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Extended Abstract

**Factor Analysis, Reliability, Convergent and Discriminate
Validity of "The Peer Relationships Questionnaire" (PRQ)**

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Introduction

Optimal social functioning and having healthy peer relationships are considered as two important conditions for children's development. Many children who have difficulty in social relations are prone to behavioral disorders and cannot do well in their academic studies (Parker & Asher, 1987, qtd. in Yousefi & Khayyer, 2002). It could be argued that the main cause of social problems may be attributed to improper functioning of social behaviors such as interaction with the peer group (Dodge, 1985 and Gresham, 1986, qtd. in Deboo & Prins, 2006). Relation with others is multifaceted. Some of the obvious manifestations are acceptance or non-acceptance.

The acceptance by peers refers to the degree of popularity of the child among the peer groups while non-acceptance refers to the lack of popularity (Hartap, 1996, qtd. in Bagwell, Molina, Pelham, & Hoza, 2001). Many children are considered victims in relations with their peers. Bolten and Chau (2003, qtd. in Fox & Baulton, 2006) believe that victimization is a process in which a child is targeted by others' aggressive behavior.

To evaluate and assess peer relationship in children, different approaches are used, four of which have gained special importance. Children spend a lot of time with their peers without the presence of

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adults. Investigating such relations could be of value to those dealing with educational issues.

Research Question

The research question the present study seeks to answer is the following: What are the factor analysis, reliability, and convergent and discriminate validity of "The Peer Relationships Questionnaire" (PRQ)?

Method

Participants

The purpose of this study was to evaluate the factor analysis, reliability, convergent and discriminate validity of "The Peer Relationships Questionnaire (PRQ)" in three groups of normal, attention deficit/ hyperactivity disorder and conduct disorder primary school children. To do so, 360 primary school children from Isfahan city (by using cluster sampling), 30 children with attention deficit/ hyperactivity disorder and 12 conduct disorder children were selected (by using simple random sampling) from some psychology and psychiatric clinics in Isfahan.

Instrument

The Peer Relationships Questionnaire (PRQ): This questionnaire was designed by Rigby and Slee (1993) to study the relationship among peers in primary school students. It is a self-report questionnaire completed by the child himself/herself. It comprises 20 questions using Likert scale ranging from 1-5. Griffin and Gross (2004 qtd. in Hulsey, 2008) assert that the self-report questionnaire by Rigby is one of the most widely used questionnaires not only in Australia but also in the US to measure bullying (Pearl & Dulaney, 2006 qtd. in Hulsey, 2008). Rigby (1991, qtd. in Hulsey, 2008) reports the reliability of the questionnaire to be 0.77.

Results

Factor analysis using varimax rotation revealed 3 factors (bully, victim and pro-social behavior) which comprised more than 37/2 of the total variance. For the normal group, alpha coefficient was reliable for the three sub-scales ($P < 0/005$). The results of analysis of convergent validity suggested that “The Peer Relationships Questionnaire (PRQ)” has a high correlation with “The Brief Pupil Evaluation Inventory (BPEI)”. Also, the results of analysis of multi-variance (Man-ova) showed a significant difference between the three groups ($P < 0/005$). Finally, the results of discriminative analysis showed 80% specificity for the normal group, 33% sensitivity for attention/ deficit hyperactivity disorder group and 58% for conduct disorder group.

Discussion

Based on the findings, it could be concluded that “The Peer Relationships Questionnaire (PRQ)” is a highly reliable and valid instrument with desirable sensitivity and specificity to be used in psychological research and clinical activity. Considering the importance of investigating peer relations both from the developmental and educational viewpoints, its applicability in situations which demand measuring such relations, its self-report nature as well as its being brief, it could be said that it meets the necessary conditions of being used for relevant situations. Accordingly, with some instruction and familiarizing people in the Ministry of Education and centers related with children, it could be easily used.

Keywords: Peer relationships, Factor analysis, Reliability, Validity, Attention deficit/ hyperactivity disorder (ADHD), Conduct disorder (CD)