

CONSTRUCTION AND VALIDATION OF INTERPERSONAL INTELLIGENCE SCALE FOR ADOLESCENTS

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Abstract

The study is to construct and validate a interpersonal intelligence scale (IIS). The scale has been constructed by Likert methods of summation to obtain a five point judgment of strongly disagree, disagree, undecided, agree, and strongly agree on each items. The final tool has 31 items related to interpersonal intelligence. Item analysis was done by item-total correlation method. The constructed tool had face and concurrent validity and the reliability was found to be 0.790.

Keywords: *Construction, Validation, Interpersonal Intelligence Scale, Adolescents.*

Introduction

Interpersonal intelligence is crucial due to the fact it may enhance how one communicates with others. It can also additionally assist one increase greater real friendships or grow to be a person that human beings can depend on for emotional help and stability. It also can assist make one greater appropriate for a number of professions that contain interacting with human beings. It also can assist make one greater appropriate for a number of professions that contain interacting with human beings. By definition, interpersonal intelligence is the capacity to apprehend and relate to a huge style of human beings. By growing one innate information of human beings and their feelings, having the ability to explicit one clearly, information the way to as it should be assert one need, influencing others and resolving conflict, one can also increase our interpersonal intelligence.

Objective of the Study

The objective of the study is to construct and validate the interpersonal intelligence scale for Adolescents.

Need for Measuring Proactive Attitude

Interpersonal intelligence is the ability to effectively communicate with others. It relates to a person's talent for relating to and understanding the motives and actions of others (Terrell, S, 2018). The following Interpersonal Intelligence Scale constructed and validated by various researchers were referred to: (1) Interpersonal Intelligence Scale (2018) (2) Interpersonal Intelligence Inventory (2018) and (3) Interpersonal Intelligence Scale (2019). These tools ensured the researchers to construct an Interpersonal Intelligence Scale as these tools are not suitable for the present study.

Construction of Interpersonal Intelligence Scale

In order to construct the tool at the preliminary stage, the investigator referred many books, consulted the experts, who are familiar with the attitude in various fields, and also reviewed literatures, and referred online resources and finally gathered information regarding interpersonal intelligence. As many as 100 items were framed with different dimensions. In consultation with the experts, some of the repeated items were deleted and hence the draft tool had 80 items.

Pilot Study

After the construction of the interpersonal intelligence scale, the investigators decided to administer the tool. The tool with 80 items was administered to 100 adolescent students randomly chosen from Senthil Murugan Government Girls Higher Secondary School, Tiruchendur in Thoothukudi district. The adolescents were asked to tick their response of the given statements in the given space. The filled up questionnaires were collected and scored in the order of 1 to 5. Scores obtained by each individual were used for item analysis.

Item Analysis

The total score of Interpersonal intelligence ranges between 80 and 400. Item total and the sum of each individual score were calculated and item-total correlation was found. The Item Total Correlation's value below 0.2 was deleted in the tool. Thus 49 items were removed from the tool. The final draft consists of 31 items. The items analysis for IIS was given below.

Interpersonal Intelligence Scale

Item Analysis Results (Method: Item Vs Total Product Moment Correlation)

Item No	γ value	Remarks	Item No	γ value	Remarks	Item No	γ value	Remarks	Item No	γ value	Remarks
Item1	0.108558	Detained	Item21	0.102321	Detained	Item41	0.314822	Selected	Item61	0.306202	Selected
Item2	0.150954	Detained	Item22	0.111943	Detained	Item42	0.104813	Detained	Item62	0.129764	Detained
Item3	0.463334	Selected	Item23	0.104962	Detained	Item43	0.122247	Detained	Item63	0.377851	Selected
Item4	0.210252	Selected	Item24	0.069282	Detained	Item44	0.130172	Detained	Item64	0.009601	Detained
Item5	0.12642	Detained	Item25	0.51489	Selected	Item45	0.44495	Selected	Item65	0.330984	Selected
Item6	0.13555	Detained	Item26	0.128017	Detained	Item46	0.310351	Selected	Item66	0.111129	Detained
Item7	0.544991	Selected	Item27	0.124355	Detained	Item47	0.461642	Selected	Item67	0.130898	Detained
Item8	0.071669	Detained	Item28	0.248995	Selected	Item48	-0.00671	Detained	Item68	0.005512	Detained
Item9	0.107092	Detained	Item29	0.489348	Selected	Item49	0.288215	Selected	Item69	0.310752	Selected
Item1	0.41952	Selected	Item30	0.148878	Detained	Item5	0.11916	Detained	Item70	0.10435	Detained

0	3				d	0	5			5	
Item1 1	0.39609 1	Selected	Item31	0.293525	Selecte d	Item5 1	0.12861 3	Detained	Item71	0.35365 6	Selected
Item1 2	0.11033 2	Detained	Item32	0.129782	Detaine d	Item5 2	0.07234 2	Detained	Item72	0.07682 5	Detained
Item1 3	0.53370 6	Selected	Item33	0.139394	Detaine d	Item5 3	0.26221 4	Selected	Item73	0.35760 1	Selected
Item1 4	0.13731 2	Detained	Item34	0.124359	Detaine d	Item5 4	0.10734 4	Detained	Item74	0.12277 2	Detained
Item1 5	0.56966 1	Selected	Item35	0.307188	Selecte d	Item5 5	0.11889 5	Detained	Item75	0.28038 3	Selected
Item1 6	- 0.24396	Detained	Item36	0.299433	Selecte d	Item5 6	0.01870 3	Detained	Item76	0.23207 7	Selected
Item1 7	0.14629 4	Detained	Item37	0.312584	Selecte d	Item5 7	0.15839 9	Detained	Item77	0.22428 2	Selected
Item1 8	0.31926 3	Selected	Item38	0.077463	Detaine d	Item5 8	0.10592 8	Detained	Item78	0.13168 2	Detained
Item1 9	0.11100 9	Detained	Item39	0.126554	Detaine d	Item5 9	0.04663 3	Detained	Item79	0.10927 5	Detained
Item2 0	0.0778	Detained	Item40	0.106862	Detaine d	Item6 0	0.21095 4	Selected	Item80	0.11019 1	Detained

Establishing the Validity

The validity of the tool can be found in different methods. For the tool, IIS, the investigator established the face and concurrent validities.

Face Validity

The tool IIS was given to the subject experts in the field of education and their opinions were obtained. Necessary rewording and rephrasing of the items in the scale were done with the help of the experts.

Concurrent Validity

The final tool of interpersonal intelligence scale with 31 items has been administered to 100 adolescent students of Senthil Murugan Government Girls Higher Secondary School, Tiruchendur of Thoothukudi district. In addition to the self-made tool of interpersonal intelligence scale, the standardized tool Sudhakar and Magalingam interpersonal intelligence Scale with 29 items was administered to the adolescent students in order to establish the concurrent validity and the correlation between two scores was found by Pearson Product Moment Correlation. The value of concurrent validity is 0.915438.

Establishing Reliability

Test and Retest Method

To find out the tool reliability, the draft tool with 31 items was administered to the randomly selected 100 adolescent students of Senthil Murugan Government Girls Higher Secondary School, Tiruchendur of Thoothukudi district. After 10 days of interval, the same tool was administered to the same group of adolescents of the same school. After the collection of the data, the correlation between the two scores was found. The reliability coefficient was found to be 0.790.

Final Tool

The final tool contained 31 items in which 7 items to empathy, 5 items to interactivity, 7 items to amiability, 5 items to sensitivity and 7 items to perspicacity respectively. The responses to the tool were comforted on a 5 point scale of strongly disagree, disagree, undecided, agree, and strongly agree on each items. The responses were given the score of 1, 2, 3, 4, 5 for negative statement and 5, 4, 3, 2, 1 for positive statement.

Sl.No	ITEMS	1	2	3	4	5
1	I can sense the feelings, even if the peers do not tell me.					
2	Sometimes I don't feel sorry for other people when they are having problems.					
3	When someone else is feeling excited, I tend to get excited too.					
4	It upsets me when someone is being treated disrespectfully.					
5	When I'm reading a story book, I think about how I would react if I was one of those characters.					
6	When a friend is sad, I try to make him/her to be happy.					
7	I have told my friends "not to get upset for anything" or "stop to worry".					
8	When I don't understand what a teacher teaches, then I will ask questions to teacher in the classroom conversation.					
9	I can avoid or change the topic when someone comes up with their own ideas.					
10	While I'm speaking, It is easy for me to recognize the reaction of others.					
11	In the conversation, I take care about things of interest to both myself and the other person.					
12	Before forgetting anything, I want to convey it to others by interrupting them.					
13	I enjoy socializing with my friends.					
14	I would be better in discussing the problem of friends by respecting their feelings rather than giving practical solutions.					
15	I have a warm relationship with my parents/care giver.					
16	If I moved to a new area, I would put more effort to make new friends.					
17	When I have a personal problem, I feel that it is better to share it with a friend.					
18	My friends express that I am an easy-going and friendly person.					
19	I have the assurance that my friends will support me if I am in difficulty					
20	While playing with my peers, I compete with them without nervous or shaky.					

21	If I feel criminal in the society, then It would scare me.						
22	I feel meaningless if there is no improvement in my group activities.						
23	I should know what I receive through emotional learning in my classroom.						
24	If I lose the trust of my neighbor, then I would feel that my work as a friend would be meaningless.						
25	While teaching other group, I can understand the challenges in it.						
26	I understand giving priority to the handicap students is a good habit.						
27	Always I can understand the teacher's thoughts.						
28	I am interested to understand the behavior of my friends						
29	I can understand the conflicts among friends.						
30	I don't like to understand the circumstance before I take any decisions.						
31	I search friend to offer me guidance when I'm stress.						

Conclusion

The investigators constructed and standardized a tool for interpersonal intelligence. This tool can be used by all the researchers to find out the interpersonal intelligence and to analyze the various factors associated with it, so that the necessary steps can be taken to overcome the barriers. The investigators have a belief that this interpersonal intelligence scale will be beneficial for school adolescents.

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