

Construction of the Trait Emotional Intelligence Questionnaire Short form (Teique-Sf)

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Abstract

The present paper reports an endeavor to construct the Myanmar version of the Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF) based on a translation of the Petrides & Furnhams (2006) original instrument. To item analyses and internal consistency evaluation for the Myanmar version of the TEIQue-SF scale, a group of 226 university teachers in Mandalay were recruited as research participants. According to the item analysis results, all of the items on each subscale were significant at either .01 or .001 level, except for item 23. The reliability coefficients were found to be as follows: Well-being is .54, Self-Control is .55, Emotionality is .40, Sociability is .47, and Global Trait is .40 respectively. Thus, it can be said that the Myanmar version of the Trait Emotional Intelligence Questionnaire Short-Form is a reliable test.

Keywords: Emotional Intelligence, Well-being, Self-Control, Emotionality, Sociability

Introduction

We intended to present the construct of a psychological instrument designed to measure the emotional intelligence of people in various occupation settings.

In an era of shifting paradigms, one should be able to develop its human resources as a source of competitive advantage (Schuler, Dowling & De Cieri, 1993). In order to develop and enhance workforce capabilities and to successfully compete in the 21st Century, organizations have to embark on future oriented human resources strategies. It could be argued that the individual competencies of the workforce in any organization would determine its overall success. This success, among other things, may be attributed to the socio-behavioral characteristics and adjustments these individuals have to make in their job-role and position-power to gain common ground in any organizational setting. Over the last decade Emotional intelligence (EI) has drawn significant interest from academics and human resources practitioners throughout the world. The development of emotional intelligence skills is important because it is an area that is generally overlooked when skills development programs are designed. And yet research shows that emotions, properly managed, can drive trust, loyalty, and commitment. Many of the greatest productivity gains, innovations and accomplishments of individuals, teams, and organizations have occurred within such a framework (Cooper, 1997).

Generally speaking, emotional intelligence is a social intelligence that enables people to recognize their own, and other people's emotions. Moreover, emotional intelligence enables people to differentiate those emotions, and to make appropriate choices for thinking and action (Cooper and Sawaf, 1997; Mayer and Salovey, 1993). It is an intelligence that may be learned, developed and improved (Perkins, 1994; Sternber, 1996). According to Salovey and Mayer (1990), emotional intelligence includes an "ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions." A related definition adds the "ability to adaptively recognize emotions, express emotions, regulate emotion, and harness emotions" (Schutte et al., 1998). Personal or emotional intelligence has been found to vary by age or developmental level and gender (Gardner, 1999).

Emotional intelligence may be defined as the ability to use your awareness and sensitivity to discern the feelings underlying interpersonal communication, and to resist the temptation to respond impulsively and thoughtlessly, but instead to act from receptivity, and

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thoughtlessly, but instead to act from receptivity, authenticity, and candour (Ryback, 1998). At its best, emotional intelligence is about influence without manipulation or abuse of authority. It is about perceiving, learning, relating, innovating, prioritizing, and acting in ways that take into account and legitimize emotions, rather than relying on logic or intellect or technical analysis alone (Ryback, 1998). While EI is defined as the ability of individuals to identify, assimilate or use (in thought), understand, and manage emotions both in themselves and in others (Mayer & Salovey, & Caruso, 2004), studies have shown that individuals with higher levels of this ability can process affective information better (Brackett, Rivers, Shiffman, Lerner, & Salovey, 2006). This suggests that individuals with higher levels of EI have the ability to tolerate--even productively use--high levels of both positive and negative emotions.

Generally speaking, this ability to identify, assimilate, understand, and manage emotions can have at least two important effects on individuals. First, in the cacophony of emotions that are produced in the workplace, EI can help individuals feel and express more positive emotions. This, in turn, allows them to develop more positive work-related attitudes. Secondly, EI can help individuals perceive, understand, and manage the emotional requirements of jobs themselves, allowing them to perform a higher than individuals with lower EI.

In contrast to other countries, research on the investigation of emotional intelligence in Myanmar is still in its initial stages. Therefore, this Trait Emotional Intelligence Questionnaire Short-Form is an appropriate measure for the Myanmar cultural setting.

Scales Development

Writing the items

Firstly, the original test, the Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF) developed by Petrides, K.V. & Furnham, A.(2006), was studied to construct Myanmar version of the TEIQue-SF. Actually, the thirty question TEIQue-SF is based on the long form of the TEIQue and is designed to measure global trait intelligence (Petrides, 2001). Two questions from each of the fifteen subscales of the TEIQue were included in the short form, which were chosen based on their “correlations with the corresponding total subscale scores” (Petrides & Furnham, 2006). These fifteen subscales were used to provide scores on four broader factors: Well-Being, Self-Control, Emotionality and Sociability. The TEIQue-SF that were answered on a 7-point scale ranging from ‘Completely Disagree’ (number 1) to ‘Completely Agree’ (number 7). The 15-item (item No. 2, 4, 5, 7, 8, 10, 12, 13, 14, 16, 18, 22, 25, 26, and 28) are reverse-coded.

After studying the Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF), these original items were translated into Myanmar by the author and checked by the supervisor. These translated items were arranged as a booklet form to conduct an item analysis and internal consistency testing.

Item Analysis

In general, it is expected that each item will be answered more correctly by high-scoring individuals than by low-scoring individuals. When this does not occur it alerts us to the possibility that something may be wrong with the item. To check the relation of item response to total scores the performance of a group of high-scoring on the basis of total test scores. In a normal distribution sample, it has been shown that optimum groups for the purpose consist of the upper 27 percent and the lower 27 percent of the case (Anastasi, 1982). The present study followed the above method to carry out an item analysis.

Participants

In order to conduct an item analysis of the Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF), a group of 226 university teachers in Mandalay were recruited as research participants.

Procedure

The preliminary tests were given to the participants. Before responding the items by the participants, the test instruction was read to them. The responses of the participants were scored to calculate the total scores for each participant. And then, the total scores of participants were obtained and arranged in descending order. Out of these, the 27 percent of high-scoring individuals and low-scoring individuals were taken to use in this analysis. Next, the Chi-Square method was used to find out whether or not there were any significant differences between the two groups on each item. This Chi-Square (χ^2) method was computed by using the following formula;

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

Results and Discussion

Results of the item analysis for each subscale of the Trait Emotional Intelligence Questionnaire-Short Form were shown in Table 1, 2, 3, 4 and 5. The TEIQue-SF consists of five subscales, namely Well-Being, Self-Control, Emotionality and Sociability. All of the items on each subscale were significant at either .01 or .001 level, except for item 23. Owing to a lack of variance, this one item was deleted in this study and the item analysis left the scale with 29 items.

Table 1. Showing the Chi-Square values for the Well-Being.

Item No	Item statement	χ^2 value	Significant level
5	I generally don't find life enjoyable.	74.47	.001
9	I feel that I have a number of good qualities.	52.76	.001
12	On the whole, I have a gloomy perspective on most things.	53.81	.001
20	On the whole, I'm pleased with my life.	49.82	.001
24	I believe I'm full of personal strengths.	62.41	.001
27	I generally believe that things will work out fine in my life.	38.44	.001

Table 2. Showing the Chi-Square values for the Self-Control.

Item No.	Item statement	χ^2 value	Significance level
4	I usually find it difficult to regulate my emotions.	72.63	.001
7	I tend to change my mind frequently.	70.93	.001
15	On the whole, I'm able to deal with stress.	63.30	.001
19	I'm usually able to find ways to control my emotions when I want to.	37.20	.001
22	I tend to get involved in things I later wish I could Get out of.	48.11	.001
30	Others admire me for being relaxed.	33.07	.001

Table 3. Showing the Chi-Square values for the Emotionality

Item No.	Item statement	χ^2 value	Significance level
1	Expressing my emotions with words is not a problem for me.	33.48	.001
2	I often find it difficult to see things from another person's viewpoint.	48.20	.001
8	Many times, I can't figure out what emotion I'm feeling.	62.28	.001
13	Those close to me often complain that I don't treat them right.	32.22	.001
16	I often find it difficult to show my affection to those close to me.	72.83	.001
17	I'm normally able to "get into someone's shoes" and experience their emotions.	18.54	.01
23	I often pause and think about my feelings.	11.50	ns
28	I find it difficult to bond well even with those close to me.	32.22	.001

Table 4. Showing the Chi-Square values for the Sociability

Item No.	Item statement	χ^2 value	Significance level
6	I can deal effectively with people.	33.55	.001
10	I often find it difficult to stand up for my right.	41.51	.001
11	I'm usually able to influence the way other people feel.	74.27	.001
21	I would describe myself as a good negotiator.	56.15	.001
25	I tend to "back down" even if I know I'm right.	45.10	.001
26	I don't seem to have any power at all over other people's feelings.	68.95	.001

Table 5. Showing the Chi-Square values for the Global Trait

Item No.	Item statement	χ^2 value	Significance level
3	On the whole, I'm a highly motivated person.	44.35	.001
14	I often find it difficult to adjust my life according to the circumstances.	85.76	.001
18	I normally find it difficult to keep myself motivated.	67.52	.001
29	Generally, I'm able to new environments.	34.45	.001

Reliability Evaluation

Reliability, as it is applied to tests, has two distinct meanings. One refers to stability over time, the second to internal consistency. Most psychometric test constructors aim to make their psychological tests as internally consistent as possible. There is a sensible rationale for this demand for internal consistency since if one part of a test is measuring one variable, then, the other parts, if internal consistency is low, cannot be measuring that variable. Thus, if a test is to be valid, i.e. measure what it is intended to measure, then internal consistency must be

high. A reliability coefficient greater than 0.70 confirms that the scale used in the study is reliable (Hair et al., 2006). This is the argument used by the vast majority of test constructors who write that high internal consistency is a prerequisite of high validity. Many test constructors use increasing internal consistency as a criterion for retaining items in a test (Kline, 2000, p-11). In this study, internal consistency reliability was employed. Nunnally (1970) and Cronbach (1958) both consider that coefficient alpha is the best index of internal consistency reliability. Cronbach (1958) developed the rationale of alpha and formula for the alpha coefficient is:

$$r_{kk} = \frac{k}{k-1} \left[1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right]$$

Where r_{kk} = the alpha coefficient of a test of k items, k = the number of items,

σ_i^2 = the item variance and σ_t^2 = the test variance

Participants

In order to examine internal consistency reliability, the responses of the sample participated in the item analysis study were used.

Procedure

In order to examine internal consistency reliability of the Trait Emotional Intelligence Questionnaire-Short Form, the data was entered onto a database in the Statistical Package for the Social Science (SPSS, 15.0 versions). Then, coefficient alpha available in SPSS was calculated to determine the internal consistency reliability of the TEIQ-SF.

Results and Discussion

As a result of internal consistency reliability analysis on the Trait Emotional Intelligence Questionnaire-Short Form, the coefficient alphas were found as mentioned below.

Table 6. Showing the internal consistency reliability coefficient (Cronbach's alpha) for the Trait Emotional Intelligence Questionnaire-Short Form

No.	Test	Alpha
1.	Well-being	.54
2.	Self-Control	.55
3.	Emotionality	.40
4.	Sociability	.47
5.	Global-trait	.40

Conclusion

The present research examined the development of the Myanmar version of the Trait Emotional Intelligence Questionnaire-Short Form (TEIQ-SF) based on a translation of the Petrides & Furnhams (2006) original instrument. To procedure the final version of the TEIQ-SF, the data was analyzed using item analysis program. For each test item, the Chi-Square was used to find out the significant level. The reliability of the TEIQ-SF is high enough to warrant a safe application.

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