

# Manual *for* EMOTIONAL INTELLIGENCE SCALE

## EIS-SANS

**Dr. Arun Kumar Singh**

*Professor and Former Head  
University Department of Psychology  
Patna University  
PATNA (Bihar)*

&

**Dr. Shruti Narain**

*Department of Psychology  
Patna Women's College  
PATNA (Bihar)*



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**NATIONAL PSYCHOLOGICAL CORPORATION**

4/230, KACHERI GHAT, AGRA-282 004 (INDIA)

## INTRODUCTION

Emotional intelligence refers to the mental processes involved in the recognition, use, understanding, and management of one's and others' emotional state required in solving problems and regulating behavior (Ciccarelli & Meyer, 2006). It is the ability to monitor one's own and others' emotions, to discriminate among them and to use the information to guide one's thinking and actions (Mayer and Salovey, 1997; 1990). Emotional intelligence includes traits like self-awareness, social deftness, and the ability to delay gratification, to be optimistic in the face of adversity, to channel strong emotions and to show empathy towards others.

The term Emotional Intelligence appeared in a series of academic articles authored by Mayer and Salovey (1990, 1993, and 1995). Their first article presented the first model of emotional intelligence. As a result of the growing acknowledgement by professionals of the importance and relevance of emotions to work outcomes, the research on the topic continued to gain momentum, but it wasn't until the publication of Goleman's (1995) best seller "*Emotional Intelligence: Why It Can Matter More Than IQ*" that the term became widely popularized and entered the mainstream. He argues in his book that IQ contributes only about 20% to success in life, and other forces contribute to the rest.

After extensive review of literature, following four dimensions were finally included in constructing this scale. Their brief description is given below :

**(a) Understanding emotions**—An individual's capacity to identify emotions in one's and others' physical states, feelings, and thoughts.

**(b) Understanding motivation**—A high achievement drive together with the tendency to be optimistic and take initiative.

**(c) Empathy**—Ability to identify oneself mentally with others and to understand a person or thing accurately and read how other people feel, understand their perspectives, develop others, leverage diversity, read the mood of a group, discern political realities and a tendency to take an interest in the lives of others.

**(d) Handling relations**—To be able to manage and handle relations with others in a better way.

This Emotional Intelligence Scale is meant for use from **12 years and above of age**.

### Item Analysis :

Originally, 80 items were written and submitted to a group of language experts who made necessary corrections and modifications. Subsequently, they were submit-

ted to a group of experts (college teachers) of psychology for expressing their judgment about the suitability of the contents of the items. Out of the 80 items, 52 reached common consensus. Then the scale was administered on 200 adolescents and scores were obtained. The response was to be given in either 'Yes' or 'No'. A score of +1 and 0 was given. The answers of those items which tallied with the answers given in the scoring key were given a score of +1. If they didn't tally, they were given a score of zero. The response of the subjects on each item was scored and a total score was obtained. Following it, item analysis was done by using Point-biserial correlation (Singh, 2013). Out of the 52 items, only 31 items were found significant, some at .01 and others at .05 level. Finally a set of those 31 items were retained for EI Scale. About 7-8 items were selected for each dimension.

TABLE 1

*Division of the items*

Sr. No.	Division of Items	Serialwise Item No.	Total
I.	Understanding emotions	5, 15, 18 and 28	4
II.	Understanding motivation	3, 7, 9, 12, 16, 19, 20 and 21	8
III.	Empathy	6, 8, 10, 13, 17, 23, 25, 26, 29 and 31	10
IV.	Handling relations	1, 2, 4, 11, 14, 22, 24, 27 and 30	9
<b>Total</b>			<b>31</b>

Inter-dimension correlations were also calculated, which were found to be sufficiently low and not significant.

### Instructions

For smooth administration of EI scale clear instructions were printed at the top of the first page. The examinees read the instruction carefully and if there was any confusion, they were asked to clarify it by raising their hands. Each examinee was attended very carefully. There was no fixed time limit as such. However, it generally took about 10 to 15 minutes in its completion.

### Scoring :

The answers of those items which tallied with the answers given in the scoring key were given a score of +1. If they didn't tally, they were given a score of zero. The scoring key is provided in Table 2.

**TABLE 2**  
Scoring Table

Sr. No.	Dimensions	Items	Serialwise Items No.	TOTAL	
I.	Understanding emotions	Positive	5, 15, 18, 28	4	4
		Negative	—	—	
II.	Understanding motivation	Positive	3, 7, 9, 12, 16, 19	6	8
		Negative	20, 21	2	
III.	Empathy	Positive	6, 8, 10, 23, 25, 26, 29, 31	8	10
		Negative	13, 17	2	
IV.	Handling relations	Positive	1, 2, 4, 11, 14, 22, 24, 27, 30	9	9
		Negative	—	—	
<b>Total</b>				<b>31</b>	

### Reliability

The test re-test reliability was calculated, by administrating the test on the same sample (N = 100) with a gap of fortnight. It was found to be 0.86 alpha coefficients, which was significant at .01 level.

### Validity :

The present scale was correlated against the Emotional Intelligence Scale developed by Hyde, Pethe and Dhar (2001). The concurrent validity was found to be 0.86, which was significant at .01 level. For this purpose, both scales had been administered on the same sample (N = 100).

### Norms :

Percentile norms for Emotional Intelligence Scale have been developed. For this purpose, the scale was administered on a larger sample of N = 500 in which the subjects from both sexes participated. Percentile norms for both groups (Male, N = 230; Female, N = 270) were developed separately as there t-ratios were found to be significant (cf Table 3 and 4.)

TABLE 3

*Percentile of Males*

Percentile	Score Point	Integral Score
P <sub>95</sub>	26-20	27
P <sub>90</sub>	24-86	25
P <sub>80</sub>	23-05	24
P <sub>70</sub>	21-46	22
P <sub>60</sub>	19-97	20
P <sub>50</sub>	18-61	19
P <sub>40</sub>	17-31	18
P <sub>30</sub>	16-16	17
P <sub>20</sub>	15-27	16
P <sub>10</sub>	14-38	15

**TABLE 4***Percentile of Females*

<b>Percentile</b>	<b>Score Point</b>	<b>Integral Score</b>
<b>P<sub>95</sub></b>	<b>28.18</b>	<b>29</b>
P <sub>90</sub>	27.35	28
P <sub>80</sub>	25.70	26
P <sub>70</sub>	24.65	25
P <sub>60</sub>	23.69	24
<b>P<sub>50</sub></b>	<b>22.72</b>	<b>23</b>
P <sub>40</sub>	21.50	22
P <sub>30</sub>	20.19	21
P <sub>20</sub>	18.38	19
<b>P<sub>10</sub></b>	<b>15.98</b>	<b>16</b>

**Qualitative Interpretation**

The obtained final score on Emotional Intelligence Scale can also be qualitatively interpreted with the help of following Table 5 :

**TABLE 5***Qualitative Interpretation of Emotional Intelligence Scale Scores*

<b>Range of Score</b>	<b>Interpretation</b>
<b>20 or less</b>	<b>Low Emotional Intelligence</b>
21 to 26	Average Emotional Intelligence
<b>27 and above</b>	<b>High Emotional Intelligence</b>

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