizations have a legal obligation to ensure the health of its employees. This, according to the WHO, is to ensure the complete state of physical, mental and social well-being.

Empirical literature has shown that attitudes, emotions, stress, and behaviors experienced at work can be transferred to the family. The quality of the relationship with the couple is one of the most significant for the social well-being.

The “Demands and Resources Model” (Demerouti, Bakker, Nachreiner, & Shaufeli, 2001) proposes that both positive and negative emotions at work, influence the development of, both positive and negative, job attitudes and behaviors, respectively. Also, several studies have demonstrated the role of the emotional intelligence as predictor of both types of results. However, there are no studies that examined the joint impact of emotions experienced at work and emotional intelligence, on satisfaction with the couple relationships.

The aim of this study is to demonstrate the moderating role of EI between the positive and negative emotions at work and the satisfaction with the couple relationship.

The sample was formed by 210 Spanish workers of different organizations and partner stable. Satisfaction with the relationship couple was evaluated with the ISM; Emotional Intelligence with the TMMS-24 and Emotions with the PANAS.

Linear Regression Analysis in Blocks indicates that the emotional clarity moderates the relationship when the negative emotions are low: the more clarity, the greater satisfaction. They also point out that clarity and emotional repair moderates the relationship when the positive emotions are high: the more clarity and repair, greater satisfaction.

Therefore, the results confirm the moderating role of the emotional intelligence in these relations. However, reflect a greater positive effect on satisfaction, where experienced emotions (positive or negative), supposedly predict positive results.

Keywords: Positive and negative emotions at work, Satisfaction with the couple, Emotional intelligence.

## 29 | Emotional competence, organizational trust, and emotional labor in emergency workers

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Positive individual and organizational development can benefit from individual emotional competence (EC). However, in work settings there are organizational rules that influence the process by which employees manage their feelings. Workers must follow guidelines, often scripts, while interacting with customers. The need to comply implies that workers adopt emotional labor (EL) strategies to meet organizational goals. Furthermore, it is relevant to explore variables related to interpersonal relationships and which can produce positive outcomes regarding the relations between the organization and workers, such as organizational trust (OT). The current study explores the associations between EC and OT, while also examining the type of emotional labor strategies mostly used by professionals. Additionally, this paper intends to explore if organizational trust can mediate the relation between emotional competence and emotional labor. The present quantitative study includes a sample of 350 Portuguese firefighters, from various corporations in North Portugal. Validity and reliability of the instruments are examined using this sample. The relationship between variables is analyzed through correlations and regression analyses. Significant relations were found between EC (the perceived competence in evaluating, expressing, and regulating emotions), organizational trust, and surface and deep-acting EL strategies. The findings are discussed in terms of the impact that the assessed variables have for job satisfaction and performance in emergency workers.

## 30 | Exploring workplace emotions through the vignette method

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The paper addresses the use of vignette-based interviews when researching workplace emotions. Vignettes are hypothetical realistic scenarios which can be presented as short stories during the interview process. Research participants are usually asked to discuss how vignette characters

should or would behave in the context of the story. This technique is especially suitable for studying sensitive topics as the vignette places distance between the interviewee's personal experience and that of the story character. The vignette employed in the current study aimed to examine the role of emotions in departmental leadership at Georgian and English universities. Particularly, it was designed to explore empathy in working relationships, interdependence and team support. The story was incorporated within a semi-structured interview guide and administered in two stages. The interviews were conducted in the Georgian and English languages with a total of 12 heads of departments and 27 academic staff members. The participants' interpretations of the imaginary scenario provided insight into the implicit power structures and informal support networks in the workplace. Administering the same vignette to members of different academic cultures helped to draw between-group comparisons. The paper concludes with a discussion of the benefits and limitations of applying the vignette method in cross-cultural emotion research.

### 31 | EQ-i2.0 as a model of emotional intelligence on the organizational setting: a case of success

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The purpose of this paper is to explore how emotional intelligence can be a critical ally for developing people and predicting success in several areas. Concretely, it's presented a case of success where the implementation of the EQ-i2.0 model allowed developing people with management responsibilities in a Portuguese organization.

Emotional Intelligence (EI) has proven to be very accurate at predicting and developing performance and workplace success. Research has consistently demonstrated that those with higher results on the Emotional Quotient Inventory are more likely to perform at high levels than their co-workers with lower results (in Bachman, Stein, Campbell & Sitarenios, 2000). When performing a certain professional role, factors such as empathy, assertiveness, optimism and the ability to tolerate stress and control impulses are strong indicators of star performance.

The process applied consisted on developing leadership skills on ten managers, since there were taking place significant organizational and business transformation and it was needed that the managers had the skills to adapt to those changes and coach their teams in that process.



Therefore, it was applied the EQ-i2.0 instrument, using the Leadership Report version, in order to understand which were the areas with higher and lower results and the unbalanced ones. By analyzing those results it was possible to identify the aspects that impacted the leadership competencies and working on them through group coaching and individual sessions. Those sessions focused on the development of the scales and subscales identified as lower in the initial EQ-i2.0 assessment. The results were compared after nine months, again with the instrument EQ-i2.0, and they showed that the global EI score and the score of the subscales selected to work during the period registered a significant growth in all the participants.

The application of the EQ-i2.0 allowed to increase the global EI of the participants and the process had impacts on the growth of the organization, namely on the results and the goal attainments of the team involved. Also, the major of the participants of the process were promoted to higher positions on the organization.

Keywords: EQ-i2.0, Organizational Development, Leadership

### 32 | Emotional intelligence and organizational well-being

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Emotional intelligence (EI) is a fundamental factor in achieving organizational well-being. Emotions are necessary to encourage and motivate the team, make correct decisions, solve problems, manage organizational changes and improve job performance (Caruso & Salovey, 2004). EI skills (i.e. Perceiving, Using, Understanding and Managing emotions) (Mayer & Salovey, 1997) correlate with a set of organizational variables such as leadership (Caruso & Salovey, 2004), job performance and career success (Cote & Miners, 2006), motivation to work (Christie et al., 2007), negotiation skills, emotional labor and the management of conflict and stress in the work places (Humphrey et al., 2008). The present study aimed to analyse the impact of EI on organizational well-being (e.i. burnout and job satisfaction) in the Italian context. The sample included 206 employed (70 males and 136 females) of a public institution of a city of the central

Italy. The questionnaires administered were the Italian versions of the Self-Report Emotional Intelligence Scale (SREIS) (Brackett, 2004), of the Maslach Burnout Inventory (MBI) (Maslach et al., 1981) and of the Job Satisfaction Scale (Warr et al., 1979). The results obtained by General Linear Models (GLMs) showed that the ability of managing emotion was a significant predictor of the level of burnout of participants but not of their level of job satisfaction. Moreover, the ability of perceiving predicted a high level of personal accomplishment. Gender was not resulted a significant predictor neither of burnout dimensions nor of job satisfaction. The predictive power of dimensions of SREIS was pointed out independently by gender differences. Results supported the significant impact of EI on the organizational well-being also in the Italian context.

Keywords: Emotional intelligence; Organizational Well-Being; Job Satisfaction; Burnout; Gender Differences.

### 33 | Emotional intelligence (EI) – The resource of the effective business

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Further to the study of the correlation between the EI levels of the leaders and the company effectiveness in 2015-2016 IC CTC held the research of the stress tolerance improvement and personal effectiveness increase of the companies' leaders by means of the EI resource usage.

The research is based on the Ability Model of EI (Mayer J.D., Salovey P., Caruso D.R.).

The goal of the research is to define the EI role as the resource for stress tolerance improvement and self-regulation of the companies' leaders and emotional burn-out prevention measures.

The second stage of the research was hold with the usage of the body attachable (wearable) devices, the goal of which was to monitor the intensity (strength) of the experienced emotions of the leader unified with the feedback system. During 2 months in the real time mode the dynamics of the leaders' emotions state was being tracked down while they were in process of tasks processing. The correlation of the monitoring data and the business processes shows the level of the involvement, exhaustion, cynicism in the attitude to the particular business process.

The findings are:

- The higher are the KPIs, the higher is the involvement in the business process, the level of the emotional tension, stress of the leaders. The emotional tension maintained in the

situations, when there were no meaningful events under way, which tells about high emotional involvement: the significant event has already completed, but keeps being experienced (thought about).

- The higher the EI level of the leader, the more effectively he/she manages the stress situations and reaches the given goals.
- The development of the leaders' EI is the significant factor to prevent the emotional burn-out, stress-tolerance and effectiveness increasing of the leaders, increasing the companies' effectiveness by means of it.

Keywords: Emotional intelligence, Business performance, KPI

### 34 | Leader's emotional intelligence as an agent of change in organizational culture

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The paper begins with a review of relevant research exploring connections between the emotional intelligence (EI) of leaders (including owners of companies) involved in managing people, processes and policy, and the broader organizational culture. The influence of the leaders' EI components to the managerial interaction type is discussed with reference to Aksenovskaya's (2009) Ordered Approach to Organizational Culture. In this model, organizational culture is defined by three types – Parental, Pastoral, and Commander (Authoritative). Each company can then be assessed on these dimensions, compared to EI indicators of each of the leaders.

The study sample is N=230 employees from 30 organizations. Characteristics of study participants: the leaders (owners, involved in management, top managers) of 30 organizations (n=30), middle managers (n=50), direct subordinates (n=90) and partners (n=60) of the leaders. Characteristics of organizations: entrepreneurial organizations (trade, industry – production -, gas and refining, services) (n=24), government agencies (n=4) and public-political groups (n=2). Findings suggest that the model of EI influences organizational culture through an interaction with managerial type. Parent leaders' strongest EI component is Empathy, Pastor leaders by contrast are highest on management of one's emotions, while the Commander leader scores highest on Emotional Plasticity. These findings are discussed in the context of longitudinal trends, since we were subsequently able to follow the organizations and leaders over time, providing a nuanced view of changes in organizational culture. To diagnose all the phenomena was used methods of structural observing, content-analysis of the organizational documentation and video-content analysis of

managerial interactions, questionnaires (Ordered Approach of Organizational culture, Emln (D.V.Lusin, N.Hall), interview, assessment 360 degrees, trainings analyzed with D. Kirkpatrick model of measuring effectiveness etc.

The paper concludes by discussing those performance indicators within the organization that are influenced by the leaders emotional intelligence. Practical implications are also discussed. For example, instances of high staff turnover level can be predicted by taking into account the culture of the organization and the leaders EI. And thus plausibly, changing the EI of the top management you can affect performance indicators of an organization.

## Consultation and Coaching Process

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### 35 | From theory to practice: Professional experience with EI in educational settings

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People teaching or studying in academic institutions face many emotional challenges when dealing with the demands of their in-context performance. This is especially true in situations that require new forms of behaviors and where there is a need to develop or adapt (emotional) personal resources to establish and reach their (changing) roles targets. In different moments of their career trajectories, both teachers and students are continually asked be open to experience, to adjust expectations, to assess their own and/or others' needs, to define goals, and to make the most suitable choices when arranging the mean-ends schemas that are most likely to lead to the successful accomplishment of their missions. Based in authors' professional experience as consultant, the poster to be presented will bring light to the way teachers from basic education level and psychology pre graduated students deal emotionally with role changes that are formally supported in a consultation process. It will be focused, in the first case, in teachers' emotional answer when introducing pedagogical innovation in class, and, in the second, in students' emotional behavior in the initial part of their internship. Teachers and students' emotional indicators will be compared taking into account EI theory contributions, namely the integrative approach proposed by the Four-Branch Model of EI (Mayer & Salovey, 1997; Salovey & Mayer, 1990; Mayer et al., 2003).

## Education & Social-Emotional Learning

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### 36 | The impact of teacher's emotional intelligence skills on students' motivation to learn

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The purpose of this qualitative study is to showcase graduated high school students' voice on the impact past teachers had on their motivation to learn, and if this impact has affected their post high-school lives. Through a focus group strategy, 21 graduated high school alumni participated in three separate focus groups. Participants discussed their former teacher's emotional intelligence skills, which influenced their motivation to learn or not. A focused review of the literature revealed that teachers are a major factor in a student's motivation to learn. This research was guided by Bandura's Social Cognitive Theory of Motivation and constructs related to learning and motivation from Carl Rogers' Humanistic Views of Personality, and from Brain Based Learning perspectives with a major focus on the area of Emotional Intelligence.

Findings revealed that the majority of participants identified teachers who most motivated them to learn and demonstrated skills associated with emotional intelligence.

An important and disturbing finding relates to the saliency of negative experiences. Further work is recommended to expand this line of study in Higher Education, perform a long term study to better gain insight into long-term benefits attributable to experiencing positive teachers, study the negative impact teachers have on students' motivation to learn, specifically focusing on student anxiety and acquired helplessness.

### 37 | Variables influencing on teachers' psychological well-being and satisfaction with life

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Well-being as an indispensable aspect of quality of life has been the object of study during the last three decades. As a logical consequence, this need has resulted in the investigation of these aspects in the school environment, specifically in the teaching staff. Research about teachers well-being have increased considerably in number, mainly due to two issues: the notable changes in the sector (precarious work, massification in the classroom, continuous change in educational

policies) and, on the other hand, the increase in research regarding teacher discomfort. This research is developed starting from the concept of Psychological well-being, centered on the cognitive aspects of well-being and that refers to the evaluation of the satisfaction of the subjects of their own life including those elements related to personal development, style and manner of facing the challenges and persistence in the achievement of personal goals.

The aim of this paper is to analyze the subjective well-being and satisfaction with life of the professionals who dedicate themselves to teaching in different educational stages and the influence of these variables on several aspects. These welfare measures have been collected from 180 teachers of different regions of Spain (Madrid, Andalucía and Castilla La Mancha). The instruments used to collect the data were the Psychological Well-being Scale for Adults [BIEPS-A] (Casullo, 2002) and the Satisfaction with Life Scale [SWLS] (Diener, Emmons, Larsen and Smith, 1985) and the data analysis was performed with the SPSS 2.0. The results reveal that male teachers within 10 to 20 years of experience, and working for the public university had the highest levels of satisfaction and well-being, while female teachers working for private High Schools with ages between 12 and 16 years old showed the lowest levels of satisfaction with life and well-being.

Keywords: Subjective well-being, Life Satisfaction; Educational Well-being; Psychological well-being.

### 38 | Teaching emotional intelligence competences in a cross-disciplinary ICT context

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Emotional Intelligence Program has been taught into the University of Alicante's Primary School Teaching Degree in order to train university students to perform efficiently in different contexts; to adapt to social, cultural, scientific, technological and educational changes and to improve their emotional skills. In this way, acquiring an in-depth understanding of Emotional Intelligence is one important goal for future teachers. In addition, university cannot be the margins of the process of communication, interaction, finding information, etc, to take place in today's society, marked by technology and globalization. Therefore, teaching objectives must be beyond the scope merely

academic, other than to work also equip our students tools needed for function in society around them. In this way, the program's lessons with the mediation of dynamic ICT context have shown to facilitate students' construction of Emotional Intelligence knowledge and understanding. It also helps university students to develop based strategies to implement technology-based instruction. So, the results showed that teaching Emotional Intelligence skills in a cross-disciplinary ICT context is a way to improve the quality of teaching, students' engagement in Higher Education. In this way, we are trying to maintain and enhance the quality of Higher Education at a high level and to act as a major driving force for the development of quality assurance in order to develop and share good practice on emotional intelligence training. In conclusion, this project, supported by the Spanish Ministry of Economy and Competitiveness (EDU2015-64562-R) is designed in order to explain how teaching Emotional Intelligence Competences in a cross-disciplinary ICT context presented essential training our students in attitudes and values with which to analyze and evaluate situations, find information, make emotional decisions, etc. Finally, the implications of these results for the incorporation emotional intelligence competences into the university curriculum are discussed.

Keywords: Emotional Intelligence; Curriculum for Excellence; cross-disciplinary ICT context; Higher Education

### 39 | The importance of ability emotional intelligence for children's social engagement

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Emotional intelligence (EI) promotes positive social functioning by (1) helping us detect emotional states, and (2) enabling us to understand and manage our own and other people's emotions. Previous evidence asks other people to comment on the social skills of those with low versus high EI, or includes comment from people themselves on how they perceive their social milieu. The current study provides the counterweight to the earlier research by using observational methodology to investigate the role of EI in social relationships.

The study included 33 females and 45 males, aged 8 to 11 years, who formed part of a cohort from the Lancashire Longitudinal Study of Social and Emotional Development (LLSSED). Children completed The British Picture Vocabulary Scale to measure cognitive ability, and The Mayer-

Salovey-Caruso Emotional Intelligence Test-Youth Version as a measure of Ability Emotional Intelligence (AEI); children's interactions with their peers were observed for one full year.

Latent growth curve modelling in Mplus showed playground behaviour did not change over the course of the full year, so multiple regression analyses were used to examine the effects of cognitive ability and AEI on mean level of each behaviour during playground interactions. Results revealed curvilinear effects of AEI, with boys scoring in the lowest quadrant of AEI being rejected more by their peers and spending significantly more time alone than their peers; for girls, those in the lowest quadrant of AEI were more likely to engage in direct aggression than their female peers. The findings also showed that girls scoring highest on cognitive ability engaged the most in positive interactions and the least in indirect aggression; they also spent significantly more time alone than their female peers who scored lower on IQ. The implications of the findings for school practice in relation to the teaching of AEI are discussed.

Keywords: Ability Emotional Intelligence; Social Engagement; Social Relations; Gender Differences

#### 40 | Emotional intelligence in students of human and social sciences and of health sciences

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It has been found that people with higher emotional intelligence competencies show more cooperation with others, better social skills, and increased perspective-taking of others. Research also shows that many students lack social-emotional competencies and become less connected to school as they progress from elementary to middle school, high school, and college, and this lack of connection negatively affects their academic performance, behavior, and health. Furthermore, in fields as those related to Human and Social Sciences, and to Health Sciences, we can also expect that the lack of emotional competencies can negatively impact not only personal, but also professional life. This exploratory study aims to acknowledge emotional intelligence skills in college students.

*METHOD: Participants:* A cohort of 121 college students; 87 (71.9%) from Human/Social Sciences courses and 34 (28.1%) from Health Sciences courses; 73.6% women; aged between 18 and 57 years (M=27.39; SD=9.04).

*Instruments:* Participants answered to a sociodemographic questionnaire, and to the Portuguese version of the Emotional Competence Questionnaire (Faria & Santos, 2001).



*Procedure:* College students were recruited through an invitation sent by e-mail and participants completed an online questionnaire after their informed consent.

*RESULTS:* Majority of college-students present high emotional intelligence concerning Emotional Perception (71.2%), Coping with Emotions (67.5%) and Emotional Expression (67.2%); just few students report low levels of these competencies, 5.1%, 0.9% and 4.3%, respectively. There are no association between the three emotional intelligence domains and gender, age, nor with courses scientific field.

*DISCUSSION:* College students generally present moderate to high levels of emotional intelligence and it seems to be plausible for institutions to plan general interventions for all students in these scientific areas.

**Keywords:** emotional intelligence, college students, perception, coping, expression

#### 41 | Empathy and emotional intelligence in students of Human and Social Sciences and of Health Sciences: Preliminary results

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Empathy implies a degree of psychological insight into what the others are thinking or feeling, being an element of a person's ability to understand other persons. It is seen as a form of emotional intelligence that can be systematically developed through teaching and positive role models. Efficient emotional processing is a crucial skill to maintain adapted interpersonal relations and deficits in it can negatively impact personal and professional life. This exploratory study aims to analyse if there are significant differences between students who report low, medium and high levels of emotional intelligence concerning empathy

*METHOD:* A cohort of 121 students; 87 (71.9%) from Human and Social Sciences courses and 34 (28.1%) from Health Sciences courses; 73.6% women; aged between 18 and 57 years (M=27.39; SD=9.04).

Participants answered to a sociodemographic questionnaire, to the Portuguese version of the Interpersonal Reactivity Index (Limpo, Alves & Castro, 2010), and to the Portuguese versions of the Emotional Competence Questionnaire (Faria & Santos, 2001).

College students were recruited through an invitation sent by e-mail and participants completed an online questionnaire after their informed consent.

**RESULTS:** Data analysis revealed that there are statistically significant differences between students who report low, medium and high emotional intelligence scores with respect to a minority of the empathy dimensions:

- Emotional-perception: empathic concern\* ( $p < .05$ ), perspective taking\* ( $p < .05$ ), fantasy ( $p < .05$ ), and personal distress ( $p < .05$ ).
- Emotional-expression: empathic concern ( $p > .05$ ), perspective taking ( $p > .05$ ), fantasy, ( $p > .05$ ), and personal distress ( $p > .05$ ).
- Skills for coping with emotions: empathic concern ( $p > .05$ ), perspective taking\* ( $p < .05$ ), fantasy ( $p > .05$ ), and personal distress ( $p > .05$ ).

**DISCUSSION:** High emotional intelligence is associated to higher empathic concern and perspective taking. Considering empathy an important competence for future professionals, universities focus on the cognitive issues when considering personal students' development is clearly insufficient and can be empowered by the promotion of emotional competences.

Keywords: emotional intelligence, empathy, college students

## 42 | Emotional intelligence and assertiveness in students of Human and Social Sciences and of Health Sciences: Preliminary results

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Assertiveness is a core interpersonal behavior and a key to human relations, being considered as an interpersonal communication skill. In Human/Social and in Health Sciences, professionals are confronted with high demands respecting interpersonal competence and assertive responding. This study aims to analyze if there are significant differences between college students who report low, medium and high levels of emotional intelligence concerning assertiveness.

**METHOD:** A cohort of 121 students; 87 (71.9%) from Human/Social Sciences courses and 34 (28.1%) from Health Sciences courses; with ages ranging between 18 and 57 years ( $M=27.39$ ;  $SD=9.04$ ).

Participants answered to a sociodemographic questionnaire and to the Portuguese version of the Scale for Interpersonal Behaviour.

Students were recruited through an invitation sent by e-mail and completed an online questionnaire after their informed consent.

*RESULTS:* Students reporting low Emotional Perception present higher distress concerning the demonstration of negative feelings and those presenting moderate levels of this emotional intelligence skill report higher distress related to the expression and management of personal limitations. Students reporting low or moderate levels of skills for Coping with Emotions present higher distress levels concerning demonstration of negative feelings, initiative assertiveness and positive assertiveness. Students with low to moderate Emotional Expression competencies report higher distress levels concerning demonstration of negative feelings, initiative assertiveness, positive assertiveness and expression and management of personal limitations. Furthermore, students with distinct levels of emotional intelligence do not distinguish themselves concerning their performance related to assertiveness.

*DISCUSSION:* Emotional intelligence and assertiveness are associated. Although students seem to present similar performances concerning assertiveness, distress levels are clearly distinct, what can be related to perceived threats associated with interpersonal relations demands. Being assertiveness a central competence for future professionals' well-being, universities should consider to implement assertiveness promotion programs.

Keywords: assertiveness, emotional intelligence, college

### **43 | The relationship between emotional intelligence and academic performance: An empirical study in Sixth Primary Education Course**

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The results of an empirical study carried out in the educational field of Primary Education are presented. The objective of the research is to show and describe the relationship that occurs between self-perceived emotional intelligence and academic performance. The group of participants is made up of 214 students of the 6th year of Primary Education. Academic performance was measured through academic scores or scores in four areas: English, Mathematics, Spanish Language, and Social Science. The number of absences or absences of attendance, incidents or incidents, and extracurricular activities that students performed outside school hours were also counted. Emotional intelligence was measured through the questionnaire

on emotional skills and competences (Takšić, 2011) which assesses three dimensions: the ability to perceive and understand emotions, the ability to express and name emotions and the ability to manage emotions. Emotionally smarter students achieve superior academic achievement with excellent grades and better grades in subjects such as English and Mathematics, and earn a higher average on average. A statistically significant and negative relation with the number of absences is shown. Emotionally smarter students miss classes less. Emotional skills training and / or education leads to emotional intelligence being confirmed as a valuable variable in relation to students' academic success.

#### 44 | The role of emotional intelligence in the modulation of the impact of mood on children's creativity

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According to Torrance (1968) and reaffirmed by Besançon & Lubart (2008) a slump of creativity affects children around fourth grade, attributed to different causes: educational system that instructs to follow rules (Torrance, 1968); need of adaptation for social conventions (Kohlberg, 1981); need of belonging readapting behaviours, (Gralewski, 2016); acquisition of evaluative skills (Runco, 1991); emergence of a new reasoning transition (Lubart and Georgsdottir, 2003); and development of logical thinking and reasoning ability (Lautrey & Lubart, 1996; Kim, 2011). These observations made us question about children's emotional intelligence around this age and whether their emotional development and competences could explain or even module this slump. Several of the studies that try to link emotional states with creativity have been experimented on grown up adults (e.g. Estrada, Isen, & Young, 1994; Isen & Williams, 1988; Zenasni & Lubart, 2002), with exception of a few studies that attempted to establish a link between children's mood and risk taking (Morrongiello, 2014) or divergent thinking (Katz, 1995). This is why our objective is to establish a relationship between emotional intelligence and the development of creativity as proposed by Zenasni & Lubart in 2009. To accomplish this means, we are conducting a research based on the impact of positive mood in creativity, seeking a relationship between emotional intelligence and its capacity to modulate the impact of emotion on creativity. We postulate that after positive mood induction, children in the experimental group will (1) have better performance on divergent and convergent thinking tasks over those in the control group; (2) will produce more positive elements in their drawings; and (3) children with better scores in the emotional intelligence questionnaire will score better in divergent and convergent thinking tasks. Emotional state will be

inducted by imagination procedure and tested by SAM scale; Divergent thinking will be measured by a figurative task from the TTCT; Convergent thinking by the TCT-DP; Emotional Intelligence by TEIQUe-CF. This study is currently being conducted in different schools with a sample of 159 children aged 9 to 10 years old. Results will be presented and discussed.

#### 45 | The benefits of teachers' social emotional competences development in Lithuania

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Teachers' social-emotional competencies (SEC) seem to play a significant role in promoting social and emotional learning in the classroom. Yet, there is a dearth of literature on how to develop such competences in teachers. Present study examined intervention effects on teachers' SEC by using Limbic Performance System™ Program (LPS) workshops as an intervention and the measurement Limbic Performance Indicator™ (S. Neale, 2009). Positive changes in teachers' attitudes, values, knowledge and skills after the LPS development course were explored. The results showed that 247 teachers in the intervention group, who have completed self-report questionnaires right before and after the trainings, had increased their core social emotional competences significantly ( $p < 0.001$ ,  $\eta^2 = 0.219$ ), while among the 196 teachers in the control group no significant changes were found. After developing their SEC, teachers were found to possess a higher level of self-worth and emotional awareness, to show more empathy and support to their students and colleagues, to better handle stress and conflict situations, and to successfully motivate their students by creating more positive and open classroom climate.

## 46 | Managing emotions and managing a class: The relationship between teachers' emotional intelligence and classroom management styles

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Classroom management is commonly perceived as one of the key domains of teacher competence. However, how teachers' classroom management behavior relates to their emotional intelligence (EI) is yet an underexplored question. This study sought to offer some insights into the matter.

Participants were 51 high school teachers (84.6% female,  $M_{age}=43.96$ ) from Belgrade, Serbia. EI was assessed using the STEM-B (emotion management ability) and the TEIQue-SF (trait emotional intelligence); teachers' tendency to adopt an interventionist (higher scores) as opposed to a noninterventionist management style (lower scores) was measured via the Inventory of Classroom Management Styles (ICMS), covering three dimensions: Person, Instruction, and Discipline.

Overall, the ICMS scores place teachers at neither extreme, but show that they generally adopt an interactionist classroom management style. Several significant correlations were found between teachers' management style and EI: ICMS global–STEM-B (-.30), ICMS global–TEIQue Emotionality (-.34), ICMS Instruction–STEM-B (-.41), and ICMS Discipline–TEIQue Emotionality (-.34). A regression model composed of EI variables (STEM-B + TEIQue factors) explained a substantial portion of teachers' ICMS global score ( $F(5, 46)= 3.45, p= .010, R^2= .19$ ), with TEIQue Emotionality ( $\beta= -.34, t= -2.26, p= .028$ ) and Sociability ( $\beta=.27, t= 2.05, p= .046$ ) as significant predictors. At the subscale level, the EI model successfully predicted only ICMS Instruction ( $F(5, 46)= 3.46, p=.010, R^2= .19$ ), wherein STEM-B was the independent contributor ( $\beta= -.39, t= -2.90, p= .006$ ).

The current results suggest that teachers' EI might notably influence their classroom management practices. In particular, it seems that teachers who are better at managing emotions and more attentive to their own and other people's feelings are actually relying more on their students' own capacities to regulate behavior and learning. Contrarily, teachers who perceive themselves as being confident and assertive in social interactions are prone to intervene more in the classroom.

**Keywords:** emotion management ability, trait emotional intelligence, teachers, classroom management styles.

#### 47 | Moral emotions associated with prosocial and antisocial behavior

##### **Emociones morales asociadas a la conducta prosocial y antisocial en escolares**

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This study aimed to analyze the contribution of empathy, guilt, shame, pride and, more specifically, moral pride, to the prosocial and antisocial behavior of school-aged children, and to explore how these emotional variables interact during the prediction of said behavior. The sample group comprised 351 children aged between 10 and 14 selected from four schools in the Basque Country (Spain). Hierarchical multiple regression models were used in the statistical analyses. Prosocial behavior was found to be predicted by guilt and the interaction between empathy and moral pride. Furthermore, intense guilt was found to predict low antisocial behavior levels, regardless of empathy levels, and high empathy scores were observed to have a compensatory interaction with low levels of guilt. Nevertheless, the combination of low empathy and low guilt levels was associated with the highest antisocial behavior scores.

**Keywords:** prosocial behavior, antisocial behavior, guilt, empathy, moral pride, shame.

El objetivo del presente estudio fue analizar la contribución de la empatía, la culpa, la vergüenza, el orgullo y, más específicamente, el orgullo moral en el comportamiento prosocial y antisocial de los niños en edad escolar y explorar cómo interactúan dichas variables emocionales en su predicción. La muestra estuvo compuesta por 351 chicas y chicos de 10 a 14 años escolarizados en cuatro centros educativos del País Vasco (Spain). Para los análisis estadísticos se utilizaron los modelos de regresión jerárquica múltiple. La conducta prosocial fue predicha por la culpa y por la interacción de la empatía y el orgullo moral. Respecto a la conducta antisocial, los elevados niveles de culpa predijeron bajos niveles de conducta antisocial independientemente de los niveles de empatía y, de igual modo, la elevada empatía mostró una interacción compensatoria sobre los

bajos niveles de culpa. Sin embargo, la combinación de baja empatía y baja culpa se asoció con los mayores niveles de conducta antisocial.

Palabras clave: conducta prosocial, conducta antisocial, culpa, empatía, orgullo moral, vergüenza.

#### 48 | Academic demands and burnout in college students: The moderating role of emotional intelligence

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The occurrence of burnout syndrome among undergraduate students has been the target of a renewed interest in recent years.. Some studies have pointed out that certain academic demands might predict burnout. However, the moderating role of emotional intelligence (EI) in the relationship between academic demands and burnout, as proposed by the “Demands and Resources Model” (Demerouti et al., 2013) has not yet been considered.

Therefore, the current study was aimed at analyzing the moderating role of emotional intelligence in the relationship between psychological demands experienced by undergraduate students and the level of experienced burnout.

The sample consisted of 249 students recruited at the Labor Relations and Human Resources Bachelor faculties from the University of Granada. Psychological demands required by the students' educational environment were assessed by means of Marin-Garcia's (2012) Ps2JCHE-spV0 questionnaire. EI was assessed by using the TMMS-24. Burnout was evaluated by using Schaufeli et al.'s (2002) version of the MBI-SS.

Linear regression analyses were performed in blocks. Results indicate the existence of a significant relationship between academic demands and two burnout dimensions: exhaustion and cynicism. On the other hand, emotional attention, clarity, and repair were all related to the effectiveness dimension of burnout. The moderating role of EI was only revealed in the relationship between the demands and the effectiveness dimension of burnout. When demands were high, students with high scores on clarity and repair showed higher levels of perceived effectiveness compared to students with lower scores on those two dimensions.



In conclusion, these results support the moderating role of EI between academic demands and the dimension of burnout's effectiveness. However, the lack of relationship between EI and the dimensions of exhaustion and cynicism is inconsistent with those observed in other studies (e.g., Extremera et al., 2007). Further studies are needed to clarify the relationships between EI and burnout syndrome in university students.

Keywords: academic demands, emotional intelligence, burnout, college students.

#### 49 | Training student teachers in emotional competence

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The present study is framed within a PhD project that focuses on the role that teachers play while giving emotional education classes. Training future teachers in emotional competences can play a relevant role in facing nowadays changing and complex society, a society that places us in a context of permanent vulnerability. Thus, as a social resilience factor, teachers should be prepared to teach their students how to perceive, understand and regulate their emotions, as well as promoting their empathy. For this to be possible, teachers must also acquire these competences for themselves. The aim of our research was to study the changes that student teachers experiment in their emotional competences after participating in an emotional education subject. The sample was composed by 90 student teachers who attended the subject during their third year of the Primary Education Degree at the University of La Laguna (Spain). Participants filled out the TMMS-24 questionnaire (Fernández-Berrocal, Extremera y Ramos, 2004) and the IRI questionnaire (Davis, 1983) before and after attending the subject. Results show an increase in the ability to perceive and repair emotions, yet a decline in empathy. We consider expanding the sample in further research in order to confirm these results.

Keywords: emotional education, teacher training, emotional competences, empathy, emotional intelligence.

## 50 | Emotional stability in Brazilian students: Evaluation of self-control and intervention clues

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Emotional stability is one of the social-emotional skills whose competence –self control - concerns the ability to properly manage emotions. This ability is understood by mixed models of emotional intelligence and has been shown to be important for the healthy development of people. This study aims describe the emotional stability of Brazilian adolescents and to offer clues to the intervention, aiming to improve the control of the emotions. Participants are students, 92 girls and 73 boys aged 14 to 17, of both sex, of the first year of high school from two public schools, from a city of interior of the State of São Paulo. For describe emotional stability was used the Social and Emotional or Non-cognitive Nationwide Assessment (SENNA) (Santos & Primi, 2014), a Brazilian instrument that evaluates socioemotional competences in basic education students, using a five-point Likert scale. Socioemotional competencies are organized based on the Big Five Theory dimensions. The emotional stability were describe by mean, standard deviation and quartiles. The intervention was carried out in a classroom with 56 students and recorded in audio, counting with two observers, whose records constitute the corpus for qualitative analysis. The self-control theme was developed through videos with short animation about reason and emotion. At the end of the activities were made reflections about self-control. The classification of quartiles (low, mean and high) show that girls obtained low scores ( $M = 3.07$ ,  $Q1 = 2.75$  to  $3.30$ ) while the boys presented mean scores ( $M = 3.36$ ,  $Q2 = 2.75$  to  $3.30$ ). The students paid close attention to video activities and were surprised to see that one of the videos was of a drawing available on the open television that they knew and liked. The students pointed out the importance of balancing reason and emotion and identified strategies for the establishment of self-control.

Keywords: socioemotional competences, evaluation, self-control, high school.

## 51 | Emotion regulation and mindfulness acceptance: Implications to anxiety reduction programs in college students

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Mindfulness-based psychotherapy is grounded on Buddhist teachings and meditation, aiming to help people gain more awareness about the solution to emotional problems, maladaptive behaviors and acceptance of day-to-day problems. This third wave CBT model may provide a solution to anxiety that frequently impairs college students. The aim of the present study was to predict which mindfulness components may have more effect preventing or decreasing anxiety. The sample was composed by 180 students from Instituto Universitário de Ciências da Saúde and other universities from the Northern region of Portugal. The mean age was 19.94 years old (SD=2.04) in female students, and 20.41 years old (SD=2.36) in male students. It proceeded to a sociodemographic characterization of the sample and the matter was referred to the application of three instruments: Zung Self-Rating Anxiety Scale (ZSRAS); Philadelphia Mindfulness Scale (PHLMS); Emotion Regulation of Others and Self (EROS) Scale. The results clarify several correlations among emotional regulation and mindfulness acceptance with anxiety levels. The regression model with both mindfulness acceptance and affect-worsening emotion regulation, predicted 20% of the anxiety in college students.

The discussion focuses on the unexpected relation between acceptance and anxiety, in perspective of the lack of cognitive and emotional work, and on the consequences of such acceptance of a negative state. These aspects can have important implications on future interventions with such target groups.

Keywords: mindfulness; therapy; anxiety; college students.

## 52 | Emotional family

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This program is intended to address emotional intelligence for parents/guardians of teenagers in order to make their adolescence as least conflictive as possible, for which is necessary to integrate the teenager in the whole process. The program is based on Mayer & Salovey's emotional intelligence model.

The implementation of the program requires 11 weekly sessions over approximately 3 months and will carry out theory-practical, active and participative methodology with the participant fully aware of all training.

Also, it is the intention of the program to increase the emotional intelligence of the parents/guardians of teens for the improvement of the family climate and the relationship between the parent/guardian and teen.

On the other hand, the main limitation for the success of the program are the individual differences of the participants.

Finally, the proposal for the improvement of the program is the implementation of a preventative intervention for parents/guardians of teens in the intermediate stage, where some problems have not been resolved and so the results may be more effective.

## 53 | Emotional awareness and emotional regulation during school mediations

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Studies stress the importance of emotions in conflict, describing how they influence any mediation process. One of the main objectives of this paper is to better understand the role of emotions in mediation processes: how they impact this process and what emotional aspects are developed through them. A review of the theoretical framework of mediation related to this specific issue and the results of an empirical study based on the emotional experience of mediation processes are presented.

An ad hoc questionnaire was created in order to assess perceived emotional learning gains after a mediation process. For this purpose, a total of 102 students and teachers participated (n=102).

The questionnaire allowed to study the level of perceived learning gain in two differentiated dimensions: emotional awareness and emotional regulation. All perceived a high level of emotional learning, indicating the effectiveness of the mediation process. No differences in perceived emotional learning gains were found among groups ( $p = .56$ ). However, although learning improvements were perceived in both dimensions, the level of perceived learning gain in emotional regulation was significantly higher than that perceived in of emotional awareness ( $p = .002$ ). On the other hand, a shift from negative to positive emotions during the process of mediation was found in pupils mediated.

Mediation is a strategy that promotes emotional learning to all of those who take part in it. This study highlights the importance of mediation processes in developing emotional learning. Two main aspects of emotional learning, which were promoted by mediation, were identified in this study: emotional awareness and emotional regulation. It is considered that learning how to manage emotions should be present in any mediator's training course, since a stable resolution of conflicts depends on an adequate management of emotions.

Keywords: School mediation, Conflict resolution, Emotional learning

#### 54 | Coping and socioemotional competencies in teaching training

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This study is part of a doctoral thesis focused on socioemotional competencies and coping of teaching practices of futures teachers in initial formation. The development of competencies for teaching the use of a training model that includes the notion of learning, in its dynamic, experiential and contextual aspects.

The aim of this research was to understand the different coping responses to teaching practices and their relation with socioemotional competences in the training of Psychology teachers.

In this is longitudinal descriptive study the Coping Response Inventory (Moos, 1993) and the Socioemotional Competencies Inventory (Mikulic, 2013) were administered. Both instruments have been adapted for this specific population. 173 future teachers while in training courses of Special Didactics and Practice of the Teaching of Psychology were assessed in the School of Psychology of the University of Buenos Aires.

Findings show a predominance of approach responses over avoidance responses. Logical Analysis and Problem Solving are predominant strategies at the beginning and at the end of the teaching practices.

Acceptance or Resignation and Emotional Discharge showed the lowest values. Regarding the socioemotional competences perceived by students at the beginning, the highest mean values are given in emotional awareness, prosocial behavior and self-efficacy. Emotional regulation, Assertiveness and Expressive communication registered the lowest values. Emotional Awareness; Prosocial behavior and Optimism showed higher level of values, and Emotional regulation; Assertiveness and Expressive communication, the lowest ones, when taking into consideration the end of the period studied.

It is relevant to study coping responses and socioemotional competencies in future teacher's training as it is challenge to better the transition from the student status to the teaching position in a classroom. As it has been proved, it is fundamental for psychology teachers to regulate emotions in their social transactions while teaching in any kind of educational context.

Keywords: Coping, Socio-emotional competences, Teachers in formation, Teaching practices

## 55 | Socioemotional competences assessment of University Students in Buenos Aires, Argentina

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In a globalized world, it is not possible to continue thinking that the paradigm of the traditional university with simple objectives such as training future professionals could survive. In order to develop potential researchers and better our compromise with the society it will be important to find those competencies necessary to cope with new and complex social and scientific requirements. New competencies are required for new social sceneries nowadays.

As part of this truly expression of changes in methodologies and strategies in order to train university students in different disciplines; social and emotional competencies are the most significant dimensions to be considered. They are specially relevant when working in educational contexts in order to promote relevant learnings both for teachers and students.

The aim of this study is to assess socioemotional competences in university students of the University of Buenos Aires and the National University of the Center of Buenos Aires Province. It is

relevant to consider a) differences according gender, b) differences between high school and university students of Psychology, y c) differences between university students of Psychology and university students of Economics.

210 participants of Psychology School, 219 participants of Economics and 155 students of high school were assessed with Socioemotional Competencies Inventory (ICSE, 2013). Emotional Regulation showed differences between male and female, with men showing higher values.

Comparing high school and university students of Psychology, socioemotional competencies show higher level except for Autonomy in university students. But when comparing students of Psychology and Economics, Psychology students show higher levels of Emotional Consciousness, Expressive Communication and Empathy.

Empathy research findings as one of the most important socioemotional competencies confirm the necessity of assessing competencies related to wellbeing and better psychological outcomings considering different levels of analysis as personal, educational and professional. As to develop competencies empowers individuals to cope with many stressful situations, it is especially important to study them in educational contexts when training future psychologists.

## 56 | Teacher's emotional intelligence in secondary education: Revision of studies between 2011-2017

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*Introduction:* Emotional intelligence (EI) is closely related to teaching function. Several studies indicate that teacher's emotional intelligence relates positively with labor satisfaction, organizational commitment, performance, teacher's emotional competence and classroom climate. Emotional intelligence is considered necessary for teachers' personal well-being, their effectiveness and a high quality teaching-learning process in general, and for the students' socio-emotional development, in particular.

*Methodology:* A systematic revision about secondary teacher's emotional intelligence has been performed with papers published from 2011 to 2017. The search has been carried out using the following databases: PsycINFO, PsycArticles, Psychology and Behavior, CINAHL, ERIC, Scopus and ISI Web of Knowledge. The search criteria was made using a search criteria (with parameters

“emotional intelligence” AND “teacher”) in English and in Spanish. A total of 933 articles related to emotional intelligence and teachers were found, 98 of which belonged to secondary school teachers.

*Results:* After reviewing all 98 papers it can be concluded that the majority of researches claim a positive relationship between teacher’s emotional intelligence and the variables mentioned before. No significant differences in age and gender were found. Additionally it seems that EI plays an important role in the teacher’s burnout. All of these findings indicate that teachers with higher EI will influence on a more positive manner on their students.

Keywords: Emotional Intelligence, Teacher, secondary education.

## 57 | Diagnosis of emotional intelligence and communication skills on college professors on sciences

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Within the framework of the Teaching Strengthening Program (FODO) of the Research Institute of Education on Experimental Sciences (IIECE), the Formation Foundation will carry out a diagnosis of Emotional Intelligence and communication skills in College professors. This research includes population of University professors of Sciences, at the School of Philosophy, Humanities and Arts of the National University of San Juan, in Argentina. The diagnosis focuses on the abilities of emotional intelligence as well as on assertiveness as a communicative skill directly affected by the proper handling of emotions. The diagnosis of Emotional Intelligence is performed within the framework of Salovey and Mayer approach, with the TMM24 Inventory. The Rathus test is used for the diagnosis of assertiveness.



## 58 | Colégio Farroupilha's socioemocional matrix construction: A Brazilian school experience report

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Colégio Farroupilha is a 131 year-old private school in Porto Alegre, Brazil. Its mission is to form competent citizens and in order to achieve this goal, it is necessary to propose actions that develop students' social-emotional skills. The present work reports the experience of elaborating Colégio Farroupilha's Socio-Emotional Matrix. In a society currently based on individualism, egocentrism and competitiveness, the School's Educational Psychology Service realized the need to reflect with teachers and employees on the kind of citizens we would like to insert in society. Thus, it was verified the importance of an alignment between the different levels of education (from Early Childhood to High School) considering the actions aimed at the development of autonomy and ethics. This alignment would prevent ruptures in student's cognitive and relational development during the course of his/her academic career. The idea of designing a Socio-emotional Matrix came from the need to promote students' integral development, considering the cognitive, emotional, social and moral dimensions, as well as ensuring that social and emotional competencies would be systematically and intentionally addressed by the school. Through the Socio-emotional Matrix, the school intends to provide, in an interdisciplinary and coherent way with the curricular matrices, reflections and experiences related to the founding axes of the Matrix: Identity, Living Together and Citizenship. The choice of the axes was based on the school's stated values, as found in the Pedagogical Political Project: good relationships, the search for excellence, discipline and organization, efficiency and entrepreneurship and commitment to sustainability.

Since the Matrix was built collaboratively, it possible to observe some attention to the development of the social-emotional abilities in teachers' plans and actions in the classroom. The greatest challenge is related to the involvement of specialist subject teachers as they have less contact with students per week.

### 59 | Educational love as a teaching competence

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The present study is framed within a PhD project that focuses on the role that teachers play while giving emotional education classes. We consider that teachers must work on their emotional competences and put them into practice in order to teach their pupils emotional competences in an effective way. Based on this principle, we have proposed a new construct named 'Educational Love Competence', which comprises empathy, emotional communication and engagement skills with pupils. The aim of this study is to explore the different dimensions that form the 'Educational Love Competence' using an inter-judge reliability method. Participants were 81 teachers that were giving class on Emotional Education and Creativity (in Spanish EMOCREA) to students from the first to the fourth year of primary school in the Autonomous Community of the Canary Islands. We elaborated a survey composed of six open-response items: 1) Feelings toward students, 2) Expressing feelings to students, 3) Causes of the feelings toward students, 4) Identification of students' feelings 5) Students' causes of their feelings, and 6) Students' expressions of their feelings. After analysing the responses with an inter-judge reliability method we found the following categories for each item: 1) Pleasant feelings, Unpleasant feelings, Emotional connection and Emotional ambivalence 2) Empathy, Emotional communication and Emotional engagement 3) Teachers' role, Reciprocity, Personal Identity and Pupils' qualities 4) Affirmative, Negative and Nuanced 5) Role of teachers and Expressions of reciprocity, and 6) Verbal expressions, Non-verbal expressions, behavioural expressions. These results are very promising and indicate that the 'Educational Love Competence', is a relevant construct that can promote personal and academic development in pupils and teachers.

Keywords: emotional education, emotional competences, teacher training, Educational Love Competence.

## 60 | Study of emotional intelligence and communication skills on university students of physics, chemistry and technology teacher education

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Within the framework of the Teaching Strengthening Program (FODO) it develops a diagnosis of Emotional Intelligence and communication skills in university students from the first to the fourth years of university programs for teacher training in Physics, Chemistry and Technology, at the School of Philosophy, Humanities and Arts of the National University of San Juan, in Argentina. The diagnosis focuses on the abilities of emotional intelligence as well as on assertiveness as a communicative skill directly affected by the proper handling of emotions. These skills are necessary for the proper exercise of the teaching profession and for the development of healthy interpersonal relationships in the classroom and in the institution. The diagnosis of Emotional Intelligence is performed within the framework of Salovey and Mayer approach, with the TMM24 Inventory. The Rathus test is used for the diagnosis of assertiveness. This research involves a population of 79 students (34 males and 45 females). The age range is between 18 and 38 years old ( $M=23.84$ ,  $DT=4.29$ ). The following IE results were found. In males: Attention ( $M=24.87$ ), Clarity ( $M=27.11$ ) and Repair ( $M=31.29$ ). In females: Attention ( $M=26.20$ ), Clarity ( $M=25.55$ ,  $DT=6.32$ ) and Repair ( $M=27.80$ ). Those results indicate that males and females students have an adequate level of development of each dimension, but these are in the limit values. The results of assertiveness indicate that the level of development is very low ( $M=-.64$ ), and 75% has obtained values below +11 in the scale -90/+90. Based on the results we conclude that, degree programs of teacher training in Sciences need an urgent incorporation of development of social skills of emotional intelligence, in order to foster future teaching performance and healthy Interpersonal relationships on students' future professional lives.

## 61 | Evaluation of a training program to promote socio-emotional competencies among children and young adults

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In recent decades, aggressive behavior among youths and adolescents has received much attention in the media. It is frequently called for intervention programs to improve socio-emotional competence already early in school to change developmental trajectories in a desirable direction. However, existing programs tend to be time-consuming and are difficult to implement with available resources. In the described research, we evaluated a short-term training program with a limited number of sessions delivered in the classroom. In line with leading theories of emotional intelligence (Brackett, Berrocal, Lopes, Mayer, Salovey, Caruso), the training seeks to promote social-emotional abilities and non-violent communication (Rosenberg). We started 2009 with a Pilot-Study, five larger studies followed. In total, 1600 students at elementary school and in the first years at secondary schools participated in a randomized controlled trial with repeated measurement points, i.e. pre, post, and follow-up. Findings revealed that the program improved sensitivity for emotions and knowledge about emotional processes. It promoted perspective-taking and non-violent communication in all student samples. Additionally, teachers reported reduced problems and increased pro-social behavior in the classroom. Recently, the training program was adapted for older students in the last years of secondary school and at university. Preliminary results suggest that the program can be beneficial as well in this age group.

Keywords: social and emotional competence, training program, non-violent communication, emotional intelligence

## EI and Related Emotion Theory

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### 62 | Students' ability of basic emotions recognition

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Emotional intelligence is related with emotion recognition, and both are crucial on social interactions, with facial expressions being a privileged cue (Elfenbein et al., 2002; Lewis et al., 2016). Since Ekman studies on 70 decade, basic emotions are consensual, despite some variation on their designation (Ekman & Cordaro, 2011) and some differences on emotional expressions or recognition skills (Demenescu et al., 2014; Schwenck et al., 2014). This study aims to identify students' ability of basic emotions recognition.

During 2015-2016, on events related with university's presentation to community and schools, we collected data on an emotion recognition task with 12 pictures from Radboud Faces Database (Langner et al., 2010), half male, half female, both expressing happiness, surprise, sadness, fear, disgust and anger, which are the emotions most consistently recognised across cultures (Ekman, 1971). Stimuli were presented on laptop 5s each, and after each picture, participants identified, using multiple choice, the expressed emotion. The sample is composed of 714 students aged between 12-31 years ( $M=17.0$   $SD=2.03$ ), with 80% female, 93% from secondary schools and 7% from university.

Correct emotional recognition varies between 5 and 12 pictures ( $M=10.78$   $SD=1.37$ ), with 40% of the participants correctly identifying the 12 pictures. Surprise and happiness expressions were the best recognized (1.99) and fear is the worst (1.56). No sex differences were found, excepting for sadness and total number of correct responses (higher values for women). Age is not correlated with recognition. Correlation and factorial analysis revealed a factor composed by happiness and surprise, and another composed by negative emotions. Most frequent errors were between fear, disgust and surprise.

Emotion recognition skills contributes to socio-cognitive interactions, and our data can contribute to theoretical discussions about basic emotions universally recognised (Elbenbein & Ambady, 2012) and about the association between basic emotions (Scarantino & Griffiths, 2011).

**Keywords:** Basic emotions, Recognition; Pictures, Faces, Students

### 63 | Differences on basic emotions recognition

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This study aims to identify basic emotion recognition ability and preferences for stimuli expressions. During 2012-2014, on events related with university's presentation to community and schools, we collected data of emotion recognition of 12 pictures from Radboud Faces Database (Langner et al., 2010), 6 male and 6 female expressing happiness, surprise, sadness, fear, disgust and anger. Each picture includes two different faces expressing one emotion and was presented on laptop 5s each. After each picture, participants identified (multiple choice) expressed emotion and choose the best photo. The sample is composed by 442 participants, aged 3-63 years ( $M=19.19$ ;  $SD=8.383$ ), being 72% female, 89% students and 11% workers.

Correct emotion recognition varies between 3-12 pictures ( $M=10.80$ ;  $SD=1.48$ ), with 41% of the participants correctly identifying the 12 pictures. Happiness and surprise were the best recognized (1.99) and fear was the worst (1.65). No differences between man/women or students/workers were found, excepting for the total number of correct responses, with female presenting higher values. Age is positively correlated with happiness, surprise and anger errors recognition, and with number of incorrect recognitions. Most frequent errors were between fear, disgust and surprise, especially if the emotion is expressed by a man. Participants preferred differentially stimuli with a woman expressing happiness or surprise, and stimuli with another woman expressing negative emotions. Among stimuli with man's emotions, only is differentiated happiness. Male and female participants showed few differences regarding their preferences about male and female pictures. These data contribute to emotion recognition discussion and to sex differences or preferences related with emotions' expression or recognition, confirming literature. In fact, some emotions are easier to recognize (eg. happiness) and others present more errors (eg. fear and surprise). Women seems to be more able to recognize emotions, paying more attention to others and being more empathic, and also being more facially expressive. Sex differences can be useful

during training of professionals (e.g. nurses, psychologists) for whom emotional recognition/expression are important.

Keywords: Basic emotions;Recognition;Faces.

## 64 | Emotion influence on testimony credibility

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Credibility of testimony leads judiciary system to use Psychology's contribution, particularly in situations where victims' emotional state may interfere, such on sexual crimes. Thus, emotional intelligence at the courtroom, emotion management and emotional victim effect attracts researchers' interest (Bollingmo et al., 2008; Bornstein & Wiener, 2006; Landstrom et al., 2015). Moreover, sometimes victim is also a witness (Menaker & Cramer, 2012), reinforcing the need to study emotions related with victims and testimonies (Wessel et al., 2012).

This study aims to identify emotional impact of film excerpts on the evaluation of testimony's credibility.

The sample consisted of 259 Psychology students, aged between 17 and 56 years old ((M=21.3; SD=5.31), with 85% women and 26% having previous contact with the judiciary system. After the presentation of a film eliciting emotions (joy, sadness or anger according Schaefer et al., 2010), we evaluated its emotional impact using Izard's Differential Emotions Scale (1991). Next, we replicated Kaufmann et al. (2003) study, presenting a written statement of a rape victim. Then, participants evaluated testimony's credibility through a questionnaire adapted from Kaufmann et al. (2003).

Results demonstrated films' emotional impact on participants, and the interference of emotions and statement form on the assessment of woman's testimony credibility and on man's guilt. Contact experience with judiciary system had no influence on credibility assessment, but sex had, with men considering woman as less credible and man as less guilty.

These data contribute to research about emotion elicited by films (Zupan & Babbage, 2016). Moreover, due the lack of experimental studies of emotions on forensic area, they also contribute to discuss the influence of emotions on credibility assessment, especially were crimes elicit negative emotions, such as sexual crimes. As take home message, we suggest that judiciary

system must be alerted that emotions interfere with victims or witness testimony's credibility, and on guilty attribution.

Keywords: Emotions; Films; Testimony; Credibility.

## Health, Well-Being and Optimal Development

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### 65 | Hair cortisol cannot serve as a biomarker of emotional intelligence

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Emotional Competence (EC; also called “emotional intelligence” EI) refers to individual differences in the identification, understanding, expression, regulation and use of one's and others' emotions. Previous studies have shown that EC moderates subjective responses (e.g., mood deterioration, emotional intensity, action tendencies, bodily sensations) to both natural and laboratory stressors. EC has also been found to be a significant moderator of the biological (i.e., cortisol) response to laboratory stressors. The presents studies aim to extend these results by investigating if the level of EC predicts the chronic level of activation of the hypothalamo-pituitary-adrenal (HPA) axis. Chronic activation of HPA axis was assessed through hair cortisol, which provides an indicator of the stress accumulated over the last three months, in one sample of pregnant woman (n=98) and one sample of migraine sufferers (n=40). Results were not as expected and taking into account life events did not improve the pattern. There were significant correlations between EC and hair cortisol but not consistent with predictions and especially not consistent across studies. These unexpected results can have many causes, and one possibility is that they come from the measure of hair cortisol. The literature indicates that the intra-assay variation coefficient is approximately 16% for hair cortisol, while it revolves around 3 to 7% for salivary cortisol. Even if hair cortisol is increasingly considered as a non-invasive measure of long-term, month-by-month, systemic cortisol exposure, we argue that it needs more investigation to be considered as a reliable biomarker of stress exposure or stress management abilities.

Keywords: Emotional intelligence, Cortisol, Hair analysis



## 66 | Trait emotional intelligence, emotional contagion, and quality of life: Incremental and predictive validity using the emotional intelligence scale

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Trait emotional intelligence (EI), concerning a self-perception of mental ability encompassing the emotional aspect of personality, may be a salient psychological resource for subjective well-being. This study examined the incremental validity of trait EI in predicting emotion-relevant criteria such as emotional contagion (EC) and quality of life (QOL), and their overall relationship among Japanese employees. We operationalized trait EI with the Emotional Intelligence Scale (EQS), which has been increasingly used in Japanese EI research. EC and QOL were measured using the Japanese version of Emotional Contagion Scale and World Health Organization Quality of Life-Brief, respectively. Hierarchical regression analyses revealed that trait EI positively predicted both types of EC and QOL over and above personal demographics (age, sex, and job stress) and Big Five personality traits. A subsequent process analysis revealed that trait EI directly and positively predicted positive EC and QOL—but not negative EC. In addition, positive EC not only had a positive impact on QOL but also partially mediated the salutary effect of trait EI on QOL. The findings provide additional support for the incremental validity of trait EI, assessed even using the EQS, in the prediction of subjective well-being relating to emotion. More notably, evidence drawn from the process analysis suggests that trait EI may foster employees' QOL directly and indirectly by improving their susceptibility to others' positive emotions in socio-occupational interaction.

## 67 | Music experience and wellbeing associations in everyday life : a study with a portuguese sample

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The literature has stressed the importance of studying the relationship between music experience and the dimensions of well-being. Given the growing presence of music in our everyday lives, the investigation of issues related to music experience and well-being is becoming relevant since music is often thought to promote well-being.

This research aims to study how individuals experience the music in daily life and what relations can be established with well-being/ positive mental health. A sample of 255 adults (79 male, 176 females) between the ages of 18 and 67 ( $M = 35.36$ ,  $SD = 12.50$ ) participated in this study. Data was collected with reference to the Brief Music Experience Questionnaire (BMEQ), the Warwick-Edinburgh Mental Well-being scale (WEMWBS), and Mental Health Continuum scale – reduced version (Adults) (MHC-SF).

The results point to a positive association between music experience and wellbeing in everyday life. In general, a greater commitment to music is associated with high well-being. Also, Positive Psychotropic Effects from music is associated with higher level of Well-being and, specifically with higher Psychological Well-being. Moreover, a greater Reactive Musical Behavior is also associated with higher level of Well-being, concretely Psychological Well-being.

Generally, the population in study presents high scores in the six scales of the BMEQ and high levels of well-being/positive mental health. Results support the need to further investigate about the relations of music in everyday life and well-being and that subsequent dissemination of knowledge is becoming increasingly pertinent.

Keywords: Music Experience, Well-being, Everyday life

## 68 | Dealing with teachers' role stressors and depressive symptomatology: does gender impact on the buffering effect of emotion regulation ability?

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Certain work-related stressors as role ambiguity and role conflict have been traditionally linked to negative outcomes such as mental health problems. Previous studies have focused on the moderating effect of personal resources in the association between role stressors and work attitudes. Emotion regulation ability (ERA) has showed robust associations with numerous mental health outcomes, with significant gender differences in this relationship. The purpose of our study was twofold. Firstly, to examine the moderating effect of ERA in the association among role ambiguity/conflict and depressive symptomatology in a teacher sample. Secondly, we aimed to test whether gender would affect the impact of ERA. Participants were 337 Spanish teachers (54.89% were female) from different grade level taught in Malaga. Results showed that ERA moderated the relationship between role ambiguity and depressive symptoms, whereas did not moderate the effect of role conflict. Indeed, gender-specific analysis revealed a three-way interaction of role ambiguity, ERA and gender on depressive symptomatology showing a significant moderation effect only for males. These results suggest underlying processes by which ERA would differently buffer the association between role clarity and depressive symptoms in teachers. Our results may shed some light on showing on testing gender-specific models including work-related factors, emotional abilities, mental health and well-being outcomes in teaching. Finally, these findings might provide guidance in developing further stress management programmes and emotional training considering gender perspectives.

**Keywords:** role stress, depressive symptomatology, gender-specific moderation, emotion regulation ability, teachers.

## 69 | Beyond forgiveness and suicidal behaviour in adolescence: The moderating role of gender

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With the development of positive psychology, forgiveness has received increasing attention among psychologists from different social science fields. Empirical evidences have suggested associations between forgiveness and suicidal ideation and behaviours, but moderator's role of gender has been scarcely studied. The aim of the present study was to test the role of gender as a potential moderating factor in the relationship between forgiveness and suicidal behaviour in adolescence. A total of 586 Spanish adolescents from three different high school centres took part in this study. Their average age was 15.51 (SD= 1.17) and 51.2% were men. We conducted moderation analyses and used age and personality factors as control variables. First, we found negative association between forgiveness and risk suicide. Moreover, results showed that gender moderated the relationship between forgiveness and suicidal ideation. Specifically, males compared to females were found to show significantly higher tendency of suicidal behaviour depending on their level of forgiveness. Thus, males who showed higher scores on forgiveness tend to report lower levels of suicidal behaviour, whereas males who reported lower scores on forgiveness showed greater levels of risk suicide. Our findings suggest that forgiveness may operate as a key buffering factor against suicidal risk underlying the importance of examining gender differences in this association. These findings provide therapeutic targets to reduce risk of suicide in this high-risk group of adolescent males with lower levels of forgiveness. Our results are discussed in terms of the need of using gender perspectives in positive psychology intervention programs.

Keywords: forgiveness; suicidal behaviour; gender; college students

## 70 | Teachers' personal and occupational well-being: perceived stress as a mediator comparing both self-reported and ability emotion regulation approaches

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Researchers interested in teachers' occupational well-being have identified many sources of decreased job satisfaction such as students' misbehaviour or job stress related to the teacher workload. There is a growing body of research on the positive value of Emotional Intelligence (EI) on mental health and well-being indicators. In the field of EI, two main methods of assessment have been followed: self-reported measures and performance tests. However, it remains unclear if both self-reported and ability measures may show a similar pattern in enhancing teachers' relevant well-being outcomes. This study examined the association among emotion regulation ability assessed with self-reported and ability measures, perceived stress, subjective happiness and job satisfaction in a sample of Spanish teachers. Participants were 216 teaching professionals (51.38% males) from school centres of Malaga and different grade level taught. Our findings showed positive associations among self-reported emotion regulation, emotion regulation ability, subjective happiness and job satisfaction. Moreover, perceived stress was negatively related to both emotion regulation and personal and occupational well-being indicators. Finally, results showed that perceived stress partly mediated the relationship between both emotion regulation measures and well-being indicators. Our findings show a similar underlying mediator pattern using both EI approaches, suggesting that stress management programmes should include both perspectives of EI underlining the value of emotional training to promote teachers' job satisfaction and subjective happiness in educational context.

Keywords: Emotion Regulation, perceived stress, subjective happiness, job satisfaction, teachers.

## 71 | Personal resources and mental health in young adults: the role of emotion regulation, resilience and perceived stress

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In the field of Positive Psychology, many works have explored those variables that determine the people's mental health. Thus, among the individual's personal resources, the role that emotional intelligence (EI) plays on psychological adjustment has been widely studied in recent years. From this study, we pay special attention to the EI dimension called emotion regulation, the more complex dimension, which has been more closely related to the positive functioning of the human being. Specifically, the aim is to explore the mediator variables that enable emotion regulation to predict the mental health of young adults. The sample consisted of 432 young adults, both workers and university students, from the Community of Madrid (Spain), who completed self-reports of emotion regulation, resilience, perceived stress and mental health. The results of the multi-group path analysis showed an optimal model fit, with perceived stress and resilience fully mediating the emotion regulation-mental health relationship, both in the university students' and in the workers' subgroup. In addition, the negative relationship between stress and mental health was stronger in college students than in workers. These findings suggest that the perceived ability to regulate own emotional states promotes the young adults' psychological adjustment indirectly, through the perception of less stress and higher ability to recover from adverse situations. For the future, it would be positive to develop experimental designs that allow to verify the direction of the mentioned relations between variables, as well as to use ability tests instead of self-reports.

## 72 | The role of perceived emotional intelligence on life satisfaction and mental health in young unemployed

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Unemployment is one of the main challenges in today's society. Spain is one of the European countries hardest hit by the recent economic crisis, with young people being the population group most affected by unemployment. Among the main psychological consequences of unemployment are the reduction of life satisfaction and the negative repercussions on the mental health of those who do not get employment. The aim of the present study is to explore those emotional variables capable of cushioning the negative effects of unemployment on the psychological well-being of young people. The sample consisted of 171 young Spanish unemployed (36.3% men; mean age of

26.3 years; average unemployment time of 17.1 months) who completed measures of perceived emotional intelligence (PEI), resilience, perceived stress, mental health and life satisfaction. The results showed that all the measured variables correlated significantly with each other. On the other hand, regression analysis showed that PEI predicted part of the variance of both the life satisfaction and the mental health of the unemployed, once sociodemographic variables were controlled and beyond the incidence of perceived stress. The implications, limitations and future lines of research of the study are discussed in detail.

### 73 | The dance/movement as a resource applied to the development of basic competencies of emotional education

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Today, emotional education is a need inherent to development of human being as indispensable component for understanding itself and the world as well, based on five core competencies for its practice. However, the approach in many areas, very often has been made in a rational-cognitive way, forgetting that experience bounded to the body, contributes to create personal story, generating an inner tale that can be understood and shared in the outside world.

Through exploratory workshop of Dance/Movement (DM), which specifically reached the integration of body, mind and emotions, a group of women more than 30 years old explored how emotions influence the relationship between themselves and others, promoting the identification, expression and awareness of how they feel through the body, the movement and the permanent conscious reflection of how emotions mediates in every day's behavior and the consequences of using them without timely regulation.

The final goal was to identify what effective contributions could be made from the body experience generated with DM using the technique of the authentic movement, breathing, rooting and visual contact to address the intrapersonal and interpersonal skills of emotional intelligence.

This scan demonstrates that although the Dance/Movement is only one of many creative resources used as a contribution to human development and personal construction, its importance does not lie on the simple fact of mobilizing the individual from its physical dimension and perhaps encourage his body consciousness, but better lies on connecting him directly with the emotionality, and how it contributes to a self-knowledge, the own regulation and respect for differences and

collective consciousness, because the movement, fires the creative capacity that provides a sense of personal power and the skillful management of human relationships

Keywords: Dance/Movement, emotional education, emotional competencies, body, human development.

#### 74 | Exploratory study of the relationship between emotional intelligence self-perceived skills and psychopathological symptoms in women with recurrent pregnancy loss

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This research aims to determine the self-perceived Emotional Intelligence levels (using the TMMS-24 Fernández-Berrocal, Extremera and Ramos scale, 2004) in women with Recurrent Pregnancy Loss and its relationship with the possible existence of psychiatric symptoms (using the Derogatis SCL-90-R scale, 1983), given its great emotional burden (Acién et al., 1996) and the emotional and psychosocial consequences it entails (Covington, 1999; Urdapilleta, 2004). Based on the theoretical review performed, we believe that adequate levels of emotional intelligence could facilitate greater psychological stability in someone facing Recurrent Pregnancy Loss. Inadequate levels of Emotional Intelligence have been associated with symptoms of depression, anxiety, somatisation, sensibility, obsessive-compulsive symptoms, and "other symptoms" factor. Said association between measures of psychopathology and Emotional Intelligence confirm what Anderson (2003) postulated. Namely, that emotional skills play an important role in predicting mental health. The number of Recurrent Pregnancy Losses also seems to be related to the inadequacy of Emotional Intelligence skills. Training in Emotional Intelligence skills through specific workshops for this particular population is recommended.

Keywords: Perceived Emotional Intelligence, TMMS-24, Recurrent Pregnancy Loss, Psychiatric Symptoms, SCL-90-R.



## 75 | Trait emotional intelligence as a predictor of alcohol consumption among high-school students. A multivariate explanatory model

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Alcohol consumption continues to be a health problem that annually causes many costs to health systems and generates associated problems, both personal and social. Young people are the most vulnerable to this consumption and to consequences that are more negative. Research has shown that people who have higher emotional intelligence face better certain situations, such as peer pressure when it comes to consume substances such as alcohol. This protective factor is amplified when subjects have a series of complementary skills that enhance their coping. An explanatory model of structural equations of alcohol consumption was designed with the objective of understanding how alcohol consumption among young people occurs, from a trait emotional intelligence perspective and according to their personal skills and familiar variables. Trait emotional intelligence, risk perception, social support, peer pressure, health attitudes and alcohol consumption were measured and included within a SEM using a sample of 350 high-school students. The global model results show an optimal fit with all values within the corresponding range at a general level (RMSEA = .07; GFI = .91) and close to the optimal range at a comparative level (NNFI = .85; IFI = .88; CFI = .88) with a variance explained of 42.4% for alcohol consumption. In conclusion, the model presents an acceptable adjustment and explains a substantial proportion of alcohol consumption variance, being a valid explanatory model for the consumption of alcohol by young people from trait emotional intelligence.

## 76 | Influence of coping strategies and negative affect on complex regional pain syndrome (CRPS) and its relationship with life satisfaction

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The relationship between the complex regional pain syndrome (CRPS), emotional regulation and coping strategies on satisfaction with life in 26 patients with a mean age of 43.46 years (SD = 4.47) was analyzed. Patients treated in the psychology unit of a hospital work injured responded through a semi-structured interview questionnaires containing scales of emotional regulation, depression, anxiety, coping strategies, resilience, pain and satisfaction with life. It is observed that patients with moderate pain had higher levels of satisfaction with life, use most frequently adaptive coping strategies, and present better emotional regulation, better adaptation to the situation and lower levels of negative affect. Regression analysis indicated that the pain (65.4%) and problem solving (6.5%) were the major predictors of life satisfaction, accounting for 71.1% of the variance. Interventions on these patients should take into account the psychological resources that have demonstrated a higher incidence in pain and in satisfaction with life. Our work is a pioneer in analyzing the role of coping strategies and emotional regulation in CRPS.

## 77 | Influence of emotional regulation on emotional distress of caregivers of advanced cancer patients

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*Background:* Primary caregivers of advanced illness patients usually have high levels of psychological distress related to care, the emergence of new responsibilities and changes in their

family and social life. Emotional Regulation (ER) could play an important role in coping with stressful and anxiety-inducing situations contributing positively to personal well-being of caregivers.

*Aims:* Assess the influence of emotional regulation on emotional distress of caregivers of advanced cancer receiving palliative care.

*Methods:* 75 informal caregivers of cancer patients receiving palliative care at a cancer institution answered different scales: detection of emotional distress caregiver (DME-C), emotional regulation (Gross, 1999; Cabello et al 2013), caregiver burden (Zarit et al 1980; Gort et al 2013) and positive aspects of care (Pires & Limonero, 2007).

*Results:* Our results showed that caregivers who presented high levels of emotional regulation presented less level of emotional distress ( $t=-3.2$ ;  $df=73$ ,  $p<.001$ ) and burden ( $t=-3.5$ ;  $df=73$ ;  $p<.01$ ). In addition, these caregivers experienced more positive aspects of care ( $r=.35$ ;  $p<.05$ ). On the other hand, caregivers emotional suppression was related to higher levels of emotional distress ( $r=.22$ ;  $p<.05$ ).

*Conclusions:* Emotional regulation could act possibly by two ways, reducing perceived stress and facilitating the use of adequate coping strategies. Probably, a good emotional regulation allow to the caregivers perceive a new perspective of caring: the positive aspects that could facilitate the personal implication in care. Taken in mind these aspects, the health staff should to promote these competencies in the caregivers.

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## 78 | Anxiety, perseverative thinking and emotional coping effects over determinants of academic success

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School success can be influenced in several ways, including through anxiety which has a negative impact in several specific situations affecting well-being. Students are specially affected due to the high level of demands to which they are exposed and, sometimes, the most effective emotional coping is not used. The aim of the present study was to correlate anxiety, academic success determinants, ruminative thoughts and emotional coping. The sample was composed of 180 students from Instituto Universitário de Ciências da Saúde and other universities from the Northern region of Portugal. The mean age was 19.94 years old (SD=2.04) in female students, and 20.41 years old (SD=2.36) in male students. A sociodemographic characterization of the sample was carried out, and four instruments were used: Academic Experiences Questionnaire - Reduced Version (AEQ-RV); Coping Through Emotional Approach (CTEA); Zung Self-Rating Anxiety Scale (ZSRAS); Perseverative Thinking Questionnaire (PTQ). Results clarify the size and direction of the effects of both anxiety and ruminative thoughts in students well-being. Also, emotional processing coping showed a relevant positive effect over students study skills. The discussion focuses on the specific gains of emotional processing strategies versus others, considering the study skills. We also address the differential impact of perseverative thinking and anxiety on students well-being and consider how it can be targeted in future interventions.

Keywords: anxiety; perseverative thinking; emotional coping.

## 79 | Emotional recognition skills and trauma symptoms among firefighters

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Firefighters frequently use their emotional intelligence and skills to recognize emotions among victims, trying to comfort or calm them. Moreover, they have a high exposure to traumatic events, increasing the risk to developing PTSD or traumatic symptoms (Berger et al.,2012). Since literature suggest a relationship between emotions, cognitions and trauma (Hayes et al.,2012), this study aims to identify emotional recognition skills and trauma symptoms among firefighters. An anonymous sociodemographic questionnaire and the Posttraumatic Stress Disorder Checklist (PCL-C, Weathers et al.,1993; Marcelino & Gonçalves,2012), were applied to 161 firefighters from Porto district, aged between 18-65 years ( $M=34.2$ ), being 9% female and 75% professionals (35% volunteers), having an average of 12 years of job experience, and working an average of 33.5 hours per week. They fulfilled questionnaires after a task of emotion recognition of 28 pictures from Radboud Faces Database (Langner et al.,2010), half male, both expressing anger, sadness, fear, disgust, surprise, happiness and contempt.

We found high emotional recognition skills ( $M=21.09$  on a 0-28scale), being the most recognizable emotions happiness, surprise and contempt, and the less, sadness, fear, disgust and anger. No gender or firefighter status differences were found, excepting for man and professionals, recognizing better anger expression than women and volunteers. Trauma symptoms were found on 14% of the sample, who recognized worst anger and surprise, as well emotions expressed by male and by female models. We found low levels of symptoms severity ( $M=28.8$  on 17-85 scale) and low to moderate levels of re-experiencing, avoidance and arousal (between 1.55 and 1.96 on a 1-5 scale). Age and years of job experience decreased emotional recognition skills, and increased trauma symptoms. Re-experiencing, avoidance and severity symptoms are most negatively correlated with emotional recognition skills, than arousal. It is important to regularly assess trauma symptoms, to prevent their negative impact on mental health, well-being and emotional recognition, crucial for empathy regarding victims (Kurtic & Pranjic,2011; Svetieva & Frank,2016).

Keywords: Emotional recognition; Trauma symptoms; Firefighters; Mental health.

## 80 | Socioemotional competencies studied in different stressing events

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The socioemotional competencies represent a set of abilities, knowledge and attitudes necessary to properly understand, express and regulate our own emotional states (Bisquerra & Pérez, 2007). It has been shown that these competencies are positively associated with better academic performance, higher psychological and physical well-being and more satisfying interpersonal relationships. Due to the lack of instruments that operationalize and assess this construct in our local context, the Socioemotional Competencies Inventory (SECI, Mikulic, 2013) has been designed and built. The SECI assesses nine competencies (Self-Efficacy, Optimism, Assertiveness, Emotional Expression, Emotional Awareness, Empathy, Emotional Regulation, Prosocial Behavior, and Autonomy) from 17 years old onwards. SECI has been proven reliable (average alpha .72) and valid (with evidence of content, construct, concurrent and external validity).

This study provides evidence of ecological validity obtained while assessing coping with three particular life events: participants living with HIV/AIDS, offenders in prison, and elder and retiring population. Results obtained show socioemotional profiles specific to each stressor studied. Participants with HIV's profile is characterized by high levels of Optimism, Emotional Awareness and Self-Efficacy as well as low levels of Empathy, Emotional Regulation and Autonomy. In offenders low levels in all competencies are observed, particularly in emotional awareness, emotional expression, emotional regulation and empathy. Elder people showed high levels of optimism, emotional awareness and self-efficacy.

Findings of this study outstand the need of socioemotional competencies assessment when considering interventions in different fields of prevention and treatment of human conflicts.

It is relevant to consider specific stressing events when selecting the tests to assess socioemotional competencies, as not all the available instruments have properly proved ecological validity.

Keywords: Socioemotional Competencies, Stressing Events, Psychological Assessment

## 81 | The relationship between emotional intelligence and career choices: The students' choices in Romanian higher education

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Emotional intelligence has become a "cultural trend" (Bar-On & Parker, 2000), which promises to solve the conflict between what a person feels and thinks. It has also aroused great interest from scientists, being the subject of numerous studies, articles and books.

The present paper aims to examine the connection between emotional intelligence and career choices of students from University of Craiova.

The study was developed within the University of Craiova, as part of a series of studies held inside this institution, whose aim is to fold as much as possible the educational offer with its requests on the labor market. According to the statistical inquiries, emotional competence is twice as important as the technical or intellectual abilities.

The research methodology is quantitative by applying an emotional intelligence questionnaire (adapted by M. Roco, from Bar-On & Goleman) and a vocational test (Holland) to a minimum of 100 students.

The correlation between EI and vocational and career path choice was positive and significant. The study's results showed that high levels of students' emotional intelligence correlated positively with right choices in the career, while lower levels of emotional intelligence correlated with wrong choices in the career/field of study.

The right choice of a field of study that clearly matches with the personality, the needs, the capabilities and the aspirations of each individual is very important and correlates with the levels of emotional intelligence. The more central is emotional intelligence, the more possible will be to make coherent career choices.

Career development activities lead by counselors at the university level can help students make better career choices during adulthood. Emotional intelligence refers to the understanding and management of emotions in order to build harmonious relations with the ones around.

## 82 | What health professionals feel when they think about their work with critical patients – exploratory descriptive approach

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*Introduction:* Recent literature confirms the positive relationship between emotions and feelings perceived by health professionals and the well-being in their workplace.

*Objective:* To know the average time of contact with the critical patient during the working day and to know the emotions and feelings perceived by the health professionals in interaction with the CP

*Methodology:* Quantitative, descriptive study, through the application of a questionnaire, prepared for this purpose and applied on-line in a sample "snowball", consisting of 4 types of health professionals (doctors, nurses, diagnostic and therapeutic technicians and operational assistants) working in differentiated care units, in interaction with the CP, aged between 25-29 (5.6%) and 55-59 years old (2.8%), 28.2% male and 71.8% female, with a bachelors degree (66, 2%), master's degree (28.2%) and PhD (1.4%). Of this sample, 54.3% had specific training to approach CP and 45.7% did not.

*Results:* The majority of the sample (53%) had a mean time of contact with the CP of 5 and more hours of work / day: 4.9% passed 5 and 6 hours respectively, 9.9% passed 7, 24.7 % 8 hours and 8.6% more than 8 hours with CP. The majority express Sentiment of Duty Fulfilled (67.9%) and 3.7% Relief and Distress, respectively. Despite the fact that 60.5% and 25.9% of the sample indicated Interest and Joy, respectively, the most expressed emotions were emotions with negative polarity: 33.3% of professionals feel Sadness, 28.4%, Anguish, 12.3%, Anger / fury / cholera, 7.4%, Shame, and 3.7% and 1.2% feel Fear and Blame, respectively. From the sample 9.9% indicates Surprise.

*Conclusions:* The diversity of emotions and feelings makes pertinent the development of studies in this area, for the health and well-being of professionals.

**Keywords:** Health professionals, Emotions, Feelings, Critical Patient



### 83 | The awareness over experience with critical patient (CP) at high risk of life – exploratory descriptive approach

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*Introduction:* Recognizing feelings experienced in approaching a critical patient (CP), prepares us to learn about what we feel and experience in such situations.

*Objective:* To know the level of training in emotional education (EE) of health professionals who interact with CP and to recognize how (through words and expressions) health professionals are aware of the type of feelings that invade them after approach to CP.

*Methodology:* Qualitative, descriptive study, through the application of a questionnaire, prepared for this purpose and applied on-line in a sample "snowball". The sample is composed of 4 types of health professionals (doctors, nurses, diagnostic and therapeutic technicians and operational assistants) working in differentiated care units, in interaction with the CP, aged between 25-29 (5.6%) and 55-59 years old (2.8%), 28.2% male and 71.8% female, with a bachelors degree (66, 2%), master's degree (28.2%) and PhD (1.4%). Of this sample, 54.3% had specific training to approach CP and 45.7% did not.

*Results:* Results show that 4,9% have EE training, in opposed to 95,1% that do not have.

Preliminary results about the level of awareness of the type of feelings that invade them, the majority of the sample, 66.7% said "...for me, of course, I remember exactly what I felt throughout the process". The remaining sample expresses some gaps, 33.3% "... when I talk to someone (ex: colleague, friend) about this episode", 4.9%, "... I know I felt feelings, but I can not say which or how", 3.7%, "... I do not remember anything" and 1.2% "... only after some time (1 to 6 months) I remember what I felt"

*Conclusions:* The fact that there are 9.8% of professionals unable to conscientiously realize what they have lived, makes EE and social emotional learning relevant.

*Keywords:* Awareness, health professionals, Emotional Education, Critical Patient

**84 | Bad news bring you down, no matter how high your trait EI**

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This study used an experimental design to establish how affective states change in reaction to two types of disturbing news, and whether trait emotional intelligence (EI) can predict these reactions. Participants ( $N_{\text{total}}=190$ ) were randomly assigned into two groups: one ( $N_1=102$ ) read a newspaper article on the risk of skin cancer (the “general condition”), while the other ( $N_2=88$ ) read a report about an individual afflicted with the disease (the “empathic condition”). All completed the TEIQue, measuring trait EI, and the PANAS-X, a self-report measure of affective states. The latter was administered twice: several weeks before (T1) and immediately after presenting the disturbing stimuli (T2). A Mixed ANOVA with time as a factor, PANAS-X scores as dependants, and condition as a between-subject factor indicated a significant increase in Fear ( $F(1, 188)= 57.19, p < .001$ ), and a decrease in Guilt ( $F(1, 188)= 5.71, p = .018$ ), Joviality ( $F(1, 188)= 805.74, p < .001$ ), and Self-Assurance ( $F(1, 188)= 280.49, p < .001$ ) from T1 to T2. Sadness ( $F(1, 188)= 25.34, p < .001$ ) and Hostility ( $F(1, 188)= 36.12, p < .001$ ) increased in the empathic condition, the latter also decreasing in the first condition; the opposite pattern was observed for Attentiveness ( $F(1, 188)= 21.96, p < .001$ ). Higher trait EI was associated only with lower Guilt in both conditions ( $r = -.33$  and  $-.29, p < .001$ ;  $r$  refers to T2, controlling for T1) and lower Sadness in the first ( $r = -.26, p < .001$ ). In sum, while both conditions provoked substantial shifts towards negative affect, they were also meaningfully differentiated according to the nature of the presented stimuli. Although otherwise related with lower negative affect, trait EI did not immediately down-regulate the negative changes which typically occurred in response to one or the other type of disturbing news

**Keywords:** trait emotional intelligence, negative affect, emotional reactions, emotional regulation

## 85 | Family caregivers of the elderly: Correlations among social skills, social support and quality of life

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*Introduction:* People who support an elderly relative usually experience an intensification of domestic work routines and must deal with interpersonal difficulties related to this context. These demands often generate perceptions of burden and affect the caregiver's quality of life. Based on results from previous studies, it appears likely that the caregiver's social skills have the potential to reduce the negative impacts of stressful situations by maintaining the quality of interactions and mobilizing support. Given the probable relevance of social skills and social support for the quality of life of those who care for an elderly relative, in this study, we verified the relationship among these variables.

*Method:* The 29 study participants, living in the state of SP, Brazil, completed previously validated instruments to evaluate their social skills, their perceptions of social support and quality of life. The caregivers were recruited via public health agencies and were invited to an individual interview, to respond to these instruments. After determining that the distribution of scores on each of the three measures was not significantly different from a normal distribution, the data were analyzed using descriptive statistics and the correlations among the scores for each of the measures were examined.

*Results:* The results indicate a weak, positive relationship between social skills and social support ( $r = .32$ ,  $p = 0.10$ ), but not with quality of life. Although it is difficult to recruit family caregivers to participate in studies, further efforts are needed to increase the sample size. With a larger sample, it will also be possible to investigate the influence of cultural factors related to gender, educational level and income as factors that may moderate the influence of social skills on the caregivers' lives.

**Keywords:** Aging, Social Skills, Social Support, Quality of Life, Family Caregiver

## 86 | Parental autonomy support, trait emotional intelligence, and well-being in early adolescence

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Trait emotional intelligence contributes to adaptive behaviors and school success in adolescence, including academic performance and emotional well-being. In addition, research has shown that parental autonomy support versus control and involvement versus non-involvement are positively related to academic achievement and socioemotional adjustment in adolescence. However, few studies have explored the relations between the parenting environment, trait emotional intelligence, and adolescents' academic success and well-being. The current study aims to explore the mediating role of trait emotional intelligence in the relationship between parental autonomy support and involvement, on one hand, and academic achievement and subjective emotional well-being, on the other. Participants are 237 early adolescents (56% males;  $M_{age} = 13.80$ ,  $SD = .86$ ) in Grades 8 (58%) and 9 (42%) from seven classrooms in a public school in North Portugal. The adolescents in the sample completed self-report scales assessing their perceptions of parental autonomy support and involvement, trait emotional intelligence, and subjective emotional well-being. Trait emotional intelligence, as an inner resource, was positively related to autonomy support from parents and their involvement, as well as to adolescents' subjective well-being and academic achievement. Furthermore, trait emotional intelligence mediated the relations between parental context and adjustment in early adolescence. Findings are discussed in terms of the potential of optimal parenting contexts for the development of emotional competence and school and emotional adjustment in early adolescence, and the longitudinal impacts that such relations may have into adolescence. Implications for parent education interventions are presented.

**Keywords:** trait emotional intelligence, parental autonomy support, parental involvement, well-being, adolescence.

## 87 | Subjective well-being and health status among elderly in hemodialysis – A comparative study in Brazil

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**INTRODUCTION:** The experience of negative psychological functioning in elder persons with chronic renal disease (CKD) with the need to perform hemodialysis (HD) has been studied. While literature mainly focusses on negative associated feelings, there is a lack of research that evaluates aspects such as subjective well-being, a construct that may be related to perception of health status.

**OBJECTIVE:** To compare the level of subjective well-being and self-rated health status between elderly doing HD and elderly who do not do this treatment.

**METHODOLOGY:** This is a cross-sectional, comparative and analytical study. The sample is composed of 126 people with ages ranging from 60 to 81 years, living in São Carlos, Brazil, and 76.2% were men.

**INSTRUMENTS:** Subjective well-being was assessed through both Life Satisfaction Scale and Positive and Negative Affect Scale; and self-rated health status. **RESULTS:** Participants were divided into two groups: Group 1 (n=42) who presented CKD and performed HD, and Group 2 (n=84) people living in the community, paired with group 1 but who do not suffer from CKD. Unexpectedly, using ANOVAs, no group differences was found on self-rated health, or on the positive affect, negative affect, and satisfaction with life. However, there is difference between the groups regarding the predictors of self-rated health: in Group 1 HD - the evaluation of health status correlates with Life Satisfaction, whereas in Group 2, it is correlated with positive affect.

**CONCLUSIONS:** Despite the experience of a severe chronic illness requiring aggressive treatment, the elderly who suffer from CKD and perform HD did not perceive themselves as more (un)healthy and demonstrated similar levels of subjective well-being as those who do not, although their specific perceptions of happiness varied. Further analysis is needed to investigate factors associated with this research results to provide further information to professionals working with elderly people.

**Keywords:** elderly, subjective well-being, health status, self-rated health

## 88 | Emotional well-being, quality of life and intellectual disability: Argentinian adaptation of the San Martin Scale (Verdugo, 2014)

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In Argentina, there are evidence based on few studies used to evaluate the Quality of Life for Persons with Intellectual Disability. Traditional evaluation has focused on cognitive diagnosis and, specially, on the abilities needed for daily life; without taking into account the specific importance of the emotional wellbeing in regards to empowering the intellectual disability people and fostering their self-esteem.

The purpose of this study is to explain the process used to adapt the Spanish San Martin Scale: Evaluation of the Quality of Life for Persons With Significant Intellectual Disabilities (Escala San Martin Evaluación de la calidad de vida de las personas con discapacidades intelectuales significativas, Verdugo et. al., 2014). This instrument evaluates multi-dimensionally the Quality of Life, based on the eight dimension model of Schalock and Verdugo (2002, 2003), including 360° evaluation methodology.

The International Test Commission (ITC, 2005) guidelines were used for the adaptation. As a first stage ten experts judged the conceptual and psychological equivalence of the items. Then, the preliminary version was administered to thirty-five professionals from different institutions specialized in disability. This field study made it possible to detect conceptual and psychological differences within the inventory items, due, principally to cross cultural characteristics of disability people.

The preliminary findings confirm the importance of including emotional well-being when assessing the quality of life for persons with intellectual disability. The adaptation of psychological techniques becomes fundamental in order to reduce possible conceptual and methodological biases. The simple translation or direct application of a test in the Spanish language does not guarantee an adequate linguistic, metric and psychological equivalence of the constructs, leading to including unreliable conclusions.

Keywords: Emotional Well-being, Quality of Life, Intellectual Disability, Test Adaptation.

## Medical Applications

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### 89 | Face transplantation and facial expression of emotion: A qualitative study on emotional intelligence

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There have been over 30 worldwide face transplantations since the first in Amiens France in 2006 on Isabelle Dinoire. Facial trauma has always been an area of great concern to the surgical world. Repairing and rendering a visage acceptable to the patient and to the public has been historically fraught with difficulty. With the advent of successful face transplantations, it is now possible to investigate how well face transplant recipients experience their transplanted faces as vehicles to express their inner emotion. Earlier research has suggested that emotional expression is adequate from a purely functional perspective, that is, the mouth moves and the face functions well as a mechanical face. However, face transplantations disrupt the normal flow of emotional expression and this presentation will examine what kinds of changes the recipients experience and if they have an increase or decrease in their ability to express facial emotion, that is, what changes they report on their perception of their emotional intelligence. This poster presents a qualitative analysis of interviews with three face transplant recipients and their comments on the relationship between their transplanted face and emotional expression of happiness, anger, and other elemental emotions. The presentation will also speak to how others in their lives can or cannot interpret their expression of emotions both before face transplantation in their injured state, and post face transplantation. The poster will present both direct quotes from the recipients, as well as an analysis of the data, conclusions and implications for further research in the area of facial transplantation and emotional intelligence.

## Neuroscience & Cognition

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### 90 | The relationship between time processing and emotional intelligence

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One's ability to process time has been described as high in the hierarchy of cognitive processes needed for language, executive functioning and a variety of other social and cognitive processes. Studies focusing on temporal processing dysfunction suggest that when one's ability to process time effectively is compromised, there are often deficits observed in the individual's relationships, with a number of studies highlighting the relationship between temporal dysfunction and difficulty with communication. Research suggests that intact timing is necessary in terms of how one produces and perceives language in a meaningful way. In addition, there have been numerous studies suggesting a close relationship between timing abilities and one's ability to execute both day-to-day tasks and higher level cognitive, such as planning and organizing oneself in time and space. While disorders, which have been characterized by temporal dysfunction (e.g. schizophrenia, attention deficit hyperactivity disorder, brain injury), are known to often be accompanied by difficulties in emotional processing and social relationships, researchers have not specifically examined the relationship between timing abilities and emotional intelligence. In the current study, different facets of emotional intelligence (e.g. managing emotions, perceiving emotions, etc.) were assessed to see how these variables relate to time processing, higher level cognitive processing and psychopathology. Results suggest that there are facets of emotional intelligence that may be more robustly affected by temporal processing deficits while there are other types of emotional intelligence that seem to more closely related to executive dysfunction. It was also observed that specific types of psychological disorders and/or brain injuries are more closely related to temporal dysfunction in conjunction with difficulties with emotional intelligence (e.g. mild traumatic brain injury). The relationship of time processing and emotional intelligence is discussed, in addition to the need to understand how timing dysfunction may exacerbate difficulties with emotional intelligence that lead to possible higher rates of psychological disorders, or at least, specific symptoms associated with these disorders. In addition, the role of cognitive and/or psychological variables (e.g. attention, anxiety) that may affect both temporal processing and emotional intelligence will also be addressed.



## 91 | Interoceptive ability is related to emotional intelligence

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Several authors have suggested that the perception of bodily signals plays an important role in emotional experience (Damasio, 1999; James, 1884; Schachter & Singer, 1962). James stated that emotions are the result of central representations of bodily changes caused by emotional stimuli (James, 1994). Despite criticisms (e.g. Moors, 2009), focus on the importance of physiological signals during emotion processing has been enduring. One central issue for the current debate is the relationship between an individual's capacity to perceive one's own visceral activity, often referred to as interoceptive ability, and the individual's emotional processing.

We performed two studies. The first study aimed at verifying if individuals' MSCEIT scores correlate with the interoceptive ability of 30 subjects, as measured with a heartbeat discrimination task (HBDT). Results revealed that the HBDT scores are positively correlated to the total MSCEIT score ( $r=.52$ ,  $p<.005$ ), Faces subtest ( $r=.58$ ,  $p<.005$ ) and Sensations subtest ( $r=.41$ ,  $p<.05$ ). Perceiving Emotion MSCEIT branch, due to the positive correlation of the subtest Faces belonging to that branch as well as a positive correlation with subtest Sensations.

The second study aimed at testing whether cardiac activity is actually attended during the compilation of the MSCEIT. We observed whether the artificial augmentation of cardiac perception (experimental condition) affected the performances at those subtest correlated with cardiac perception ability.

Results showed that the experimental condition did not influence any subtest performance. This suggest that high cardiac perception might not imply high awareness of cardiac stimuli during emotional processing.

Implication of these results will be discussed.

## Positive Psychology & EI

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### 92 | Exploring association between sport participation and emotional intelligence conceptualized as a trait and as an ability

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Athletes are confronted with a spectrum of emotions during their trainings and competitions. One could expect that a continuous engagement in emotionally-laden activities make athletes more competent in recognizing and regulating their emotions overall. With this study, we wanted to gain more insight into the interplay of sport participation and emotional intelligence; specifically, we wanted to test whether athletes have, on average, higher levels of emotional intelligence. To this end, we treated emotional intelligence both as an ability (assessed by situational judgment tests STEU and STEM; Roberts & McCann, 2008) and as a trait (assessed by a three-dimensional self-report questionnaire UEK-45; Takšić, 2002), knowing that ability and trait operationalizations might address different aspects of the construct. The sample consisted of 277 athletes (114 females) and 204 non-athletes (107 females), aged between 14 and 40. Indeed, the athletes scored significantly higher on four out of five measures, these differences ranging from small to moderate (Cohen's  $d$  range .23 to .49). The effects remained even after the differences were controlled for age and gender. Interestingly, although the observed differences were almost identical in magnitude for averaged trait and ability measures, the correlation between the trait and ability factors representing the sum scores of the scales (exploratory factor analysis, oblimin rotation) was nonexistent. Our results imply that there is an important association between sport participation and the development of emotional intelligence. Nevertheless, the causal mechanism behind it needs to be explored with future research.

Keywords: emotional intelligence, athletes, sport participation

### 93 | Engagement among students and employees

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*Background and Aims:* Emotional intelligence is a part of Positive Psychology (Bar-On, 2010), that emphasizes happiness on school/work and emotional states leading to engagement and well-being among students/employees (Seligman et al., 2009). Modern school/job demands can elicit depressive symptoms, burnout or lack of engagement (Salmela-Oro & Upadyaya, 2014), which can lead to unsuccessfully trajectories at school until youngers find their internal motivation and goals such as employees do (Vasalampi et al., 2009).

This study aims to compare engagement levels among students and employees.

*Method:* During events related with university's presentation to community and schools, we used Utrecht Work Enthusiasm Scale (Schaufeli & Bakker, 2003) student and worker versions to collect data between 2013-2016 (no differences were found between years). Age, sex and occupational situation (student or employee) were also asked. The sample is composed by 268 secondary school students aged between 12-17 years, 155 university students aged 18-38 years, and 85 workers aged 22-52 years. Regarding sex, 70% were female, respectively 75%, 67% and 58% for each referred group.

*Results and Conclusions:* We found moderate to high levels of engagement for all participants (between 3.22 and 5.09 using a 0-6 scale). No sex differences were found, excepting for female students, who presented more absorption. Age correlated positively with all engagement dimensions (.312 until .374). Group differences revealed significant differences for all engagement dimensions, with employees presenting higher engagement, followed by university students and secondary school students. Data reinforces the need to teach skills related with positive psychology as Seligman et al. (2009) suggested, increasing resilience and positive emotions that will promote well-being and more effective learning. Promoting engagement among students will help to reduce unsuccessfully trajectories and to create internal goals related with study tasks, as suggested by Vasalampi et al. (2009).

Keywords: Positive Psychology; Engagement; Students; Employees; Comparative Study.

#### 94 | Analysis and preventive intervention of the suicidal behavior in population with socio-economic difficulties from the approach of positive psychology

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Reduce deaths by suicide is one of the major social challenges of today. Suicidal behaviors tend to increase in times of deep economic crisis like the one we live in, for this reason it is important to develop preventive programs that could dampen its consequences. To achieve this it is important to know the characteristics of the population and associated risk factors, but also the variables and personal resources that can act as protectors. This exploratory study with a program of longitudinal intervention follow describe the epidemiological profile of a sample of 95 people with socio-economic users of social services difficulties, and reveals that there is an indirect relationship between certain personal strengths (Curiosity, Passion for Learning, Prudence , Auto-regulation, Vitality, Optimism, Outlook and Spirituality) and self-lytic through two key risk variables: depression and impulsivity. This finding allows a prevention program proposal, based on positive psychology, group character, which can be implemented by professional Social Work Centers Community Social Services.

#### 95 | Engagement among Portuguese nurses of Azores island

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*Background and Aims:* Engagement is a positive and rewarding mental state related to work, characterized by three dimensions: vigour, dedication and absorption (Bakker, Demerouti & Sanz-Vergel, 2014). For a nursing practice based on ethical assumptions of quality and safety (Keyko, 2014), it is crucial that nurses present good levels of work engagement (Bargagliotti, 2012). Nurses engaged with their job have high levels of personal initiative and motivation (Bargagliotti, 2012),

well-being at work and high organizational commitment (Brunetto et al., 2013). This study aims to identify engagement levels of nurses working at a primary care health unit of S. Miguel - Azores Island, and its variation according to sociodemographic and professional characteristics.

*Method:* The sample is composed of 173 nurses, who fulfilled a sociodemographic and professional questionnaire, and the Utrecht Work Enthusiasm Scale 9 items version (Schaufeli & Bakker, 2003). The questionnaires were anonymous, and nurses voluntarily participated, signing a formal consent form. Nurses were 88% female, 58% aged more than 37 years, 66% married and 65% working on fixed schedules. They have nearly 16 years of job experience, and 79% considered their job as stressful.

*Results and Conclusions:* Data revealed high levels of nurses' engagement (M=4.3 on 0-6 scale), and the highest UWES dimension was in Dedication (M=4.4), followed by Vigour (M=4.3) and Absorption (M=4.3). Comparative analyses revealed that female nurses, with more years of job experience, working with a fixed schedule and without perceived stress at work, presented higher levels of engagement. In order to promote nurses' engagement, it is important to develop occupational health programs that promote positive emotions at work, based on the diagnosis of organizational and individual antecedents, such as engagement studies allow.

Keywords: Nurses; Engagement; UWES; Comparative analysis.

## 96 | University students with emotional intelligence: The key to enjoying studying

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In this study, we examined the relations between Emotional Intelligence (EI), Burnout Syndrome (BS) and work Engagement (E) in a sample of 280 university students from different andalusian universities (40.7% males). The mean age was 18.5 years (SD = 1.10). These students completed the "Wong and Law's Emotional Intelligence Scale" (WLEIS; Wong and Law, 2002), MBI-Student Survey (Schaufeli et al., 2002) and "Utrecht Work Engagement Scale" (UWES; Schaufeli et al., 2002). The main results obtained indicate that there is a negative relationship between BS and E and, on the other hand, that EI is negatively related to BS and positively to E. In addition, EI conducts a partial mediation in the relationship between BS and E. These results are consistent with scientific literature and confirm that EI protects students from the negative effects of stress while facilitating involvement and enjoyment at work.

**97 | Emotional intelligence and psychological well-being in university students**

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In this study, we examined the relations between Emotional Intelligence (EI) and psychological well-being indicators in a sample of 280 university students from different andalusian universities (40.7% males), aged between 18 and 25. These students completed the "Wong and Law's Emotional Intelligence Scale" (WLEIS; Wong and Law, 2002) and "Spanish Adaptation of the Psychological Well-Being Scales" (PWBS, Díaz et al., 2006). Results indicated that EI are found to be significant positively associated with all dimensions of psychological well-being: self-acceptance, positive relations, autonomy, environmental mastery, purpose in life, and personal growth. Finally, theoretical and practical implications of these constructs and their relation with psychological adjustment and well-being in unemployed people are discussed.

Keywords: Emotional Intelligence, Psychological Well-being, University Students.

**98 | Assessment and intervention among older adults from the perspective of positive environments**

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The present work is framed within a programme addressed to older adults from a new and different perspective that considers a double approach: from the person-environment interaction and the emotional perspectives that take in account the emotions associated to such interaction. The Programme integrates a two theoretical axis. On one hand, Positive Psychology, as a contribution to the study of the conditions and processes related to the optimum of persons, groups and institutions (Gable & Haidt, 2005). It has had impacts in different fields of psychological intervention, principally, in health, educational, significantly excluding interventions with older

adults. A great deal of research about Positive Psychology has focused in children and adolescents, outstanding the role of emotional education as promoter of strengths of children and youth promoting changes to improve a successful manage of present and future difficulties (Seligman & Csikszentmihalyi, 2000; Terjesen, Jacofsky, Froh & Di Giuseppe, 2004). Though, comparatively, studies of older adults have been scarce. On the other hand, Environmental Psychology studies, from a psychological point of view, the interaction people keep with their environments (Valera, 1996). Most of the research in this field, concerning adult population are related to old people living specifically in geriatric care homes, but never talking into account an important number of older adults that continue living in an independent way or accompanied by their relatives. The audience of the Programme is older adult population that assist to Cultural Centre Rector Ricardo Rojas, depending on the Secretary of Institutional, Cultural and Communication, University of Buenos Aires. The objective of this study is to present first interventions results and its impact among older adults participating of the Programme. With this aim, older adults attending this institution were assessed using the Social and Emotional Competence Inventory (ICSE, Mikulic, 2013) and and the Environmental Concern Scale (Amérigo, Aragonés & García, 2012; Argentinean Adaptation, Cassullo, 2013). As a result of this Programme implementation, University is evaluating a second step for a longitudinal research including new a activities, which will be here discussed.

## Social and Cultural Issues

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### 99 | Positive words and positive psychology: The case of the Spanish rasmia

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One of the criticisms related to empirical work within positive psychology is the tendency to universalize results. Since much of the work in this field took place in Western countries, there is concern that the resulting concepts of well-being reflect a bias towards Western ways of thinking. In order to increase this growing intercultural sensitivity, the study of emotional vocabulary of

different cultures is breaking new ground. Rasmia is a Spanish cultural term, and according to Real Spanish Academy it is defined as the drive and tenacity in achieving a goal. Rasmia may contribute to understand how well-being and resources are related to cultural issues. The present research aims to explore the beliefs and conceptions that people, who is resident in Spain and know the rasmia term, have about it. An on-line survey was conducted among resident people in Spain. Among 487 participants who answered the survey, 260 knew the rasmia term. This group was from Aragón and Navarra, as we expected. The qualitative analysis reflected that rasmia was mainly defined as will, drive, strength, energy, courage and tenacity. The quantitative results showed that 54.6% believed that rasmia was an indomitable ability to persistently and relentlessly pursue meaningful long-term goals, whereas 31.3% believed that rasmia was a reserve of power which enables extraordinary action to overcome a mentally or physically challenging situation. Future lines of research are offered as well as their possible practical applications.

#### **100 | Relationship between socioemotional competencies and urban solid waste separation pro-environmental behaviour in Buenos Aires, Argentina**

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Urban solid waste policies should include both individual and social practices. Last decades, studies on this topic from environmental psychology approach have started to focus on the importance and relevance of the emotional aspects of this phenomenon. In this study, the Socioemotional Competences (SECI) are defined as knowledge, abilities and attitudes necessary to understand, express and properly regulate emotions (Bisquerra Alzina, 2003). On the other hand, a pro-environmental behaviour (PEB) is defined as an individual's behavior that is "generally or according to the knowledge of environmental science, judged in the context of the considered society as a protective way of environmental behaviour or a tribute to the healthy environment" (Krajhanzl, 2010, p. 252). It implies performing a series of actions that diminishes the harm done to the environment as much as possible (Steg and Vlek, 2009). The aim of this study was to explore the relationship of the Socioemotional Competences (SECI) and urban solid waste separation pro-environmental behaviour from Buenos Aires. Sixty participants, thirty correctly threw solid waste in receptacles located in public areas and thirty not following the corresponding order. All of them were observed and assessed in parks, pedestrians' streets and underground stations where different recyclable and non-recyclable receptacles were allocated. A positive association between urban solid waste separation pro-environmental behaviour, and the Socioemotional Competences



(SECI): prosocial, self-efficacy and optimism were found. These findings are an important contribution to potential policies for psychosocial interventions regarding urban solid waste separation as a relevant field of study for environmental psychology.

### 101 | Influence of work days and social skills in conciliation between work and family in contemporaneity

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*Introduction:* Reducing work hours is often considered as a strategy to better harmonize work and family involvements. However, it may also be important to consider people's social skills, which can facilitate their negotiations with others so they can manage the demands they face in these two contexts. Objectives: Thus, our objective was to evaluate the influence of working hours and social skills on perceptions of wellbeing among workers with intensive family demands. Method: We interviewed 93 workers (59 women and 34 men), all in stable relationships, with at least one child between 0 to 6 years of age, in part-time (< 36h), full-time (40-44h) or extended work-hour arrangements (> 45h). Sociodemographic data were analyzed and, in addition to open-ended questions, instruments were used to assess perceptions of stress, spillover (facilitation and conflicts between work and family), satisfaction and wellbeing.

*Discussion:* There was a positive relationship between social skills and work-family facilitation, among men, but a negative relationship for women who worked part-time or full-time hours. However, for women, especially those working extended hours, more frequent expressions of positive affect were associated with greater satisfaction with work and with their relationships with their children. Conversational skills were related to fewer symptoms of stress for both men and women. The joint influence of social skills and work hours was most apparent among women with extended work hours. Conclusions: Work hours do not seem to have a direct effect on participants' perceptions of stress, spillover, satisfaction or wellbeing. Social skills, however, exert some influence on stress, spillover and wellbeing, particularly among women working extended hours.

**Keywords:** Work hours, Social Skills, Work-Family Balance

## 102 | Religion, emotion, and threat: The effect of religious leaders' images on perceptions of intergroup threat

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The following research investigated the effects of images of religious leaders on the perceptions of the leader and their religion, the effects self-reported affective valence towards the leader and their religion, and the effects the perception of intergroup threat towards the leader and their religion. Each participant examined still facial images of religious leaders (Catholic, Christian Protestant, Jewish, Sikh, Islamic, and Satanist). Each Participant then rated the leader and religion on a number of items: initial impression, familiarity, competency, trustworthy, affective valence, and items related to the Intergroup Threat Theory (e.g., Stephan, Ybarra, & Rios-Morrison, 2009). Religious leaders that were rated more familiar/competent/trustworthy were rated as less threatening. Participants had more positive affective valence toward those same religious leaders. Religious leaders rated more negatively on affective valence were also rated more negative. Also, the religion they represent was seen as more threatening. The type of threat varied depending on the religion. Implications are discussed.

Keywords: Emotion, Intergroup Threat, Religion