



Development of the Emotional Intelligence Scale

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ABSTRACT

This paper describes the development of the Emotional intelligence Scale EI(PcSc)scale as tested on pilot study of 200 respondents. The **EI(PcSc)scale** is a self-report questionnaire comprising two parts: personal competence and social competence that measures six facets of emotional intelligence in the workplace. Estimates of internal consistency for the subscales ranged from .78 to .91.

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INTRODUCTION

Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions (Mehta & Singh, 2013). Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic. Since 1990, Peter Salovey and John D. Mayer have been the leading researchers on emotional intelligence. In their influential article "Emotional Intelligence," they defined emotional intelligence as, "the subset of social intelligence that involves the 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" (1990).

Daniel Goleman developed a framework of five elements that define emotional intelligence as:

Self-Awareness – People with high emotional intelligence are usually very self-aware. They understand their emotions, and because of this, they don't let their feelings rule them. They're confident – because they trust their intuition and don't

let their emotions get out of control. They're also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better. Many people believe that this self-awareness is the most important part of emotional intelligence.

Self-Regulation – This is the ability to control emotions and impulses. People who self-regulate typically don't allow themselves to become too angry or jealous, and they don't make impulsive and careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.

Motivation – People with a high degree of emotional intelligence are usually motivated. They're willing to defer immediate results for long-term success. They're highly productive, love a challenge and are very effective in whatever they do.

Empathy – Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open & honest way.

Social Skills – It's usually easy to talk to and like people with good social skills, another sign of high emotional intelligence. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships. The ability to manage people and relationships is very important in all leaders, so developing and using your emotional intelligence can be a good way to show others the leader inside of you.

REVIEW OF LITERATURE

Numerous researches have been undertaken in the field of emotional intelligence and to establish its relationship with other variables like academic achievement, personality, stress, individual performance, conflict, leadership etc.

Taking into account the impact of emotional intelligence on the academic achievement of students, different experts and researchers (Joibaria and Mohammadtaherib, 2011; Vernon et al., 2008; Goleman, 1995; Peridisa, Frederickson and Furnham, 2002; Abdullah, Elias, Mahyuddin and Uli, 2004; Lam and Kirby, 2002; Jaeger, 2003; Panboli and Gopu, 2011) presented several views about the relationship between the two.

Joibaria and Mohammadtaherib (2011) found significant correlation between main components of emotional intelligence including self motivation, self-awareness, self-regulation, social consciousness, social skills and students' academic achievement. Vernon et al., 2008; Abdullah, Elias, Mahyuddin and Uli, 2004; Rozell, Pettijohn and Parker, 2001, Panboli and Gopu, 2011 noticed positive correlation between EI and academic performance. Peridisa, Frederickson and Furnham (2002) analysed the role of trait emotional intelligence in academic performance and in deviant behavior at school on a sample of 650 pupils in British secondary education. The findings indicated that pupils with high trait EI scores were less likely to have had unauthorised absences and less likely to have been excluded from school. Numerous authors have evaluated the emotional intelligence construct with the personality dimensions (Higgs, 2001; Godse and Thingujam 2010; Ramo, Saris and Boyatzis 2009; Van Der Zee, Thijs, & Schakel, 2002). Others investigated the relationship of self and other ratings of emotional intelligence (Van Der Zee, Thijs, & Schakel, 2002) and concluded that the emotional intelligence dimensions were able to predict both academic and social success above traditional indicators of academic intelligence and personality (Van Der Zee, Thijs, & Schakel, 2002). Researches have been conducted to know whether emotional intelligence plays a prominent role in overcoming stress and stress related outcomes (Kauts and Saroj, 2010; Slaski and Cartwright, 2002; Duran and Extremera, 2004; Darolia and Darolia, 2005; Chabungban, 2005; Abraham, 2000; Spector and Goh, 2001). Kauts and



Saroj (2010) noticed emotional intelligence to be a factor useful in reducing occupational stress of teachers and enhancing their effectiveness in teaching.

Ayoko, Callan and Hartel (2008) suggested that teams with less well-defined emotional intelligence climates were associated with increased task and relationship conflict and increased conflict intensity. Godse and Thingujam (2010), Srinivasan and George (2005), Jordan and Troth (2004) suggested different problems expect different styles of handling and emotionally intelligent individuals are capable of applying the different and better style of conflict management styles as the situation demands. Lenaghan, Buda and Eisner (2007) and Carmeli (2003) revealed that employees who score high in emotional intelligence are more able to balance work-family conflict as they recognize and manage feelings of conflict as they occur.

Trabun (2002), Sitter (2004) and Suhaila and Zahra (2013) noticed the significant and positive relationship between leadership styles and emotional intelligence. Barling, Slater and Kelloway (2000), Mandell and Pherwani (2003), Webb (2004), Srivastva and Bharamanaikar (2004) analysed the predictive positive relationship of emotional intelligence with transformational leadership style. Boyatzis and Ratti (2009) in their study identified competencies that differentiated effective managers and leaders. Results suggested that emotional, social and cognitive intelligence competencies predict performance.

The various models of EI were given by the prominent researchers and social psychologists, Mayer and Salovey, 1993;1997; Mayer and Geher, 1996; Mayer and Salovey, 1997; Caruso, 1999; Goleman, 1995; 1998; Bar-On, 1995; Cooper and Sawaf, 1997; Weisinger, 1998). The commonly used instruments to measure emotional intelligence like Mayer-Salovey-Caruso Emotional intelligence test (MSCEIT), Emotional Quotient Inventory (EQ-i), Emotional competence inventory (ECI), Emotional Intelligence appraisal (EIA), Work Profile Questionnaire-Emotional Intelligence Version (WPQei), Levels of Emotional Awareness Scale (LEAS) and Self-Report Emotional Intelligence Test (SREIT) were thoroughly studied.

Given the paucity of studies that have measured EI as a multifaceted construct in academic settings, the purpose of the present research is to develop and validate such an EI measure which is comprehensive and covers two broad aspects of personal and social competence which were further divided into six sub scales. For this, EI (PcSc) scale was designed.

DEVELOPMENT OF THE EMOTIONAL INTELLIGENCE SCALE [EI(PcSc)scale]

Based on the review of literature and to bridge the gaps in the exhaustive pool of the research available on the subject, the present construct was designed.

Daniel Goleman (1995, 1998) proposed five skill domains that comprise EI. Mayer and Salovey (1993; 1997) in their scale incorporated dimensions like self awareness, self regulation, motivation, empathy and social skills. Weisinger (1998) introduced emotional mentoring in his scale which covered five related dimensions. The above mentioned studies helped in outlining the various elements of Emotional intelligence scale [EI(PcSc)scale].

Additionally, the commonly used instruments to measure emotional intelligence viz., Mayer-Salovey-Caruso Emotional intelligence test (MSCEIT), Emotional Quotient Inventory (EQ-i), Emotional competence inventory (ECI), Emotional Intelligence appraisal (EIA), Work Profile Questionnaire-Emotional Intelligence Version (WPQei), Levels of Emotional Awareness Scale (LEAS) and Self-Report Emotional Intelligence Test (SREIT) served as the basis for generating a pool of 75 items for the EI(PcSc)scale.

The overall aim was to construct the EI(PcSc)scale so that: (a) the items were simple and relatively neutral in wording; and (b) it covered two broad aspects: personal and social competence. Some of the original questions were altered in order to make the wording self explanatory. The initial pool of items was revised based on discussions and feedback from colleagues, postgraduate teachers of psychology and doctorates in psychology. The EI(PcSc)scale was then pre-tested using a convenience sample of teachers at six schools located in urban Ludhiana. These teachers were asked to think of their present job or a previous job while completing the questionnaire.

Description of the tool

The EI(PcSc)scale has been designed to measure the emotional intelligence with a special focus on two subscales comprising personal and social competence. Being emotionally intelligent person means having competence in knowing and managing emotions of self and of others. Several researches have also incorporated both self and social awareness of emotions while measuring total emotional intelligence. (Petrides 2009; Schutte, et al. (1998).



In the scale, personal and social competence are further divided into three parameters termed as 'SSEs'. Personal competence outline SSE's as S – Self awareness, S- Self motivation and E – emotion regulation. While SSE's of social competence are being termed as S- Social awareness, S-social skills and E- Emotional receptivity.

The EI(PcSc)scale is a 69-item self report measure that include items such as “ I am result-oriented with high drive to meet objectives and goals” and “I manage my impulsive feelings and disappointing emotions well”. The scale exhibited correlations with theoretically related constructs, such as emotion expression, emotion management, impulsiveness, self-esteem, optimism, mood repair, well-being, interpersonal skills, relationship management, emotional mentoring and emotional resilience (Weisinger, 1998; Duleicz and Higgs ,1999; Schutte et al. 1998).

The EI(PcSc)scale employs a 5-point Likert scale with the following anchors: (1)extremely low competence (2), low competence (3), not sure (4), high competence(5),extremely high competence. The scale contains 69 items after creating a pool of 75 items representing a variety of aspects of emotional intelligence. The study utilised expert evaluation to establish validity and readability of the scale. A pilot test was conducted with a view to study the factor structure of the scale. The results of factor analysis predicted what appeared to be a general factor of emotional intelligence. The 69 items which were loaded on Factor1 represented mode categories such as Self awareness, Self Motivation and Emotion Regulation in Part A(Personal competence) and Social Awareness, Social skills and Emotional receptivity in Part B (Social competence). It predicted that the scale measured a homogenous construct of emotional intelligence.

EI(Pc Sc)scale measures personal competence and social competence as two separate dimensions. The summated scores of personal and social competence give the total emotional intelligence score. It also measures the sub parts known as SSE in both the categories. In Part A, it covers the SSE for personal competence which is broadly classified as Self awareness, Self Motivation and Emotion Regulation. In Part B, it incorporates the SSE for social competence which is broadly classified as Social Awareness, Social skills and Emotional receptivity.

Table 1. EI(PcSc)scale dimensions along with the item numbers

Part A (Personal Competence)	1. Self Awareness
	2. Self Motivation
	3. Emotion Regulation
Part B (Social Competence)	1. Social Awareness
	2. Social Skills
	3. Emotional Receptivity

The operational definitions of the EI(PcSc) scale are :

Self-awareness is the capacity to perceive the self in relatively objective terms. Self-awareness involves an interaction between thoughts and feelings. In case of emotional intelligence it implies being aware of one's positive as well as negative emotions in a particular situation or a set of circumstances.

Self motivation is the ability to do what needs to be done, without getting influenced from other people or situations. People with self motivation can find a reason and strength to complete a task, even in challenging situations and circumstances, without giving up or needing others to encourage them.

Emotion regulation is the capacity to notice and control one's emotions. It is the ability to respond to the range of emotions in a manner that is socially acceptable. It lays emphasis on being flexible to permit spontaneous reactions as well as the ability to delay spontaneous reactions.

Social awareness is the ability to perceive, understand and responding to the emotions of others and feeling comfortable socially. It involves knowing about others – their feelings, thinking patterns, viewpoints, accomplishments, facial expressions and other non verbal messages. Social awareness of emotions plays a vital role in improving the interpersonal relationships of individuals.



Social skills is the ability to communicate, persuade, and interact with other members of the society, without undue conflict or disharmony. It is the ability to express both positive and negative feelings in the interpersonal context. Social skills take into account art of convincing and the ability to create friendly atmosphere at work settings. It also lays emphasis on dealing with difficult people and upsetting situations tactfully.

Emotional Receptivity means accepting and encouraging the viewpoints of others by being open to their emotions. It also makes an attempt to facilitate the inflow and outflow of emotions thus enhancing the interpersonal receptiveness. Good emotional receptivity makes an individual personally and socially emotional competent. Further, it makes the individuals empathetic and sensitive to the needs of others.

Scoring method:

The respondents were provided with 5 alternatives to give the responses ranging from extremely low competence to extremely high competence. The scoring was done on a range of 1 to 5 with 1 being the lowest and 5 being the highest score. The coding was reversed in certain items (mentioned in table 2).

Table 2. Items with reverse coding

Q.No		Type of subscale
12	I usually feel depressed for one reason or the other.	Emotion Regulation
22	I get carried away with my imagination and daydreaming most often.	Emotion Regulation
24	When I hear bad news, I usually can't control myself and feel sad and miserable.	Emotion Regulation
34	When working in team, I tend to rely more on other's ideas than on my own.	Self Motivation
38	Others think that I lack confidence in interacting with others.	Social Awareness
57	I find it difficult to get friendly with someone who is not known to me.	Social skills
69	Its not easy for me to accurately reflect people's feeling back to them.	Emotional Receptivity

Based on the results of the discussions held with colleagues, faculty members and doctrates of psychology and management, given item complexity, low levels of variance and high levels of skewedness and kurtosis, few items were discarded. The remaining 69 items formed the EI(PcSc)scale.

A high score indicated higher emotional intelligence in a particular sub scale category and low score indicated low emotional intelligence in a particular sub scale category. The total of all the sub scales were added to get the total emotional intelligence score.

Steps in Developing a Scale Measuring Emotional Intelligence

The understanding of emotional intelligence as reflected in the definition above offers the possibility to derive an empirical questionnaire of EI (PcSc) Scale. In the following sections of the study, development of EI (PcSc) Scale will be presented by describing the operationalization process and then will be validated through a series of studies. Rigorous measurement development is important for social scientific research in order to gain valid and reliable data. The steps for a survey scale development include (1) a rigorous item generation, added if required by an assessment of the items and feedback provided by experts in the field; (2) verification of content validity of the scale (i.e., the extent to which the items really reflect the understanding of Emotional intelligence scale as presented in the definition); (3) the internal consistency assessment of the construct measured by cronbach alpha or split half-consistency; (4) a test of convergent validity; (5) a test of discriminant validity (i.e., the extent to which the concept differs from other concepts, especially from other Emotional intelligence conceptualizations); and (6) the prediction of nomological (predictive) validity, which can be assessed by empirically confirming theoretical hypotheses. Those steps are fairly reflected in the studies conducted for the development of EI(PcSc) scale . (Refer table 3)



Table 3 : Scale Development Process overview

Study	Scale development steps	Sample	Results
Study 1	Development of a preliminary pool of items depicting various aspects of Emotional Intelligence supplemented by a literature review and their operational definitions.	Discussion of retrieved items with colleagues of the Institute, faculty of other institutes, Psychology and management faculty members	Reduction of preliminary item pool (80 to 74). Some items deleted.
Study 2	Item generation and content validity	n = 50 faculty members teaching postgraduate classes	Emotional intelligence items with a consent rate of 70% were considered acceptable and were thus included in the following studies. Some items were reformulated. Item pool consisting of 74 items.
Study 3	Item generation and content validity as an iterative process with experts	n = 10 experts out of which 6 were doctrates in psychology, 4 doctrates in management and 2 doctoral students in the field of management.	Rewriting and deletion of items though no new items added. Item pool consisting of 69 items.
Study 4	Factor analysis	n = 200 school teachers of urban Ludhiana.	Components of Emotional Intelligence were obtained which predicted an empirical connection among variables.
Study 5	Checking internal consistency of the scale	n = 200 school teachers of urban Ludhiana.	Reliability coeficient values obtained for EI and its dimensions. Good internal consistency found between components of the scale.

Study 1 : Item Generation and Content Validation:

Starting from the definition of emotional intelligence and from the review of the literature dealing with emotional intelligence and emotion management , an initial pool of 80 items was retrieved (see Table 3 for first development step). In an iterative process with the colleagues of the Institute , faculty of other institutes, Psychology and management faculty members with the topic of emotional intelligence, the initial pool of items was reduced and partly reformulated. This step focussed on the extent to which the items could address parts of the definition of Emotional intelligence dimensions. Those items that did not fit well were deleted. The result was a preliminary scale of 74 items.

Study 2 :



The preliminary 74- item pool was presented to a sample of teachers teaching postgraduate classes in Ludhiana city. Fifty teachers teaching in various schools of urban Ludhiana participated in the study to predict the content validity. The participants were given a questionnaire with 74 items referring to the items of personal and social emotional competence. The items were randomly ordered out of which few were reversely coded also. They also received the definitions of each emotional intelligence construct with the number of items per construct. The participants were then instructed to assign each item to one of the emotional intelligence constructs. This step helps to ensure a preliminary analysis of the content adequacy and the distinctiveness to related emotional intelligence constructs. As this step can be regarded here as a preliminary study with relatively few participants, emotional intelligence items with a consent rate of 70% were considered acceptable and were thus included in the following studies. Those items that did not meet the criteria were reformulated though no item was deleted in this step.

Study 3 :

The retrieved items obtained in study 2 (after rewriting and modification) were then presented to experts who hold doctorate degree in psychology and management stream. Two doctoral students were also included in this study. The expert rating is a further step in establishing content validity (Schriesheim et al. 1993). These experts included national and internationally renowned researchers in the fields of emotional intelligence, personality and organisation behavior, a corporate trainer working for employees' training and development, as well as doctoral students pursuing research in the field of leadership and personality. Altogether ten experts evaluated the items (see Table 3). The experts were presented with the items and the definition of emotional intelligence dimensions. In an iterative process, the researchers of this study also discussed the items with them. The items were assessed on the basis of their content adequacy (i.e., how well the items predict or reflect parts of the definition of emotional intelligence) and how well all items together cover the full domain of emotional intelligence construct. In addition, the researchers of the study ensured that the items were formulated and modified according to common suggestions of constructing questionnaires like being brief, specific, clear and no duplication of questions. At the end of this evaluation, a pool of 69 items remained. The experts suggested modification of some typical words with easy and simple words, like 'candid feedback' in one of the items to be replaced by 'open feedback', 'unflappable moments' to 'frustrating moments' and 'foster communication' to be replaced by 'open communication'.

Factor Analysis and Internal Consistency

The empirical validation of the EI (PcSc) scale started with an exploratory approach. In the previous stages, the initial items were reduced, reformulated and validated to a final scale of EI(PcSc) scale of emotional intelligence. Factor analysis was conducted to validate the scale. Factor analysis aims at discovering an empirical connection among variables and to identify the emotional intelligence components. In this case, it was looked at which items of the initial item pool best represented the underlying construct of emotional intelligence. Also it helps to decide which variables are truly relevant for explaining emotional intelligence and to reduce the item pool to the main variables. Additionally, the internal consistency of the extracted items was estimated by calculating Cronbach's alpha values for all the dimensions of personal competence (self awareness, self motivation, emotion regulation) and social competence (social awareness, social skills and emotional receptivity) of emotional intelligence and emotional intelligence separately. The values for internal reliability for each of the EI (PcSc) subscales and the total Emotional intelligence were found good. The total emotional intelligence reliability coefficient value was found to be .91 while the reliability coefficients of the various subscales varied from .78 to .91. Table 4 and 5 shows the factor analysis and reliability coefficients for each EI dimension. The 69 items retrieved from study 2 were administered to a sample of 200 school teachers of Ludhiana city, Punjab. Seventy nine percent of the sample consisted of women teaching in schools. Teachers selected for the study were from both private and government schools. Eighty one percent of participants were married while rest were unmarried. For the empirical analysis, the participants who had more than 1 year of work experience were selected. This resulted in a final sample of 178 teachers, 22 teachers were not included in the study as they were having less than one yr experience.

Table 4. Factor analysis

Factors	Items	Mean	Standard Deviation	Factor Load
Self Awareness	1. I understand the relationship between my feelings and what I think, do and say.	3.62	1.017	0.607



	2. I recognise how my feelings affect my performance	3.43	1.072	0.581
	3. I am aware of my goals and values	3.89	1.037	0.799
	4. I am aware of my strenghts and weaknesses.	3.23	1.193	0.800
	5. I try to learn from experiences.	3.67	1.076	0.802
	6. I am open to continuous learning, self development, new perspectives & honest feedback.	3.74	1.024	0.763
	7. I am able to show sense of humour and perspective about myself.	3.01	1.134	0.732
	8. I present myself with self-assurance; I have "presence".	3.17	1.329	0.602
	9. I am organised and careful in my work	3.62	0.972	0.778
	10. I usually go for original ideas while solving a problem.	3.03	1.234	0.727
	11. I am able to make sound decisions despite uncertainties and pressures.	3.23	1.193	0.800
Emotion Regulation	12. I usually feel depressed for one reason or the other.	3.59	1.172	0.637
	13. I feel happy and satisfied about my life.	3.01	1.134	0.732
	14. I can predict clearly whether my emotion is happy or sad.	2.93	1.198	0.766
	15. I am someone who is original and don't copy others.	3.26	1.013	0.549
	16. I am quite a cheerful and lively person	2.38	1.287	0.790
	17. I can win over stress without getting too nervous	2.44	1.217	0.765
	18. I manage my impulsive feelings and disappointing emotions well.	3.58	1.182	0.647
	19. I keep myself positive, composed and calm even in frustating situations.	3.08	1.384	0.856
	20. I think clearly and stay focused under pressure.	2.56	1.287	0.801
	21. I know how to keep myself calm in conflicting and upsetting problems.	2.49	1.251	0.666
	22. I get carried away with my imagination and daydreaming most often.	3.74	1.024	0.763
	23. I feel cool, relaxed & stress free most of the times.	2.52	1.287	0.801
	24. When I hear bad news, I usually cant control myself and feel sad and miserable.	3.28	1.268	0.442
	25. I can avoid external temptations in order to fulfil my dream.	3.10	1.076	0.763
	26. I smoothly handle multiple demands, shifting priorities and rapid change	3.12	1.252	0.641
Self Motivation	27. I am result-oriented with a high drive to meet objectives and goals	3.37	1.042	0.765
	28. I continuously learn in order to improve my performance.	2.50	1.350	0.701
	29. Before beginning something new, I usually feel that I will succeed.	2.93	1.298	0.806
	30. I pursue goals beyond what's required or expected of me.	3.15	1.183	0.776
	31. I am determined in achieving goals despite obstacles and setbacks.	1.67	1.158	0.890
	32. I possess good confidence in taking sole responsibility and taking decisions by my own.	2.50	1.228	0.778



	33. I hold myself accountable for meeting my objectives	2.59	1.179	0.706
	34. When working in team, I like to depend upon other's ideas than on my own.	3.02	1.097	0.693
	35. I am generally motivated to continue, even when situations become worse to handle.	2.17	1.247	0.944
SocialAwareness	36. I understand the way others think , feel and behave.	2.68	1.279	0.751
	37. People think that I am optimistic and self-confident person.	2.95	1.262	0.988
	38. Others think that I lack confidence in interacting with others.	2.50	1.228	0.778
	39. I show sensivity and understand others' point of view	3.02	1.097	0.693
	40. I recognise and reward people's strengths, accomplishments and developments.	1.94	1.155	0.788
	41. I respect and relate well to people from different backgrounds.	2.80	1.222	0.744
	42. I see variety in people as opportunity, creating an environment where diverse people can prosper.	2.42	1.216	0.763
	43. It's quite easy for me to understand the non verbal messages(facial expressions) of others.	3.25	1.013	0.548
	44. I can tell how others are feeling by listening to their tone of voice.	2.84	1.282	0.664
Social Skills	45. I am skilled at the art of convincing others	2.91	1.197	0.766
	46. I am easy to get friendly and possess good social skills.	2.57	1.305	0.776
	47. I promote open communication and ready to accept both bad and good news.	3.39	1.188	0.856
	48. I am extremely polite &respectful to others irrespective of the unfavourable circumsatnces.	2.67	1.329	0.774
	49. I handle difficult people and tense situations with diplomacy and tact.	2.88	1.346	0.832
	50. I encourage open discussion and debate.	3.09	1.302	0.776
	51. I look foward to relationships that are mutually useful.	2.62	1.254	0.872
	52. I look foward to relationships that are mutually useful.	2.51	1.354	0.836
	53. I keep others in a team and build a strong bond.	2.87	1.266	0.715
	54. I make and maintain personal friendships among work associates.	2.20	1.264	0.887
	55. I maintain a balance between work and relationships.	3.32	1.158	0.686
	56. I promote a friendly and cooperative climate	2.42	1.296	0.787
	57. I look for opportunities to work in a team.	2.66	1.328	0.773
	58. I find it difficult to get friendly with someone who is not known to me.	2.56	1.304	0.775
Emotional Receptivity	59. I like to cooperate with others in accomplishing a task.	2.36	1.288	0.780
	60. I help others in coming out of difficult situations.	2.41	1.352	0.834
	61. I extend support and advice to others when needed.	3.07	1.302	0.775
	62. Others find it comfortable to disclose their personal problems.	3.22	1.192	0.788
	63. I help other people feel better when they are	2.78	1.212	0.775



	in bad mood.			
	63. I offer useful feedback and identify people's needs for development	2.50	1.354	0.833
	64. I listen well, seek mutual understanding and fully welcome sharing of information.	2.61	1.243	0.780
	65. I guide the performance of others while holding them accountable	2.22	1.264	0.876
	66. I am more of a leader than a follower	3.31	1.156	0.684
	67. I act as a mediator in resolving conflict between two parties	2.29	1.208	0.855
	68. I can easily detect the differences between others' feeling and behaviors	2.40	1.292	0.780
	69. Its not easy for me to accurately relect people's feeling back to them.	2.46	1.192	0.698
Overall	69 items	203.6	54.32	0.97

Table 5. Reliability coefficients of EI (PcSc) scale-

EI DIMENSIONS		Reliability Coefficients
PART A (PERSONAL COMPETENCE	1.Self Awareness	.91
	2.self motivation	.78
	3.Emotion Regulation	.83
PART B (SOCIAL COMPETENCE)	1.Social awareness	.78
	2.Social skills	.89
	3.Emotional Receptivity	.86

CONCLUSION

The purpose of this study was to develop and validate an emotional intelligence scale EI(PcSc). This study examined the psychometric properties of the EI (PcSc) scale on a sample 200 teachers. The results of the study strongly predicted that the scale performs exceptionally well as a general measure of emotional intelligence with acceptable internal consistency and construct validity. The measure has excellent face-validity—with items chosen to reflect a very wide range of issues relevant to emotional intelligence.

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