REVIEW OF RESEARCH

DEVELOPMENT OF A SCALE TO MEASURE THE EMOTIONAL INTELLIGENCE OF POST GRADUATE TEACHERS

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ABSTRACT:

The study has been conducted to investigate the level of emotional intelligence of post graduate teachers. The sample consists of 100 post graduate teachers from various schools of Nammakal District. Samples of 100 post graduate teachers were selected for the investigation. The main objective of the present study is to develop a research tool to measure the emotional intelligence. The investigator has used normative survey method for the study. The researcher had attempted to construct and standardize the emotional intelligence scale to measure the emotional intelligence of post graduate teachers.

KEYWORDS: *Emotional Intelligence, Post Graduate Teachers.*

INTRODUCTION

Expressing our emotion has an effect in all aspects of our lives. Thus our emotional intelligence is of utmost importance in each individual's life. "Emotional intelligence", means our capacity to deal with our feelings wisely as well as have the ability to reason for our vital well being. It deals with our self-concepts, to social skills, creativity, and our ability to understand our emotion as well of other, "Emotional Intelligence" dose it strike a chord! Probably not we are use to thinking about intelligence as reasoning & logic while we tend to ignore our emotions. However intelligence & emotion are very closely interrelated. For example people who are unable to understand their own emotions could get into situations where they may not know how to handle their feeling & thus feel distressed whereas people who have a good balance of IQ & EQ are often more successful in their life. EQ is not about tactics or diplomacy. It deals with how we learn, acknowledge & express our feeling, but also how we effectively respond to others when it comes to dealing with it. It is a set of skills that not only leads to better academic and professional functioning, but also good social interactions and a healthy living which leads to personal satisfaction. We can say that fifty percent of our EQ is inherited through our genes & and the other fifty percent is obtained from our interaction with the environment. There is a difference between EQ & IQ. IQ can be defined as individual's ability to get along with other people and handle social situation. Thus both of ours should be treated equally (Baron, R., 2001).

OBJECTIVE

- To develop a research tool to measure the Emotional intelligence of post graduate teachers.

EMOTIONAL INTELLIGENCE INVENTORY

Emotional intelligence inventory for post

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graduate teachers has been developed and validated by the investigator. A lot of literature on Emotional intelligence, test construction procedures was used for the construction of the tool. The Emotional intelligence inventory was constructed after having discussions with teachers of schools and colleges, psychologists and experts in the field of education.

The test has been prepared on five point rating scale based on Likert's type. Initially positive and negative statements were prepared in both Tamil and English medium.

The scoring procedure for the tool for the option Strongly Agree is given a score of 5, Agree is given a score of 4, Neutral is given a score of 3, Disagree is given a score of 2, and Strongly Disagree is given score 1 for positive statements. For negative statements it is reversed as strongly agree is given a score of 1, Agree is given a score of 2, Neutral is given a score of 3, Disagree is given a score of 4, and Strongly Disagree 5. The minimum score for the tool is 56 and maximum score of the tool is 280.

ITEM ANALYSIS

The model/draft tool prepared by the investigator was administered on a sample of 100 post graduate teachers. Post graduate teachers were asked to mark their opinion among the given alternatives. Each statement has five alternative responses; namely strongly agree, agree undecided, disagree and strongly disagree. Scoring was done for all the statements. The minimum score would be 56 and the maximum score would be 280. It is most efficient to do the checking as a single operation after all booklets have been scored.

Item analysis was adopted for the final selection of statements. The total scores were calculated separately and they were arranged in the descending order. The top 25% and the bottom 25% of scores alone were taken into account. The difference in means of the high and low groups for each item was tested for significance by computing the t-ratios. Items with t-value of 1.96 and above were selected for the final tool. Thus, the final tool contains 37 items; the list of items with the t-value is presented in Table-1. Split-half method was also used to find out the consistency of the test.

Table 1: Emotional Intelligence

Statement Number	t-value	Selected/Not Selected
1.	4.243	Selected
2.	2.163	Selected
3.	5.163	Selected
4.	5.822	Selected
5.	.823	**Not selected**
6.	3.618	Selected
7.	3.771	Selected
8.	4.070	Selected
9.	2.216	Selected
10.	5.805	Selected
11.	2.795	Selected
12.	7.696	Selected
13.	3.903	Selected
14.	4.706	Selected
15.	.245	**Not selected**
16.	.431	**Not selected**
17.	.421	**Not selected**
18.	1.387	**Not selected**
19.	4.968	Selected
20.	3.364	Selected
21.	.956	**Not selected**
22.	3.488	Selected

23.	5.487	Selected
24.	3.755	Selected
25.	4.831	Selected
26.	2.274	Selected
27.	2.431	Selected
28.	1.917	**Not selected**
29.	2.431	Selected
30.	2.902	Selected
31.	1.213	**Not selected**
32.	3.085	Selected
33.	4.180	Selected
34.	.475	**Not selected**
35.	.904	**Not selected**
36.	3.229	Selected
37.	.669	**Not selected**
38.	4.522	Selected
39.	.414	**Not selected**
40.	3.987	Selected
41.	3.373	Selected
42.	.233	**Not selected**
43.	.245	**Not selected**
44.	2.359	Selected
45.	5.370	Selected
46.	4.526	Selected
47.	2.218	Selected
48.	.760	**Not selected**
49.	3.284	Selected
50.	1.618	**Not selected**
51.	1.057	**Not selected**
52.	6.231	Selected
53.	4.077	Selected
54.	1.906	**Not selected**
55.	3.073	Selected
56.	.782	**Not selected**

Reliability

The reliability of test can be defined as the correlation between two or more sets of scores on equivalent tests from the same group of individuals. A test score is called reliable when we have reasons for believing the score to be stable and trust worthy. Stability and trust worthiness depend upon the degree to which the score is an index of "true-ability" free from chance error.

Test-retest (repetition) method was used to arrive at the reliability of the tool. Repetition of a test is the simplest method of determining the agreement between the two set of scores; the test is given and repeated on the same group; and the correlation computed between the first and second set of scores. Given sufficient time between the two tests the administration results show the stability of the test scores. The value of correlation co-efficient shows that there is high positive degree of correlation between the two tests and are given in Table-2.

Table 2: Reliability Co-Efficient of Emotional intelligence

S.No.	Method of Reliability	Values
1.	Test-retest (Repetition)	0.83
2	Split-Half	0.91

Validity

The appropriateness, meaningfulness and usefulness of the specific inferences made form test scores. In research, if findings are to be appropriate, meaningful and useful, they need to be valid.

The first essential quality of valid test is that it should be highly reliable. Besides, the content or face validity, the investigator intended to arrive intrinsic validity. Guilford (1950) defined the intrinsic validity as "the degree to which a test measures what it measures." The square root of reliability gives the intrinsic validity. Therefore, the intrinsic validity of Emotional intelligence inventory is 0.86.

Description of the Final Tool

The final tool with 37 positive and negative statements was prepared in both Tamil and English. The final tool has been prepared on a 5-point rating scale based on Likert's type. Initially, positive and negative statements were prepared in both Tamil and English.

The scoring procedure for the tool with the option Strongly Agree as 5, Agree as 4, Undecided as 3, Disagree 2 and Strongly Disagree as 1, for positive statements. For negative statements it is reversed as strongly disagree is given 5, disagree is given 4, Undecided score as 3, agree score as 2, and Strongly agree 1. The minimum score for the tool is '37' and maximum score of the tool is 185.

CONCLUSION

This research tool focuses on gathering information about the Emotional intelligence. Emotional intelligence plays a vital role in effecting a change or otherwise it becomes an indicator for effecting a change. This research tool will be of immense use for the Emotional intelligence of post graduate teachers which will throw light upon the Emotional intelligence.

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