

Construction And Validity Testing Of Contents For Practitioner Encouragement Of Emotional Intelligence Module (EeiM)

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Abstract

This study aimed to test the validity of the content panel module practitioner for the Encouragement of Emotional Intelligence Module (EeiM). PKe module has five main strategies Strategy 1: Introduction to Emotional Intelligence, Strategy 2: Recognize Self-Emotions, Strategy 3: Development of Self-Management, Strategy 4: Development of Social Skills Efficiency and Strategy 5: Development of Social Skills. This module contains 5 major strategy and 20 self-initiated activity for 19 hours and 45 minutes. The implementation of this module focuses on the application of the concepts, principles and techniques of character development in a systematic and practical based Goleman Mixed Emotional Intelligence Model. The instrument used was a validity questionnaire of the module based on the recommendations of Russell (1974) and suitability questionnaire sessions and activities in accordance with the recommendations of Mohammad Aziz Shah (2010). For content validity, as many as 10 people have been judging panel practitioner for EeiM. The data obtained showed the validity of the content module according to Russel (1974) was 88.4% (.884). Next, the content validity and appropriateness of the proposed activity session by Mohammad Aziz Shah (2010) has gained in value by 89% (.890). Thus, this module can be accepted for application in human character development program.

Keywords: Content validity, Suitability sessions and activities, Encouragement of Emotional Intelligence Module (EeiM)

Introduction

The word emotion comes from the Greek word '*emovere*' which means 'to get out'. Emotions will be highlighted out as a form of satisfaction of an individual. According to Mahmood Nazar (1990), he defines emotion as a condition experienced by humans involving several changes of physiological processes, and psychological self. Mayer and Cobb (2000) defined emotional intelligence (Ei) as the ability to process information related to emotion and defines the perceptions, attitudes, and also harbored feelings of emotional

management. The term *emotional intelligence* was introduced by Salovey and Mayer in 1990. Ei can be associated with two types of competence of personal competence and social competence. Both of these competencies are represented by five domains such as awareness of oneself (self-awareness), the ability to control themselves (self-regulation), the ability to motivate yourself (self-motivation), empathy (empathy), and social skills (social skills). For Thorndike (1920), the Ei of human emotions is related to the concept of social intelligence (SI).

According to Goleman (1995), 80 per cent of an individual's success is determined by Ei as compared with Intellectual Intelligence (Ii), which contributed only 20 percent. Ei have a very strong relationship with the "mind maps" (*mind map*). Therefore Ei will help someone in associating the new information they learned with the experiences that have been gained. He also noted that the Ei that will help in motivating themselves, strengthen resilience in the face of any kind of failure, and can control their emotions. In addition it will help in establishing good relations and friendly with other individuals in the vicinity of schools, institutions and workplaces.

Existence Ei arising as a result of a study of two psychology (Brackett, et al., 2011). Ei is crucial in the development of the individual self. Goleman (1995), explains that individuals who have a low level of Ei is an individual who is not able to diagnose and monitor the internal environment of self and others. Brackett et al. (2011) has shown that the ability to manage emotions, whether positive or negative inherent in attempting to influence on any action taken.

In conclusion, this study was carried out to form a Eei Module tools and can be applied to all target groups regardless of time and place. Integrated psychological intervention and counseling (systemic, cognitive, emotional and behavioral) is the hardest and new techniques in Eei module to be developed either in *hard copy* or *soft copy*.

Method

This research is descriptive and pilot aims to develop and test the validity of Ei module. Quantitative study design, descriptive approach involving the validity of the analysis, and correlation analysis module item carried. Thus, this program involves two (2) phases: Phase 1 survey: a preliminary library study review to identify and evaluate literature, theory and best model in shaping the concepts contained in Eei module. Phase 2: a review to examine the validity and reliability of the Eei module.

Sample and Procedure: This study focuses on ten modules practitioners that can run a module to provide legitimacy through questionnaires given. The study was conducted in schools around the district of Ipoh, Perak.

Measurement Ratings: There are two questionnaires were used to collect data content validity of the questionnaire by Russel (1974) and suitability questionnaire sessions and activities by Mohammad Aziz Shah (2010).

Analysis: Analysis of the data used in this research is descriptive analysis. Data analysis is to look at the percentage of content validity and appropriateness of the coefficient of sessions and activities are evaluated by an expert appraisal module.

Results

Findings Phase 1: Construction Eei Module

Eei module construction is based on a literature review to identify and evaluate literature, theory and best model in shaping the concepts contained in Eei module. In this section, the main focus of the study was the construction of the module, constructs and sub-constructs a module based on previous studies, books, scientific journals and interviews with prominent figures from the fields of education, character development, Ei, psychological and counseling. Five strategies that contains 20 activities that were contained in the module. Strategy 1 to 4 strategy consists of three activities, while strategy 5 contains eight events.

Findings of Phase 2: Module Content Validity Encouragement of Emotional Intelligence (Eei) by Proposition Russel (1974)

Table 1: The percentage of the validity and content validity to the view of practitioners Encouragement of Emotional Intelligence Mdule (EeiM) by Proposition Russel (1974)

Num.	Statement	Content Validity Percent	Expert Views
1.	Module content Encouragement of Emotional Intelligence (Eei) This kept the target population	90%	accepted
2.	Module content Encouragement of Emotional Intelligence (Eei) can be implemented properly	88%	accepted
3.	Module content Encouragement of Emotional Intelligence (Eei) is compatible with the allotted time	91%	accepted
4.	Module content Encouragement of Emotional Intelligence (Eei) can enhance character development	86%	accepted
5.	Module content Encouragement of Emotional Intelligence (Eei) this can be a strategy for the development of character in terms of recognizing emotions, self-management, social competence, and social skills	87%	accepted
Module Overview		88.4%	Accepted

Table 1 above shows the validity of the content validity values obtained have good content and high as above 60%. Mostly acquire the validity of the content of 60% and above. Overall the validity of the content was 88.4% corresponding to the cumulative value of 0.884.

Findings of Phase 2: The coefficient of Compliance Sessions and Events Encouragement of Emotional Intelligence Module (EeiM) By Mohammad Aziz Shah (2010)

Table 2: The validity coefficient Compliance Module Sessions and Activities Encouragement of Emotional Intelligence (Eei) Based Assessment Practitioner Modules By Mohammad Aziz Shah (2010)

Strategy	Activity	Total Score	Validity Percentage	Expert Views
1	Introduction Wisdom Emotions	266	88.7%	accepted
	Activity 1: Introduction to Emotional Intelligence (Ei)	88	88.0%	accepted
	Activity 2: Recognize Emotional Intelligence (Ei)	89	89.0%	accepted
	Activity 3: Understanding Emotional Intelligence (Ei) Components	89	89.0%	accepted
2	Recognizing Emotions Self	269	89.7%	accepted
	Activity 1: Identifying Your Emotional Awareness	91	91.0%	accepted
	Activity 2: Identifying Strengths and Weaknesses of Self	89	89.0%	accepted
	Activity 3: Increasing Self Confidence	89	89.0%	accepted
3	Self-Management Development	264	88.0%	accepted
	Activity 1: Increase Control Emotions	92	92.0%	accepted
	Activity 2: Instill Trust and Defensive Stance	87	87.0%	accepted
	Activity 3: Instill Flexible attitude and dedication	85	85.0%	accepted
4	Development of Social Skills	262	87.3%	accepted
	Activity 1: Increase Empathy	86	86.0%	accepted
	Activity 2: Sensitive Dynamic Group	87	87.0%	accepted
	Activity 3: Focus on Needs	89	89.0%	accepted
5	Development of Social Skills	719	89.9%	accepted
	Activity 1: Helping Others	92	92.0%	accepted
	Activity 2: Increase Effective Leadership	90	90.0%	accepted
	Activity 3: Improving Management Skills	90	90.0%	accepted
	Activity 4: Improving Skills Debate and argument	92	92.0%	accepted

Activity 5: Enhancing Skills Affect	90	90.0%	accepted
Activity 6: Rise of Interpersonal Communication	89	89.0%	accepted
Activity 7: Ability Nourish and Build Good Relations	87	87.0%	accepted
Activity 8: Enhance Skills and Group Work	89	89.0%	accepted
Overall Activity Module	1780	89.0%	Accepted

Table 2 above shows the total score, the percentage of legality and practitioner views on the appropriateness of sessions and activities which have been obtained from 10 people practitioner panel comprising a school counselor. Total score overall validity and appropriateness of the activities acquired session was in 1780 that brought the percentage of 89% (.890). This module practitioner views received and all the strategy shows that the percentage of high validity exceeds 70%. It shows all of the activities in this module can be implemented properly.

Discussion

Construction of Eei is based on the analysis of the text of the books of Ei such as Goleman (1995), Elizabeth (1973), Kholberg (1969), Perry (1970), Salovey et al (1993), Mahmood Nazar (1990), Mohd Azhar (2004) and Ismail (2005). Russel Model (1974) and Mohammad Aziz Shah (2010) is used as a guide to establish the Eei module. The findings showed that sub-module is built on five main strategies strategy 1: Introduction to Emotional Intelligence, Strategy 2: Recognize Emotions Self, Strategy 3: Development of Self-Management, Strategy 4: Development of Social Skills and Strategy 5: Development of Social Skills. Each strategy contains a period, the number of participants, venue, and the equipment used needs, objectives, implementation process and philosophy of teaching.

Researchers have selected 10 practitioners in the field of Ei and control activities to assess the validity of the content of Eei module. The results showed the validity coefficients obtained from a panel of practitioners is 0.884 while the validity coefficient of concordance sessions and activities module Eei is 0.890. In addition to assessing the panel practitioner also gave some suggestions for improvement in writing for improving existing modules.

Eei Module is built on the theoretical dimensions of the Mixed Ei introduced by Goleman. The concepts of this theory Ei translated into modules so easy to apply to the real situation. Translation via module will make it easier for counselors, facilitators, users, and students to better understand the dimensions of Ei.

The study only focused on the development and construction of the validity of the Eei module for students Character Development, Public and Civil Servants in Malaysia. Activities

available in Eei Module was designed based on the dimensions of Ei Mixed Model introduced by Goleman. Each constructs that exist in Mixed Model Ei have been detailed to enable interpreted in the context of the theory and practice activities.

Research and development policy module based on Mixed Ei Model Goleman or models Ei others still less was done in Malaysia. The researchers focused on studying the modules in the form of counseling and programs. This shows that the construction Eei Module is a positive effort in developing a person's character.

The study found that the construction module, strategy and activities of the module gain high reliability. This implies that the critics have a high validity for the next module proves that the construction of this module is built on the foundation dimensions coincide and detailed Mixed Ei presented by Goleman (1998). The high content validity also prove Eei Module construction standards really theoretical, travel strategies and activities that can measure the constructs should be measured (Sidek, 2005).

Both aspects of the assessment of the validity of the content measured based on the method of valuation practitioners Russel (1974) and based assessment strategies and activities by Mohammad Aziz Shah (2010) obtained a high validity. This proves that practitioners agree that this module qualifies module construction. The results showed that all practitioners agree on charging module evaluators Eei is organized, has a relationship between one sessions to the next session and based on the dimensions Ei. Issues raised by the evaluator's practitioners are the aspects of the assessment process for each activity to enhance better understanding. Moreover, they also suggest that activity in this module should be further streamlined implementation. They also suggested that adding more elements that could be of interest.

This module is suitable for testing the development of character in terms of recognizing emotions, self-management, social competence and social skills by using the strategies and activities that are available in the content Eei module. The proposed research will be the study is recommended to perform validity and reliability by making the validity of the content modules and a pilot study to obtain consistency coefficients. Then, experimental studies should also be conducted to see the effect module on emotional intelligence and character development of participants in each of the strategies and activities contained in the Eei. This is because, Ei can promote the development of character in terms of recognizing emotions, self-management, social competence and social skills. In addition, Ei is not only contributing to job satisfaction but also to contribute to the physical, social and spiritual environment in one's career (Salim et al., 2012 and Syed Sofian et al. 2012). Therefore, It would be better if the research will be able to study aspects of Ei is.

Conclusion

Based on the research conducted, the results show that the Eei is an effective method to promote the development of character. Eei has sub content constructs that can be used by the participants who want to upgrade to a more positive character development. The study showed that counselors can also use this module in school activities or outdoor activities. In addition, this study may also contribute to the training of educational counselors in Malaysia. Recommendations for future research is more focused on effectiveness Eei on the development of character.

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