

ISSN 0022 - 3972

Journal of

Psychological Researches

An International Journal

Volume No.48 No.2
August, 2004

THE MADRAS PSYCHOLOGY SOCIETY
CHENNAI, INDIA.

EMOTIONAL COMPETENCY SCALE - VALIDATION II

Latha *

ABSTRACT

The purpose of this study was to assess the reliability, validity and utility of the Emotional competency scale (ECS), which is a measure of emotion related skills in an individual. The "Emotional Competency Scale" was constructed and initially validated by the author. The factor analysis of 52-item version of the Scale resulted in 2 major components emotional competency and emotional incompetence. This resulted in 37 items of which 25 items measured directly the competency and remaining 12 items measuring emotional sensitivity & reactivity. The reliability measures and concurrent validity of the 37-item scale established on multiple representative samples, is reported in this article. The Questionnaire is validated against Hardiness scale, Intelligence scale. The relation between Scores on Emotional Competency and Job performance is also evaluated. The finding reveals a stable, internally consistent measure of Emotional Competency and a sensitive tool. Further, the competence profile of different professional is presented.

INTRODUCTION

Emotional Intelligence or Competence is a crucial dimension of human personality, which gives a person a competitive edge over others. To be successful in any organizations, it is not enough if a person has technical or knowledge skills but to be a "top person", one must be emotionally smart. The latter is the new yardstick to Judge the likely candidate to be selected, recruited, promoted and identified for organizational effectiveness.

Emotional Management or awareness is the key factor in emotional intelligence. But it doesn't mean emotional suppression or sensitivity. How a person accepts criticisms, feedback, hurts, failures or successes, flattery etc., are all-important aspects, which determine the competence. It is not

merely cynicism or cautiousness. A truly competent person expresses feelings appropriately and adequately. Adaptability, empathy, skills in solving disagreements, ability to take initiative, sustains interest and enthusiasms are all sought after skills by the corporate while hiring people. Effective performance in one's career is directly linked to the emotional competence. Emotional Intelligence is a type of social intelligence that involves ability to monitor one's own & other's emotions, to discriminate between emotions and use information effectively to guide one's thinking and actions.

It is often proved that those who fail on Job or who change Jobs are high on IQ & expertise but low on emotional Intelligence. The best part of emotional competence is that it can be acquired and improved in the course of life experiences. The competency level and nature may vary in various Job situations and work culture. For example a doctor must be most empathetic, and a manager/leader needs to be more influential. The components of what really constitutes emotional intelligence are still a researchable issue. Similarly the assessment of emotional intelligence is approached either through objective measures as a 'skill' or as an ability' Or through questionnaires as a "personality Trait". (Nutankumar Thingujam, 2002).

Realising the importance of assessing Emotional Competency a Questionnaire was initially constructed and factorial validity was established. The original Emotional Competency Scale consisting of 51 items was administered to a sample of 510 Software Engineers. They were selected randomly from well-known Software Companies in Chennai.

Data was analyzed; two factors emerged with significant loadings on 37 items. The first factor consisted of 25 items measuring directly the emotional competency, the second factor consisting of 12 items measured incompetence in

emotional sphere. (Latha, Rajini, et al. 2002) The present study focus to establish the reliability & validity of the finalized 37 items version, the addition of lie scale and the emerging profile of emotional competence in different samples.

Addition of the Lie Scale:

Emotional Stability or Maturity is a Construct which has high social desirability value. When this competence is measured as a personality state or trait there will be a bias in responses. Therefore, a need was felt to have a lie scale to understand this set in the respondents before the scores are taken for consideration. Eight items were added to the 37-item version of the scale. These items were either a idealistically positive dispositions or highly negative tendencies. It either way sensitizes a respondent to react favorably or unfavorably to the statements. A person who is able to moderate his Responses without becoming overly sensitive or repressive is considered as realistically oriented. Extreme responses indicate the influence of Social desirability set.

The 45 item version of the emotional competence scale with the eight items of lie Scale was administered to different representative samples.

Study-1

METHOD

This scale was initially administered to a sample of 600 software employees. The mean age of the group being 35.21 years and an SD of 10.47.

Two other Psychological tools measuring cognitive and personality traits were also simultaneously administered. Cognitive ability was measured by using Advanced Progressive Matrices and attitude by short version of Hardiness scale. In addition to these employees technical performance were objectively rated by their superiors, on a 5 point rating scale. Ratings ranging from very poor to excellent was included as performance criteria. The data on this sample were analyzed to establish reliability and concurrent validity for the 37 item version of the scale.

Reliability Analysis:

The standardized alpha for the 37 item version of Emotional Competency Inventory was found to be 0.85 and it was 0.89 when lie scale was also added in the analysis. The internal consistency of the questionnaire is found to be high. Generally an alpha Co-efficient of 0.70 is considered as a highly dependable scale. The questionnaire was tested for the stability of the scores using test re test method on a sample of 28 students. Giving one-week interval between tests. Using product moment correlation a test - retest reliability co-efficient of 0.76 was obtained. Showing a very high dependability of the scores of the scale. On another sample of adults (N=56), giving two month interval between pre and post test a stability coefficient of 0.31 was obtained. ($p < .01$).

TABLE - 1

showing the reliability coefficients

Type of Reliability	Items	Correlation Coefficient
Cronbach Alpha	37	0.85
Cronbach Alpha	45	0.89
Test-Retest	37	0.76
Test-Retest	45	0.31

Concurrent Validity:

The questionnaire has been validated against two variables, Hardiness and intelligence. Kobasa and Maddi (1991), authors of the concept hardiness state that it expresses psychological vitality and enhanced performance. Hardiness is a cognitive attitude studied widely in relation to stress - Health research. It consists of 3 components i.e. Commitment, Challenge, and Control. i.e. a proactive attitude to various life situations. Research evidence has shown that hardy people to be less Psychologically and Physiologically reactive. Optimism, Positive outlook to life is some of the variables associated with hardy personality (Scheier, and Carver, 1989). The aforesaid factors have positive link with the competencies, underlying the emotional competency inventory. Emotional Stability, Optimism, Positive Orientations, Proactivity are

Emotional Competency Scale - Validation II

interrelated. Thus it was hypothesized that high scorers on hardiness scale (Padus, 1995) must be higher on emotional competency.

Emotional competence and Hardiness

Based on the first and third Quartiles the sample was divided into high - low hardiness. A score below 4 as low hardy and a score 9 and above were grouped as highly hardy.

The rest of the sample constituted the moderate group. It was hypothesized that high hardy and low hardy subjects do differ in their emotional competency scores.

TABLE -2

showing the relationship between Hardiness & scores on the emotional competence scale.

Sl.No	Hardiness	N	Mean score On ECI	SD
1	Low Hardy	138	78.55	7.11
2	Mod Hardy	206	80.28	6.01
3	High Hardy	148	80.72	7.74

Between 1&3 t value=2.78, $P < .01$

Results show that mean ECI score of the low hardy people are significantly lower than higher hardy group. ($P < .01$). However, there was no significant difference between moderate to higher level of hardiness in their emotional competency.

TABLE -3

showing the significance of difference in hardiness scores among high and low scorers on emotional competence.

Level of ECI	N	Mean score Hardiness	SD	t	Sig.
High Score on ECI	129	7.41	3.55	3.63	0.001
Low Score on ECI	129	5.76	3.75		

The ECI is sensitive enough to discriminate the competencies of the individuals in terms of Commitment, Challenge and Control. The highly hardy group showing more positive outlook to life is also found to be more emotionally competent. The findings here suggest the possible relation between higher emotional competency and resilience and the sensitivity of the emotional competency inventory to differentiate the extreme scores on hardiness.

This is further substantiated when the ECI score of the group was divided into higher and lower quartile and their mean hardiness scores were computed it was found that emotionally competent individuals had significantly higher scores on hardiness. The low scorers had average hardiness score of 5.76.

Divergent Validity

All the empirical evidence on Emotional Quotient points to the fact that EQ is different from IQ. The latter being the cognitive component is completely different from the emotional dimension. The literature emphasizes a divergent relation between these two factors.

TABLE -4

the scores on emotional competency scale of high and low scorers on Progressive matrices.

Level of Intelligence	N	Mean of ECI	SD
75 th percentile	142	79.41	8.19
Above 75 th percentile	146	79.45	6.84

The above table reveals that irrespective of the levels of IQ, the mean ECS scores of the two independent samples remain the same. Thus the intelligence and emotions are two different components, which may not be related.

Emotional Competency & Job performance

The performance rating of the 245 people were compared with their emotional competency. Group I consisted of people who were low on ECI (N=68), their mean scores on emotional

competence scale was 77 and below. Group 2 consisted of Moderate scorers on ECI, the range was 78-84 (n=112). Group 3 consisted of Higher EC scores whose score was 85 and above. The following table gives the mean scores on performance appraisals by the superiors for the three groups.

TABLE -5
showing the performance appraisal scores of subjects at different emotional competence levels.

Group	N	Mean Rating	SD
G1	68	3.92	1.21
G2	112	3.93	1.25
G3	65	4.09	1.23

The 3 groups do not differ significantly on Job performance as rated by their own superiors. Performance rating was equal for 3 groups. There is a need for more objective performance appraisal to see the relationship between Emotional Competency and performance. Even though emotional intelligence is linked to job success and effectiveness, the findings in this study do not show any positive relation between the two factors. The findings of this study is similar to that of Slaski and Cartwright (2003), who also reported an insignificant relation between the emotional intelligence and performance effectiveness among a group of managers who were exposed to emotional intelligence training. There is a need for using other appropriate measures of performance and productivity.

AGE AND EMOTIONAL COMPETENCE:

Emotional competence is found to be significantly related to biological maturity. As the age increases it is observed that people become more emotionally regulated and complacent. This has been demonstrated in many other questionnaires measuring emotional traits such as, anger, depression, mood status etc. It was observed in the present study that mean scores on competency increased for the older subjects than younger ones. The following table gives the distribution of the raw scores and its interpretation for different age groups.

TABLE- 6
showing the emotional competence scores in relation to age

Age groups	Scores	Interpretations
25-34	< 69	Low
	70-83	Moderate
	> 83	High
35-54	<72	Low
	73-85	Moderate
	> 86	High
55 & above	<87	Low
	88-91	Moderate
	> 92	High

STUDY 2

Emotional competence in Professional and nonprofessional groups:

Emotional competence is a learned capability based on emotional intelligence that results in outstanding performances at work. Work itself provides an opportunity for individuals to understand and regulate their emotions. Across many occupational roles, the appropriate expressions of emotional feelings, and exhibiting an ability to transact with others in a competent way are expected of employees in all the organizations. Different roles require different frequency, intensity and display of variety of emotions. This is called as Emotional Labour (Brotheridge and Lee, 2003). A difference in the felt and displayed emotions, i.e., incompatibility between actual emotional feelings and job required emotions could cause emotional dissonance. Sometimes it is also called Emotional Faking. Studies suggest that workers need to master the ways emotions are experienced and expressed in workplace to be successful in their job. In many jobs, the workers or employees may develop their "skills" in emotional labour by identifying with the job. People working with children, patients may experience more empathy, love, care and compassion. Therefore they are likely to experience more positive emotions whereas people who are

in competitive jobs, where their role requires to be highly aggressive, tensed and a sense of time urgency is involved are more likely to experience greater negative emotions. Therefore, the latter's job accentuate these reactivity and sensitivity and thus may show a lower level of competence.

Studies on executives, managers, teachers (Rohini,2002 , Einstein,2002 ,Agut,& Gran.2003) have shown that each job requires a different level of competences in dealing with others. The need for the Soft Skills in those people who are in health care industry is different from those in other technical or service industry. Thus an effort was made to include multiple work groups to analyze the level of emotional competencies.

The Results reveal that the health care professionals are more competent in understanding and regulating their emotions than the other groups. People who are in healing professions, who deal with the emotional and spiritual needs of the patients are more likely to

internalize the positive affect in themselves and are adept at understanding and regulating emotions in themselves and others. Whereas workers in teaching professions as well as marketing are relatively low scorers on emotional competence. The mean scores on the Table 7 indicate that emotional competence is related to nature of work. Work itself can also influence the competence level. The Findings support the ideas that there are some work, which involves more frequent use of emotional behaviors, which fosters positive emotions and emotional well-being in others.(Strazdins, 2000) These roles also build positive interpersonal relationship. Thus to a large extent, the type of work role structures the emotional tones and expressions of the people. The Lie Scale scores are again found to be higher among health care professionals than others. There is a possibility that Emotional competence Scale may be highly positively loaded evaluation tool, which may trigger the tendency to project oneself positively. There is a need to further study

Table -7

Showing average Scores On Emotional competence in different work Groups

Groups		N	Mean Age	SD	Mean ECI	SD	Mean Lie Score	SD
1.	Yoga Therapists	42	42.00	10.47	115.07	9.36	27.28	2.87
2.	Physicians	60	39.19	11.96	107.40	7.11	26.05	2.76
3.	Psychologists	29	35.93	10.49	114.34	9.82	26.27	2.18
4.	Nurses & Physiotherapists	30	34.53	8.85	102.97	5.87	25.53	2.88
5.	Lectures	30	38.03	9.71	106.20	7.50	22.9	5.60
6.	Sales Personnel's	30	27.10	6.70	93.70	7.30	23.1	3.90
7.	Professional Course Students	40	22.90	1.77	101.35	12.26	13.98	3.06
8.	Non Professional Course Students		21.70	1.77	98.98	7.08	15.78	3.91

F value =13.46 P < 0.01

the contribution of lie scale to the total scores on Emotional competence Scores.

CONCLUSIONS

The Emotional Competence scale is a reliable and stable measure of emotional awareness, regulation in self and others. This focuses on the positive psychological feelings and states rather than the negative emotions. Emotional competence is a skill acquired with various life experiences and can be developed. The work roles and status can influence the emotional competencies. The emotional competence scale can sensitively identify the emotional profiles of people in different professions.

REFERENCES

- Agut.S and Gran.K (2003)** Competence need Among Managers from Spanish Hotels and restaurants and their Training Demands. *International Journal of Hospitality Management*. Volume 21.
- Britheridge.M.C. and Raymond.T.Lee (2003)** Development and Validation of the Emotional labor Scale. *Journal of Occupational and Organisational Psychology*. 76,365-379.
- Einstien.A.J.(2002)** Study of the Emotional competence and Reactivity of Teachers .Unpublished project Report (M phil in Psychology) submitted to the University Of Madras.
- Kobbasa & Maddi , Kahn.S(1991)** Hardiness and Health. in *Personality and stress: individual differences in stress process* Edited by Cary.L Cooper and R .Payne, John Wiley and Sons, Chicester.
- Latha, Rajini Sriram,V.Surendran and Suresh,A.(2002)** Emotional Competence Scale: Development and Initial Validation. *Journal of Psychological Researches*. Volume 46,No 1& 2,Pages 5-10.
- Nutankumar S. Thingujam (2002)** Emotional Intelligence:What is the Evidence? *Journal Of Psychological Studies*. Volume 47,No(1-3).
- Padus ,E (1995)** The Complete Guide To your Emotions and your Health. Rajendra Publishing house Pvt Ltd, Bombay.
- Rohini (2002)** The Emotional Intelligence among Middle level Executives of Government and Private Organisations. Unpublished Msc Thesis in Psychology Submitted to the University of Madras.
- Scheier,M.F. and Carver,C.S.(1989)** Dispositional Optimism and Physical Well-being : Special Issue on Personality and Health. *Journal Of Personality*, June, Volume 55,Pages 169-210.
- Slaski, M and Cartwright, S (2003)** Emotional Intelligence training and its implications for Stress ,Health and Performance. *Stress And Health*, No 19. Pages 233-239.
- Strazdins.M.Lyndall (2000)** Integrating Emotions: Multiple role measurement of emotional Work. *Australian Journal Of Psychology*. Volume 52,No 1.

Journal no. 1
No of pages - 6

ATTENTION! ATTENTION!! ATTENTION!!!

FOREIGN SUBSCRIBERS

*Subscribe Directly
to the Journals published
by the Madras Psychology Society.*

Concession Available upto 50%

Contact :

MADRAS PSYCHOLOGY SOCIETY
New No.28, 8th Cross, West Shenoy Nagar
Chennai - 600 030. INDIA.
E-mail : arulkali@yahoo.com.

**PSYCHOLOGY FOR EFFECTIVE LIVING - BEHAVIOUR
MODIFICATION, GUIDANCE, COUNSELLING AND YOGA**

AUTHORS :

V.D. SWAMINATHAN AND K.V. KALIAPPAN
1st Edition - 1997; 2nd Edition - 2001

This book has been awarded
**NARAYANASAMY - SUBBAMMAL EDUCATIONAL TRUST'S
BEST BOOK AWARD FOR THE YEAR 2002**

The book covers (1) Introduction, (2) Assessment Techniques, (3) Behavioural Counselling, (4) Relaxation Techniques, (5) Systematic Desensitization, (6) Assertion Training, (7) Operant Conditioning Techniques, (8) Cognitive Behaviour Modification, (9) Educational Guidance and (10) Yoga and Pranayama as Therapeutic Technique. This book has been written for those who are keen on promoting peace in one's self and around, for effective living in this technologically sophisticated world.

Price : Rs.100.00

(Us.\$ 25.00)

Pages : 109

Mode of Payment : Only through Demand Draft in favour of: The Madras Psychology Society.

Page - 9
③ Page