

Validation of the Brief Interpersonal Competence Questionnaire among Chinese youth

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BACKGROUND

Interpersonal competence is essential to youths' psychological and physical health, but scales regarding interpersonal competence, especially short versions for youth remain scanty. Therefore, the purpose of this study is to examine the reliability and validity of the Brief Interpersonal Competence Questionnaire (ICQ-15) in Chinese youth.

METHODS

A sample of 1,708 adolescents finished the Chinese version of ICQ-15. Subjects' subjective well-being, psychological resilience and depression status were accessed. Item analysis, confirmatory factor analysis, concurrent validity, multi-group analysis, internal consistency, and split-half reliability analysis were performed.

RESULTS

Item analysis showed that the item-total correlation and discrimination of the Chinese version of ICQ-15 were good. Confirmatory factor analysis showed that the five-factor model (i.e., initiation of relationship, negative assertion, disclosure of personal information, emotional support, and conflict management)

had acceptable index fit (CFI = 0.95, TLI = 0.93, RMSEA = 0.08). Concurrent validity analysis indicated that the Chinese version of ICQ-15 was positively correlated with subjective well-being and psychological resilience ($r = 0.51$, $r = 0.53$, $ps < 0.001$), and negatively correlated with depression ($r = 0.32$, $p < 0.001$), indicating satisfied concurrent validity. Multi-group analysis showed that after adding the limiting conditions, the change values of the fit indexes (CFI, TLI, and RMSEA) were less than 0.03 between men and women, youth under 18 and 18~24 years old, suggesting ICQ-15 with measurement invariance across these groups. The Cronbach's α coefficient of ICQ-15 is 0.93 (five subscales ranged from 0.73 to 0.93), and the split-half reliability was 0.89.

CONCLUSIONS

The Brief Form of Interpersonal Competence Questionnaire (ICQ-15) displayed good psychometric properties, and can be used in Chinese youth as a tool to assess interpersonal competence.

REFERENCES

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