

CONSTRUCTION OF EMOTIONAL INTELLIGENCE RATING SCALE

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INTRODUCTION

Human beings are psychologically very complex. The human mind is able to reason, remember, learn and or concepts or ideas, as well as direct actions, towards specific goals. In other words, human beings are not only motivated by reason and intelligence, but are also subject to passions, desires and a range of other feelings which can motivate them strongly-often in a direction different from that of reason.

Different Dimensions of Emotional Intelligence

Goleman and Bayatsis developed the Emotional Competence inventory. The four dimensions are given below.

1. Self Awareness
2. Self Management
3. Empathy Social Awareness
4. Social Skills

1. Self awareness

According to Goleman (1995) self awareness is a personal competency which determines how we manage ourselves. It knows ones internal states, performance, resource and intentions. Self awareness means recognizing a feeling as it happens. This is the cornerstone of emotional intelligence. Self awareness encompasses emotional awareness, accurate self assessment and self confidence.

2. Self Management

Self Management means the ability to manage one's emotions and impulse. Self management has been found to be important for success. It is managing one's internal values, impulses and resources. This encompasses self control, trustworthiness, conscientiousness, adaptability and innovation.

3. Empathy or Social awareness

This is a social competency often termed as people skills. This is a fundamental people skill and builds on self-awareness. It means to recognize emotions in others, sensing. Others feeling and perceptions and taking an active interest in their concerns empathy encompass understanding others, developing others, service orientation, leveraging diversity and political awareness.

4. Social skills

This refers to adaptations of inducting desirable responses in others, social skills or handling relationships. This encompasses influence, communication, conflict management leadership, change catalyst, building bond, collaboration and cooperation and team building capabilities people who excel in these skills do well at anything that relies on interacting smoothly with others. They are social stars.

For any research one needs valid data and this can be obtained from certain instruments which are called research tools. Some maker tolls of research in education are enquiry forms, questionnaires, checklists, rating scales score cards, attitude scales, observation, interview, society, psychological test and so on. Generally, these data gathering devises may differ in their complexity, design, administration and interpretation.

Further a research tool involves a systematic procedure in obtaining reliability and valid facts and each tool has both merits and limitations as well. Depending upon the nature of the study, one has to select a particular tool which suits the requirement of the study.

An assessment need not involve the use of highly sophisticated tells and lengthy procedure but the assessment should be reliable and valid information. One of the major objectives of the study is assess the level of Emotional Intelligence of primary school teachers. So when selecting a toll one must ensure that whether the test is appropriate to the teacher trainees. Keeping this in mind, the investigator selected appropriate rating scale to study of Emotional Intelligence of primary school teachers.

Selection of the Tool

Depending upon the purpose of the study and considering the research tools that already used to assess the Emotional Intelligence of special children, the investigator selected Emotional Intelligence scale to assess the Emotional Intelligence of primary school teachers. This tool consisted of fifty eight items, both negative and positive and it has four dimensions of Emotional Intelligence they are 1) self awareness 2) self management this two are person's individual and remaining 3) social awareness and 4) social skills are social competencies.

The research tool was given to a panel of expert consists of a professors of education one psychologist and three teachers working of school level with a request to point at the ambiguity and relevance of the items to the primary school teachers. Based on their comments and suggestions, certain statement were re-worded and restructured. At this stage, there were 58 statement falling under the four dimensions of Emotional Intelligence scale. The four dimensions are self awareness (12 items), self management (16items), social awareness (12 items), and social skills (18items). Against each statement 5 ratings are given namely Strangely Disagree, Disagree, Undecided, Agree and strongly Agree naming the scores 1,2,3,4 & 5 for negative items. The tool is developed given in appendix-I.

Reliability of the Research Tool

In this study, the investigator has used split half method to estimate the reliability of the rating scale.

12 primary school teachers from Bangarpet were selected. Emotional Intelligence statements were given to the primary school teachers with an objective to assess the Emotional Intelligence of primary school teachers. From the obtained data, odd numbered and even numbered scores were pooled out separately and correlation level was computed between these two sets of test. Scores were computed using Karl Pearson's formula. The reliability of the whole test was estimated by using Spearman Brown's prophecy formula.

Reliability of Emotional Intelligence Scale

$$r = \frac{N \sum xy - \sum x \sum y}{\sqrt{[N \sum x^2 - (\sum x)^2] [N \sum y^2 - (\sum y)^2]}}$$

$$r = \frac{12 \times 282125 - 1297 \times 1299}{\sqrt{[12 \times 282921 - (1297)^2] [12 \times 28339 - (1299)^2]}}$$

$$r = \frac{3385500 - 1684803}{\sqrt{[3395052 - 1682209] [3400068 - 1687401]}}$$

$$r = \frac{1700697}{\sqrt{[1712843] [1712667]}}$$

$$r = 0.99$$

From this half-test reliability, the whole test reliability is calculated by using Sparkman Brown prophecy formula

$$r = \frac{2r^{1/2}}{1+r^{1/2}}$$

$$r = \frac{2 \times 0.99}{1+0.99}$$

$$r = 0.99$$

The obtained r value of the toll to assess the Emotional Intelligence of primary school teachers is very high (0.994) indicating the reliability of the tool used in the study.

Validity of the Research Tool

The tool developed possessed Intrinsic Validity which states as to how well the obtained scores measure the test's true score component. Square root of the reliability value of the Emotional Intelligence rating scale denotes its intrinsic validity. The obtained intrinsic validity of the rating scale (0.99) is high and hence the tool used in the study possessed intrinsic validity.

Rating Scale to Assess the Emotional Intelligence of Primary School Teachers

Part – I: General Information.

1. Name of the Teacher :
2. Name of the School :
3. Gender : Men / Women
4. Age Group : 26 to 35 Yrs / 36 to 45 Yrs/ 46 Yrs above
5. Educational Qualification : Graduation with B.Ed/Graduatiion/TPT/TTC/
P.G with M.Ed.
6. Community : OC / BC / SC / ST.
7. Nature of Job : Permanent / Temporary.
8. Location of the School Working : Rural / Urban.
9. Year of Teaching Experience : Below 5yrs / 6to 10 yrs/ 11 to 15 yrs

INSTRUCTIONS

Rating Scale to Assess the Emotional Intelligence of Primary School Teachers

Each statement has five alternative responses against it. Please go through each statement carefully. In case you strongly agree with a particular statement please put tick mark (✓) on the respective category to indicate your level of Emotional Intelligence. It is not a test; it is an attempt to know your emotional intelligence.

1. Name of the Teacher :
2. Name of the School :
3. Gender :
4. Age Group :
5. Educational Qualification :
6. Location of the School Working :
7. Teaching Experience :

A	Personal Competencies	SD	D	UD	A	SA
I	Self Awareness					
1	Most of the time, I am able to identify and separate my emotions					
2	I am not defensive when I am receiving negative feedback.					
3	I am unaware of my own feelings.					
4	I know how feelings impact my own actions.					
5	I acknowledge my own strengths and weakness.					

6	My ability of self-evaluation has helped me to overcome many difficult situations.					
7	I can continue to do what believe in, even under severe criticism.					
8	I know my priorities very clearly.					
9	In many times, I don't feel good about myself.					
10	Looking at both my good points and bad					
11	I am happy with the way I look at the things.					
12	I feel confident that I can deliver the goods up-to the expectations in my job.					
13	It is a problem for me to control my anger.					
14	In many times, I am impatient.					
15	I have presence of mind in any situation					
16	I can change my ideas and goals based on new information to fit in to the situation.					
17	I can behave calmly even in stress full situations.					
18	I feel restless on occasions when new ideas and information are to be accepted.					
19	I admit my mistakes public when it demands.					
20	I am not able to do the duties entrusted to me with responsibility and commitment.					
21	I am not able to do the duties entrusted to me with responsibility and commitment.					
22	I take calculated risks to reach the goals.					
23	I initiate actions to create possibilities for the future.					
24	I hesitate to take up new assignments and challenging taks.					
25	My optimism motivates me to overcome any hurdles and go forward.					
26	I find it difficult to reach even small things.					
27	I always act on my own values even when there is a significant risk.					
28	I am organized in my work.					
B	Social Competences					
III	Social Awareness					
29	I am sensitive towards other's feelings					
30	It is hard for me to see people suffer.					
31	I don't interfere in others feelings and neither help them to overcome them.					
32	I am able to confront with the un-ethical actions of others.					
33	I listen attentively to the school needs.					

34	I am capable of using the equipments to cater to the needs of the students.					
35	I make myself available to the students and parents even out of office hours when they are in need					
36	I find difficulty in making the curriculum to relate the diverse background of students.					
37	In many situations, I understand the organizational financial constraints and act accordingly.					
38	I offer help readily when I am asked for.					
39	I always recognize the forces in the school and work to meet the requirements of the job.					
40	I am not fully aware of the infrastructure facilities available in the school					
IV	Social Skills					
41	I encourage colleagues to work even when things are not favorable.					
42	I don't insist on students on learning what they cannot.					
43	I appreciate others for their success.					
44	I try to provide ongoing mentoring or coaching to my colleagues.					
45	I make friends easily.					
46	I don't get along with others easily in work situations.					
47	I find it difficult to seek help from others when required.					
48	I interact well with the student and parents and provide guidance and counseling.					
49	I maintain good relations and co-operate with the school personnel.					
50	I can be a role model to others.					
51	I have clear ideas to realize the vision of the school, I am working for.					
52	I try to be away from the conflicting and controversial situations.					
53	I always like to be the active partner in solving the conflicts in my school.					
54	I confront situations vehemently when things have not favored me.					
55	I try new methods and techniques to make all the students learn effectively.					
56	I am not convinced with the thought of appealing to the stake holders interest.					
57	I prefer working in a group.					
58	I establish and maintain close relationship with other professionals at work.					

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