

CONSTRUCTION OF EMOTIONAL INTELLIGENCE SCALE FOR COLLEGE TEACHERS

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Introduction :

Teachers occupy an important role in the society at large. Teachers are looked upon by the society as the wisest people of the community. They enjoy a very respectable status in the society. The basic requirement of a teacher is to fulfill and achieve the purpose of Education. It can be seen that, quite a few teachers are academically talented but are unsuccessful in teaching. The reason to problems may be in the Educational Institution itself, in relationships and on the job, but can't improve the situations. Some psychologist opine that the source of all these problems and difficulties maybe due to the lack of Emotional Intelligence. For long, it has been believed that success at the workplace depends on the level of intelligence or intelligence quotient (IQ).

Emotional Intelligence :

Emotional Intelligence is what gives a teacher a competitive edge. Even in renounced Educational Institutions, where every teacher seems to be smart, the most valued teachers are those who have strong traits of Emotional Intelligence are not necessarily those with the highest Intelligence Quotient (IQ). Emotional traits are factors that are most likely to ensure success in attaining heights in teaching. The lack of Emotional Intelligence explains why teachers who, despite having a high IQ, have been such utter failures and disastrous in the personal and professional lives. According to Mayer and Solovey (1989), Emotional Intelligence (EQ) describes a person's ability to understand one's own emotions, the emotions of others and act appropriately based on these emotions. Golman (1998) popularized this term and defined it as, the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationship.

Today, the rules of the workplace are rapidly changing, and various yard stick are being used to judge people. This is not merely in terms of how smart one is as a teacher or what their academic qualifications are or what their expertise is, but also how well they

are able to handle themselves and others. This yardstick can help in selecting the right teachers for teaching. Therefore the author has taken up this task of constructing an Emotional Intelligence Scale for Teachers which can be helpful.

Preparation of the Draft Emotional Intelligence Scale (EIS) :

The present EQ test was made by following the steps below :

1. Literature dealing with the concept of Emotional Intelligence was thoroughly read and studied.
2. Different statements were then collected and significant components were identified from the statements. Statements made by experienced individuals, teachers and experts in the field were also taken into consideration.
3. Questions about components, characteristics and traits which constituted Emotional Intelligence were also framed to ask from teachers and experts about their opinions on these areas.
4. The statements were then checked, edited or modified properly and then subjected to expert's criticism by giving some experienced persons in the field. Based upon their comments, the statements were again modified and finalized.
5. A total of forty statements, out of which twenty statements which reflected favorable statements and twenty statements which reflected the unfavorable statements were selected for the first draft.
6. The scoring key for the favorable items was decided to be 4, 3, 2, 1 and 0 for the responses 'always', 'usually', 'sometimes', 'rarely' and 'never'. For the unfavorable items, the reverse, i.e., 0, 1, 2, 3 and 4 scoring key was used.

Try Out of the Draft EQS :

For the purpose of tryout the draft EQS was administered randomly to 500 Teachers selected from 20 Colleges in Meghalaya. Good rapport was made at the initial stage. The draft EQS was then distributed to teachers with a request to read instructions carefully. Necessary oral instructions were also given to the Teachers by the investigator to understand the instrument and what they are supposed to do and to remove any doubts.

Item Analysis :

The item analysis was done on the basis of 500 answer sheets of the try-out sample. These answer sheets were scored by using the answer key and the scores were arranged in order from the highest score to the lowest score. After the arranging the answer sheets according to the scores, 27% from the top highest scores and 27% from the bottom lowest scores were taken and set aside. Thus two groups were formed. i.e., the high scoring group and the low scoring group were formed. The mean score obtained on each individual item by the high scoring group and the low scoring group was computed. The significant difference between the mean scores obtained by these groups on a particular item was found out. The discriminating power of all the items were found out by using this method. The items having a discriminating power equal to or greater than 0.80, were selected for the final scale. To find out whether the discriminating power of an item is significant or not, was found out by computing the 't' value for each item. The 't' value of each item was calculated by using the formula, given by Edward (1957).

Item Selection :

A total of twenty items were selected covering four dimensions of the Emotional Intelligence as shown in table - 1.

Table - 1 : Showing the Dimensions of Emotional Intelligence Scale.

Sl. No.	Dimensions	Favorable Statements (Item Nos.)	Total No. of Favourable Items	Unfavorable Statements (Item Nos.)	Total No. of Unfavourable Items
1.	Emotional Awareness	7,11,16	3	19,20	2
2.	Emotional Acceptance	4,5,9	3	6,17	2
3.	Emotional Attitude	3,13,14	3	12,18	2
4.	Emotional Action	1,10,15	3	2,8	2
	Total		12		8

Reliability :

To establish reliability of the EQS, the test - retest method was used. The same test was administered twice to the same group, i.e. 500 Teachers from 40 Colleges in

Meghalaya. The duration of time between the two tests was one month. The Pearson Product Moment Coefficient of Correlation between the two sets of data obtained from the two administrations was then found out; the Coefficient of Correlation was found to be .75, which indicates a high degree of Test-Retest Reliability.

Validity :

Expert's opinion was obtained to establish the content validity of the EQS. Items were given to 20 subject experts to classify the items to the category to which it belongs. Items of highest agreement and not less than 80% of the agreement were selected. Thus the content validity was established.

Administration of Scale :

Each subject was to respond by reacting to the statement and put a tick mark against those items only with which he/she agree.

The Final EQS Scale :**Emotional Intelligence Scale for Teachers (EIST)**

Name : _____

Sex : (Male / Female) _____

Community : (Tribal / Nontribal) : _____

Qualifications : _____

Trained / Untrained : _____

Teaching Experience : _____

Instructions :

This scale consists of 20 statements aimed to identify your Emotional Intelligence as a Teacher. There are no right or wrong answers. What is required is your own individual feeling about the statements. For each statement, five alternatives are given and you have to express your view in any of the five alternatives by making a tick mark on the cell that you preferred to respond.

Table - 2 : Showing the Statements.

Sl. No.	Statements	Always	Usually	Sometimes	Rarely	Never
1.	When I feel frustrated I talk it over with my closest colleague.					
2.	When there is a misunderstanding between me and my colleague, I stop talking to them.					
3.	When I am angry I fume in silence.					
4.	While teaching a class I find it difficult to convey my ideas.					
5.	I firmly believe in myself when I begin to teach my students.					
6.	I am not capable of developing student's personality.					
7.	I can sense what students feel about me.					
8.	I have trouble in handling upsets between students who have misunderstood each other.					
9.	I can stay optimistic inspite of not getting satisfaction from teaching.					
10.	When I am angry I do not find it difficult to teach a class.					

11.	I can contain distressing feelings so they don't keep me from doing things I need to do.					
12.	When I am down, I feel lonely.					
13.	I feel that my students are like my own family members.					
14.	I feel that I can help students be creative even without facilities.					
15.	I must not be too close with students even though I love them.					
16.	If problems in the classroom arises, I should be able to handle the situation myself.					
17.	If I am not recognized by the Principal of Head of the Institution, I become frustrated.					
18.	If there are clashes among the students, I should relax, this is not the first time riots have occurred.					
19.	Your student starts arguing with you, so you start getting angry.					
20.	While taking a class, a student comments that you have not prepared the topic, so you ask the student to leave the classroom.					

Scoring :

The total score of the scale is 80. The levels of the scores can be categorized as follows :

Table - 3 : Showing the Interpretation of the Scores.

Sl. No.	Categories	Scores
1.	High Emotional Intelligence	61-80
2.	Moderate Emotional Intelligence	41-60
3.	Low Emotional Intelligence	20-40
4.	Very Poor Emotional Intelligence	Below 20