



PREPARATION AND VALIDATION OF EGO RESILIENCY SCALE

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ABSTRACT

The instrument being structured will be of immense use to all those who plan for or embark on a teaching related career. The authors with clear conceptual and theoretical understanding has fixed the dimensions of the tool as – Wide interest, High Aspiration, Assertive, Socially Poised and Skilled, Cheerful, Thoughtful Actions, Emotional Liveliness, and Having Meaning in Life, and structured the statements agreeable to respective domains. It is reasonably short with 15 statements to be rated on a five point scale of SA – A – UD – DA – SDA. The newly designed tool is reported to have Content validity, Item validity, Construct validity, and Factorial validity. The computed Cronbach Alpha 0.84 establishes the Reliability of the tool, and the item based values obtained of the extension of similar item wise computation, uphold the internal consistency of the tool.

KEY WORDS: *Wide interest, High Aspiration, Assertive, Socially Poised.*

INTRODUCTION

The Diploma in teacher education and the Bachelor of Education degree course are specialized programmes intended for preparing teachers to teach children from primary to higher secondary levels. The programmes are unique in the sense that apart from developing knowledge and skills of teaching in the budding teachers, they have to be equipped with social and emotional competencies required for maintaining prosocial classroom environment to effect stress free learning in students. In this context, the most essential trait sought after by teacher students is Ego Resiliency.

As Nugent Pam (2013) has stated 'Ego resiliency is a personality with the ability to vary and adapt and express emotional impulses depending on social demands'. Therefore, 'a person with Ego Resiliency can adapt to different situations and respond accordingly'. The individuals remarkably high in Ego resiliency are stated to be socially poised, assertive, cheerful, emotionally lively, etc. Therefore, the core of teacher training is to instill Ego resiliency in trainee teachers to serve as live models for children to imbibe Resiliency and its associated characteristics. In this context, testing the Ego resiliency of the students of D.T.Ed and B.Ed course is a necessity to understand their level of Ego resiliency and accordingly modify the training programme as well as curriculum transaction strategies to promote and strengthen their Ego resiliency. As the perusal of available tools on Ego Resiliency has revealed that most of them are standardized on general population in other countries, the authors felt the need for structuring and validating an Ego Resiliency Scale on the population of prospective teachers doing D.T.Ed and B.Ed degree courses in the region of Tamilnadu.

BACKGROUND

Resilience is the ability to physically and psychologically adapt to environmental challenges (Ginzburg, H, 2012). In all living beings survival in changing situations is crucial, wherein physiologically it is

more of animals than human beings, while the ability to survive psychologically is more pertinent to humans than animals. As psychological soundness is the corner stone on which the physical, mental and emotional wellbeing are constructed, the psychological turmoil occurring in individuals due to lack of adaptation to changing socio-emotional environments will shatter the hopes and life of the individuals to pieces. At this point of life, the role of Resilience is felt to bring the person back safely to the normal or near normal condition.

George Valliant, psychiatrist states that resilience or adaptivity is the objective adaptation to the external environment versus the development of psychopathology (Figley, C. R, et al, 2011). He speaks of good and bad denial defense mechanisms, of which good defense mechanisms provide the individuals with resilience needed for releasing the individuals from tense and stressful conditions and that of bad defense mechanisms take them towards dysfunctional psychopathology. In other words, ego resilience is a lifesaving characteristic feature for human beings who are likely to be carried away by the negative forces acting against their psychological wellbeing.

RATIONALE

When an individual is affected by stressors, he / she may develop an impulse to do something in those trialing moments. In such a state of mind, the individual is likely to be directed by ego control and ego resiliency. Ego control is an act of inhibition or expression of impulse while ego resiliency is a dynamic capacity to contextually modify one's level of ego control suitable to the requirements of the situations (Tera, D, Letzring, et al, 2005).

Infact, ego control and ego resiliency are considered as two prominent models of personality to explain the behavioural and emotional problems in children (Block and Block, 1980). Therefore for an individual experiencing problems in the work spot or in the family environment, ego resiliency is the answer for the question how well he / she could handle the situations. The psychologists Block, J and his associates (1988) evolved an easy verifiable theory of Ego Resiliency. The theory is best understood of its applicability as the Two sides of the same coin. Ego resiliency is intertwined with ego control which basically refers to things like one's ability to control anger and aggression,. So "Ego resiliency is all about how one can adapt to factors in one's environment that stress him / her out, and ego control is one's ability to resist impulses when the individual is stressed" (Tera, D. Letzring, et al, 2005).

On administering Ego Resiliency Scale, Block, J and Kremen, A. M (1996) found that participants who were low on the ego resiliency scale tended to be characterized by over controlled. Thus, such of those individuals, reported to be vulnerable, have difficult time in trusting and were generally worried about being inadequate. Infact, these are the characteristics attributed to less Ego Resiliency.

However, the participants securing higher scores on the Ego Resiliency scale were marked as under controlled. The participants of this category were found to be well equipped to handle stress, to adapt to new situations easily and to stay happy and comfortable all the time. Further the under controlled individuals were also reported to be incapable of delaying gratification leading to irresponsible decisions.

Similar studies on the inability and applicability of Ego control – Ego resiliency model in understanding mostly children's and youth's problems, have enabled the psychologists to come out with FFM (Five Factor Model of Personality) for a more comprehensive understanding. The FFM comprises Five theoretically distinct dimensions such as Extraversions, Agreeableness, Conscientiousness, Neuroticism, and Openness to experience. Extraversion includes individuals 'outer-directed interpersonal behaviours which are characteristically active, energetic, sociable'. Agreeableness incorporates qualities of interactions ranging from compassion to antagonism. Conscientiousness is the individual's focus on assessing the quality of task, goal directed behaviours, persistence, organization and socially accepted impulse control. Neuroticisms refers to Chronic poor emotional adjustment, high anxiety, hostility, depression and vulnerability, in contrast to emotionally normal individuals. The last factor Openness describes individual's active seeking and appreciation of life's experiences (Costa and Widiger, 1994).

Stanley, J. Huey and John R. Weisz (1997) explored the relations of Ego control (EC), Ego Resiliency (ER), and the Five Factor Model of Personality (FFM) with behavioural and emotional problems of 116 clinic referred children. It was found that within the EC-ER model, Ego under control was most important in predicting externalizing problems and both ego brittleness, and Ego under control made equal contributions to predicting internalizing problems. Further they have stated that the dimensions of Ego controlled - Ego resiliency are psycho dynamically rooted and represent efforts to identify and integrate key personality structures with in children, and the FFM is an empirically derived framework that may offer a rather comprehensive representation of personality. According to them, the major contribution of their study is to illustrate how weaving these previously separate strands together to enrich the understanding of child adaptation and dysfunction. Thus the SEVEN factor model of personality structure has come into vogue with the merger of Ego control – Ego resiliency model with the FIVE factor model of personality.

REVIEW

Block and Kremen (1996) considered Ego resiliency as a dynamic concept and as such the degree of Resiliency can shift over life time. On the basis of this, they developed 'The Ego Resiliency Scale' with 14 statements to be rated by the respondents on a Four Point Scale - Does not apply at all (1) – Applies slightly, if at all (2) – Applies somewhat (3) – Applies very strongly (4). The statements were structured on the basis of both the constructs – Ego control and Ego resiliency. The scale confirmed the hypothesized characteristics possessed by Resilient individuals.

Michele Vecchione, et al (2010) examined the psychometric properties of the revised Ego Resiliency 89 Scale (ER89-R) of Alessandri, et al (2008). It has been used to assess the development of Ego resiliency from late adolescents to emerging adulthood. They analysed longitudinal self report of late adolescents using four different approaches – factor analysis (for testing construct continuity), correlational analysis (for differential stability), latent growth modeling (mean level change) and the reliable change index (occurrence of change at the individual level). Converging evidences point to the marked stability of ego resiliency from 16 to 20 years, both for males and females.

Won-Hee Jun and Gyungjoo Lee (2016) undertook a study to identify the role of Ego resiliency in the relationship between social anxiety and problem solving ability in Korean nursing students. Data collected from the sample of 329 nursing students of South Korea, were analysed by Barron and Kenny's three step regression analysis and the Sobel test, and Ego Resiliency was found to play partial mediating role in the relationship between social anxiety and problem solving ability. Further the Sobel test suggested a mediating effect of Ego Resiliency on the relationship between social anxiety and problem solving ability.

Hoefler Claire, et al (2010) examined the relations among Effortful control, Ego Resiliency, Socialization and Socialfunctioning in French adolescents. It was found that Effortful control and Ego Resiliency were correlated with adolescents' Socialfunctioning. Further, aspects of Socialization were associated with adolescents Effortful control, Ego Resiliency, and Social functioning. Effortful control and Ego Resiliency mediated the relations between parental socialization and adolescents peer competence and internalizing problems.

Finally the review of the study published by Tera D. Letzring, et al (2005) provided the specific characteristics found predominantly in Resilient individuals as listed below:

- Wide Interest
- High Aspiration
- Assertive
- Socially Poised and Skilled
- Cheerful
- Not Self Defeating
- Not Emotionally Bland
- Not Lacking Personal Meaning in Life

These characteristics are infact instrumental in effecting Ego-control and forming Ego-Resiliency. Moreover, the Authors, for the sake of convenience, have changed the last three negatively stated characteristics into equivalent positive ones as:

- Thoughtful Actions
- Emotional Liveliness
- Having Meaning in Life

Treating these characteristics as the domains of different individual behaviour incorporating Ego Resiliency, the Authors have planned to design the proposed tool for assessing Ego Resiliency of the student teachers / teacher trainees in college of education / teacher training institutes passing through early, mid and late adolescent stages.

PREPARATION OF TEST ITEMS

After identifying the dimensions of Ego Resiliency, the Authors prepared statements for each one of them to be included as test items in the proposed scale.

Table 1 gives the number of items prepared for each dimension to be answered by the subjects in a five point scale as: **Strongly Agree – Agree –Undecided -Disagree - and Strongly Disagree.**

Table 1
Dimension wise number of items of the Draft Ego Resiliency Scale

S.NO	Dimension	No. of Items
1	Wide interest	4
2	High aspiration	4
3	Assertive	4
4	Socially poised and skilled	3
5	Cheerful	4
6	Thoughtful actions	1
7	Emotional liveliness	3
8	Having meaning in life	4
Total		27

VALIDATION

Validity of a Research Instrument is the degree to which it measures what it is supposed to measure. Validity also depends on the instrument measuring what it was designed to measure, and not something else instead.

Content validity: The Authors had series of long discussions with certain experts in tool Construction about the appropriateness of the statements prepared, in respect of each dimension and finally made a few alternations in them. After effecting such changes in the draft tool, the authors found it aptly tuned conceptually as well as semantically.

Item Validity: To establish the statistical validity, the modified Draft tool was administered to a sample of 100 comprising student teachers and teacher trainees. After scoring responses of the respondents, the validity of each item has been established by subjecting the data to Goodness of Fit Test, which is otherwise called one sample test of chi square. It is one of the several applications of chi square test (Cohen Louis, 1976). Here it is used to test the null hypothesis formed for every Reaction statement in the draft tool as 'The Responses given for each statement under Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree are not by CHOICE'.

The Goodness of Fit value for each one of the 27 items were calculated, it shows that 21 statements are *Retained* because the stated null hypotheses for these statements are *Rejected* at 0.01 level.

CONSTRUCT VALIDITY:

I. Item – Dimension Correlation: Using the tabulated data, the Item - Dimension total correlation was computed for each Statement to establish the construct validity of the newly formed tool. The scores obtained for each one of the retained 21 items were arranged dimension wise and the tabulated data were subjected to product moment correlation.

It may be seen that 15 statements are significantly correlated with their respective dimensions. Therefore, they are retained in the scale; whereas the six statements which had not secured significant correlation with their respective dimensions were deleted.

II. Dimension – Scale Overall Total Correlation: Thereafter the correlation coefficient was computed in respect of each dimension wise total and the overall total of the scale.

It was observed that the correlation between dimensions and total score of Ego Resiliency Scale is significant at 1% level, revealing the contributions of dimensions to the total score of the scale.

Factorial Validity: Finally the authors have decided to make the process of validation complete by computing Factor Analysis. The partially validated draft tool was again administered to 100 subjects chosen by random from two different colleges of education and two institutes of teacher education in Trichy district.

The process of factor analysis started with the Extraction of Community values for all the 15 items. It is found that all the 15 items have recorded more than 0.71 proving their suitability for inclusion.

The further analysis to explain the total variance of each component by Initial Eigen Values, it is understood from the analysis that the first 8 components explain a variance ranging from 5.06 to 27.88. Moreover the extracted sums of squared loading reveal that the first 8 components account for 79.05 of the composite score value. Therefore, the first eight components may be treated as the major constructs of the instrument designed to assess Ego Resiliency.

Thereafter the contribution of each item to these eight factors has been computed by principal component analysis using Varimax rotation with Kaiser normalization. The generated rotated component matrix reveals that each item has obtained higher loadings on the component for which it has been structured, thereby confirming the validity of each item incorporated in the tool.

RELIABILITY

The reliability coefficient of the tool has been established by Cronbach’s Alpha method. The computed reliability coefficient **0.84** shows that the tool is highly reliable.

In order to verify the internal consistency of the tool with the help of Cronbach’s Alpha test the corrected item total correlation was computed first for every statement included. Table 8 shows that the value of Cronbach’s alpha is lesser than the computed reliability coefficient **0.84** revealing the fact that the deletion of any item will cause sizable reduction in the reliability of the tool. Thus the internal consistency of the tool has been established.

FINAL FORM OF THE SCALE

S.N	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I enjoy giving those around me something what they need.					
2	When I happen to receive highly unexpected grade in an examination, I don’t remain shocked or surprised over it for long.					

3	Change in life situations troubles me a lot.					
4	I am not a favourite student in my class.					
5	I prefer usual food items to new recipies.					
6	I enjoy good physical health.					
7	I like to know about what all I see in the world					
8	I visit places of interest now and then.					
9	I find beauty in the people of different culture, colour, race and religion.					
10	I believe in the saying 'think before you leap'.					
11	I am much appreciative of modern gadgets and appliances.					
12	To me, waste of time is waste of life.					
13	I am not shaken by happenings in life.					
14	My mind is largely free from anger and aggressive feelings.					
15	I find my life meaningful.					

Scoring

The scheme of scoring the Responses is furnished in Table 10.

Table 10
Scoring Scheme of Ego Resilience Scale

Item No.	Nature of statement	Score				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1, 2, 6, 7, 8, 9, 10, 11, 13, 14, 15	Positive	5	4	3	2	1
3, 4, 5, 12	Negative	1	2	3	4	5

CONCLUSION

Times without number, studies have shown that ego resiliency is an observable one from infancy, in a fairly stable state as that of a psychological trait. It is functioning as a characterin every individual to modify the emotional manifestations in changed situations according to its tone of inheritance, as well as 'nurturing effects' of life situations. As the present scale has been structured on the basis of the theory of ego resiliency involving ego-under controlled / ego-over controlled behaviours along with the typical mental, emotional, and social domain oriented behaviours, one can expect that it would generate valid data pertaining to one's ego resiliency. Moreover, as it has been validated on a population of students doing D.T.Ed and B.Ed courses in Tamilnadu, it would be highly appropriate for assessing the nature of ego resiliency of students of such category.

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