

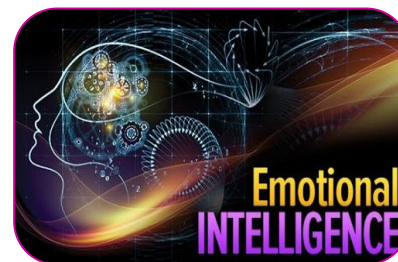


## CONSTRUCTION AND DEVELOPMENT OF EMOTIONAL INTELLIGENCE SCALE FOR THE TEACHERS OF SECONDARY SCHOOL

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### CONCEPT OF EMOTIONAL INTELLIGENCE

Over the past several years, Emotional Intelligence (EI) has found increased acceptance as a factor that is potentially useful in understanding and an influential framework in psychology because fields as varied as developmental, educational, clinical and counseling, social and industrial, and organizational psychology are being enriched by it. Further, a major impetus of Emotional Intelligence is tied to its potential real world applications including the work place, ethics, gerontology and education. The concept of emotional intelligence has such intuitive appeal and face validity that in a short period of time it has captured the attention of social scientists, educational thinkers and organizational practitioners around the world.

Daniel Goleman (1998) defines Emotional Intelligence as the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Emotional intelligence describes abilities distinct from, but complementary to, academic intelligence or the purely cognitive capacities measured by Intelligence Quotient.

Ravi Bangar (2005) defines Emotional Intelligence as the capacity to create optimal results in your relationships with yourself and others.

Samira Malekar (2005) defines Emotional Intelligence as a set of factors which involve awareness of self and managing emotions, developing oneself through the power of empathy and motivation and building strong relationship with people.

Madhumati Singh (2006) defines Emotional Intelligence as the ability and freedom to grow from mistrust to trust, self-doubt to self-empowerment, following to leading, incompetence to competence, isolation to synergy and despair to hope.

Emotional intelligence in the Indian context includes social concerns like respecting elders, concern for others, fulfilling one's duties. In addition to these, the moral values of Ahimsa (non-violence) kindness, benevolence provide the very basis for emotional expression and responsiveness. These are built in ways an individual deals with situations - emotional, social or otherwise, are basic to the notion of Emotional Intelligence and that is why individuals approach emotions differently. Regulation of emotions too is directed inwards. Individuals attempt to change their behaviour and attempt to adapt to the environment. In this way, the need of others takes prominence over personal, social and environmental values.

The educational system and programs must make efforts for training the emotions of both the students and teachers and developing proper emotional intelligence potential among them. Then it will surely help in bringing mutual emotional understanding, empathy, accompanied with the right actions and behaviour on the part of the students and teachers to lead a better life in peace and cooperation.

## REVIEW OF PREVIOUS STUDIES

The investigator has reviewed the reports of previous researches, dissertations, articles, surveys, reports, books, and internet sources. The findings, opinions, and statements of various researchers and authors which have a bearing on the present study.

In recent years a number of psychometrically validated measures have been developed by the researchers to measure Emotional Intelligence. Some of them are ability measures while other are self-report ones.

Goleman (1995) has developed another scale. The scale has various situations and is computed on the basis of responses to these situations.

Shailendra Singh has developed a measure of emotional intelligence by following Goleman's (1998) Model of Emotional Intelligence. He has made an attempt to measure core dimensions of Emotional Intelligence namely; self-awareness, self-regulations, motivation, social awareness and social skill. There are 12 statements in each dimension and the total no of statements is 60.

Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2002) have developed EIS consisting of 34 items spread over 10 factors of EI namely: self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity self-development, value orientation commitment and altruistic behaviours.

Unfortunately, no attempts have been made to validate the features of the concept of emotional intelligence and its measurement. This was precisely one of the reasons that the present study was undertaken as a modest effort to construct and standardize one such scale for secondary school teachers.

### Procedure followed for Developing Emotional Intelligence Scale for Teachers is as follows

#### Step 1: Collection of Items (Writing Statements of Items of the Scale)

As a first step, the investigator made through consultation of a wide variety of sources like authoritative and authentic books, research literatures, journals and periodicals and other resourceful literature related to the concept of emotional intelligence and its parameters namely; self-awareness, self-regulation, motivation, empathy and social skills. The investigator carefully examined the definition of each competence and generated a large items that are related to these competencies.

#### Step 2: Editing of Items

Investigator has consulted Psychologists and requested to check these items for clarity and classify these items into 25 categories and they were further asked to classify 25 categories into 5 major dimensions. Alongwith the pool of items, Goleman's definition of Emotional Intelligence and a brief note on emotional competence frame work were also supplied to the experts for the purpose of reference. The items which were considered by experts as ambiguous, abstract, complex, difficult terminology were discarded.

#### Step 3: Preliminary Administration and Item Analysis

The preliminary pool of remaining items 150 were printed in the form of a self-report questionnaire with a five point scale form (as given below) against each item. The response categories for positively worded items were 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree and 1 = Strongly Disagree. The response categories for negatively worded items were 1 = Strongly Agree, 2 = Agree, 3 = Undecided, 4 = Disagree and 5 = Strongly Disagree. The Emotional Intelligence scale was administered to a represented sample (N=200) consisting of State Government and Central School Teachers. The teachers were asked to indicate their responses to each statement by encircling one of the categories of agree or disagree using a five point scale as stated above.

Each item of the scale was scored using the following method. In scoring the investigator distinguished the positive and negatively worded items.

**Table-1: Positively Worded and Negatively Worded Statement Scores**

Items	SA	A	U	D	SD
Positively worded	5	4	3	2	1
Negatively worded	1	2	3	4	5

Then the total score of each respondent was obtained by adding his/her score that he/she received for separate statements.

The next step was that the answer sheets were arranged in the descending order of the total scores. From the answer sheets, the top 27% (top 54 answer sheets) and the bottom 27% (bottom 54 answer sheets) were used for item selection. The 't' value was calculated through SPSS.

Those items which showed higher M values that is more than 0.6 were selected for the final scale. The items having correlation below 0.6 were deleted. As the investigator found it difficult to get response from teachers on such along scale and on the basis of the feedback that the scale was too long, it was decided to reduce the number of items to 60 only spreading over all the 25 competencies with due weightages to each and while retaining reliability within acceptable limits. Thus the final form of the EIS consisted of 70 items.

#### Step 4: Final Version of EIST

The final EIST was administrated on a sample of 200 secondary school teachers and the scores were used for the purpose of developing norms, estimating the validity of the scale and for estimating the reliability of the scale.

**Table-2: Item-total Correlation for the final 70 Items Selected in Emotional Intelligence for Secondary School Teachers**

Item No.	Cor. Coeff.	Item No.	Cor. Coeff.	Item No.	Cor. Coeff.
1	.716	25	.666	49	.877
2	.823	26	.991	50	.622
3	.690	27	.852	51	.942
4	.782	28	.863	52	.709
5	.611	29	.655	53	.626
6	.672	30	.674	54	.684
7	.916	31	.712	55	.889
8	.826	32	.864	56	.753
9	.715	33	.922	57	.622
10	.845	34	.609	58	.863
11	.659	35	.626	59	.684
12	.638	36	.784	60	.675
13	.699	37	.889	61	.726
14	.721	38	.653	62	.823
15	.658	39	.622	63	.814
16	.901	40	.711	64	.907
17	.886	41	.786	65	.706
18	.659	42	.788	66	.863
19	.841	43	.855	67	.694
20	.863	44	.674	68	.797
21	.684	45	.641	69	.896
22	.697	46	.855	70	.811
23	.796	47	.688		
24	.784	48	.887		

The responses obtained from the pilot testing are used in item analysis. It can be observed from the above table that the calculated value of correlating coefficient for every items of Emotional Intelligence which were found to be significant at 0.01 level of significance. Hence, 60 items of Emotional Intelligence Scale for Secondary School Teachers retained for the final version of the EIST details of reliability values of each and every item is given in the above table.

**Table-3: Dimension-wise and Competencies-wise Serial Number of Positively Worded and Negatively Worded Items in Emotional Intelligence Scale for Secondary School Teachers**

	Dimensions	Competencies	Sl.No. of Positively worded Items	Total No.	Sl. No. of Negatively worded Items	Total	Total	Grand Total
A	Self-Awareness	A1-Emotional Awareness	1, 25	2	50, 68	2	4	
		A2-Accurate self-assessment	2, 26	2	51	1	3	
		A3-Self confidence	27	1	52	1	2	
		Total of A						9
B	Self-Regulation	B1-Self control	28	1	53	1	2	
		B2-Trust worthiness	4	1	29	1	2	
		B3-Conscientiousness	5	1	30	1	2	
		B4-Adaptability	6	1	31	1	2	
		B5-Innovation	32	1	54	1	2	
		Total of B						10
C	Motivation	C1-Achievement drive	8	1	55	1	2	
		C2-Commitment	9, 34	2	56	1	3	
		C3-Initiative	10	1	57	1	2	
		C4-Optimism	11, 36	2			2	
		Total of C						9
		Total of A, B and C						28

	Dimensions	Competencies	Sl.No. of Positively worded Items	Total No.	Sl. No. of Negatively worded Items	Total	Total	Grand Total
D	Empathy	D1-Understanding others	12, 38, 59, 69	4	37, 70	2	6	
		D2-Developing others	13	1	39	1	2	
		D3-Service orientation	14, 40	2	60	1	3	
		D4-Leveraging diversity	41	1	61	1	2	
		D5-Political awareness	16, 42	2	62	1	3	

		Total of D						16
E	Social Skills	E1-Influence	17	1	43	1	2	
		E2-Communication	18	1	63	1	2	
		E3-Conflict management	19	1	64	1	2	
		E4-Leadership	20, 46	2	65	1	3	
		E5-Change catalyst	21	1	47	1	2	
		E6-Building bonds	22, 66	2	0	0	2	
		E7-Collaboration & Cooperation	23	1	67	1	2	
		E8-Team capabilities	24	1	0	0	1	
		Total of E						16
		Total of D and E						
	G.Total			36		24		60

### Statistical Property used in the Selection and Elimination of Items Reliability of the Scale

The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 Teachers. The statistical properties of the scale as found out by Chronbach alpha, value 0.8563 split half method (Guttman's) value 0.7812 which were found to be significant.

### Validity of the Scale

Besides face validity, as all items were related to the variable under focus, the scale has high content validity. It is evident from the assessment of judges that the items of the scale are directly related to the concept of emotional intelligence. The factor-wise correlations with the total scores as well as between factors are given below.

**Table-5: Correlation Coefficients between Factors and Total Emotional Intelligence Scores**

Dimensions	Self-Regulation	Motivation	Empathy	Social Skills	Total Emotional Intelligence
Self-Awareness	.726**	.644**	.741**	.766**	.779**
Self-Regulation		.882**	.901**	.911**	.959**
Motivation			.846**	.875**	.919**
Empathy				.901**	.960**
Social Skills					.952**

\*\* Correlation is significant at the 0.01 level.

The correlation coefficients obtained are ranged from .726 to .960 for within factors and each factor to the total emotional intelligence scores, which indicated high validity of the instrument used to measure the emotional intelligence of the teachers.

### LIMITATIONS OF THE SCALE

In all the tests of this nature, the subjects do manage to get some insight into what the purpose is. As such there is always the factor of "social desirability and faking". The scale purports to measure learned optimism of which the subject has some awareness. The data that

would be generated may be used for self-reflection and counselling. This scale can be used for exploratory studies.

It should not be used as a tool for individual diagnosis unless supported by other evidences. Observation of other self related perceptions is also required. As conclusions drawn are on the basis of self-report data, more validity studies are needed.

Researchers may use the same norms or develop their own norms depending upon the objectives of the study, nature of the sample and the place of the study.

#### Educational Importance of Measuring Emotional Intelligence

It is scientifically proved that the success of individuals work is 80 percent dependent on emotional intelligence and only 20 percent on general intelligence quotient.

The present emotional intelligence scale is very useful for the purpose to assess emotional intelligence of teachers of secondary school level. It helps them to understand the emotional intelligence which assists the students to choose educational and vocational career. It helps them to develop adjustment.

It has become an urgent necessity that the present day educational institutions provide healthy emotional modelling, nurturing etc., which would result in making the teachers, attains moderately high Emotional Quotient.

Any research effort becomes worthwhile only when it specifies some of the important educational implications. The findings of the present study have certain significant and meaningful educational implications for psychologists, parents, school guidance workers and counselors and educational administrators.

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