



Full Length Research Paper

Codification of Daniel Goleman Scale for emotional intelligence to students at Jordanian Universities

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This study attempts to codify "Daniel Goleman," scale of emotional intelligence to the students of Princess Alia university college in Jordan, as this scale has some features such as the liberation of the impact of culture and language. After bringing the scale from previous studies from the Internet, the theoretical side of the scale has been translated and a modified copy was designed. The scale was applied to a sample of (1052) students at Princess Alia University college /Al Balqa Applied University. To answer the questions of the study a number of statistical analysis was conducted to check the effectiveness of the paragraphs of the scale through the extraction of difficulty and differentiation factors of the different levels of the general point average and total sample, and the coefficient correlation with the total score by dual private sequence correlation. The psychometric scale properties, first extract the reliability using Kr20 equation to calculate the internal consistency between paragraphs, the validity of the scale also was measured using formative validity through differentiation rates by tracking the increase in the means and standard deviations of the thirteen categories of the general point average (GPA). Based on previous results of the analysis, the effectiveness of the scale paragraphs has been proven in terms of difficulty and differentiation coefficients, and Daniel Goleman scale has got high psychometric characteristics (reliability, validity) in a sign that the scale is suitable for application with a university education students in Jordan. As a result, because IQ tests modification requires collective work, I recommend that the Ministry of Higher Education to adopt a draft collective work to modify Daniel Goleman scale for different categories of students to take advantage of them in counseling students operations.

Key words: Daniel Golman scale, emotional intelligence

INTRODUCTION

As a result of the tremendous development in the field of communication technology and the dissemination of information, and in many other areas of life, the present era imposed many challenges on the human being. These challenges address several levels. At the self-level, the individual requires tremendous efforts to achieve himself and prove his abilities in a world full of diversity and different competition requires the need to work on understanding his own emotions and controlling the components of his conscience, understanding his distinctive abilities and working to develop them in accordance with what is required by the current situations, as well as possess the skill to understand the

emotions of others and the ability to adapt and manage the psychological pressure. The development of these skills is only an integral part of the development of emotional intelligence skills, which are defined as "the ability of the individual to be aware of his feelings and emotions and feelings of others and emotions and control and discrimination between them and use this information to be directed to his thinking and actions"(Salovey, mayer, 1990). It is no secret that education is inadequate in its traditional methods, which work to fill the mind with information and the need to prepare the individual for a complex and sophisticated life at all levels.

Golman (1995) confirmed the concept of having two minds, one emotional and one mental and how they together shape our destiny, showing the precise mechanics of emotionlessness and tyranny over the mind, and how our success in establishing good relationships within the framework and outside, Carrie and Goldman argue that excellence in work is more associated with emotional intelligence more than its association with cognitive intelligence and knowledge.

The analyst of psychological heritage finds that emotional intelligence has extended roots in the theories of psychology such as the concept of social intelligence that Thorndik defined in 1920, as "the ability to understand individuals (Women, men and children) and deal with them within human relations, "and when Gardner 1983, cited whose theory of multiple intelligences in his book (frames of the mind), in which he pointed to several types of intelligence, and those types of the kind that is included in the current study an emotional intelligence, which includes two types of intelligence intersect with so-called emotional intelligence, Social intelligence and personal intelligence (Marzouk, 2005).

On the other hand, it is possible that the conscience contributes to the rationalization of thinking, good mood enhances creativity and solves problems, and positive emotions help the individual to classify and organize information (Al Khader, 2002).

Because of this, many studies have come to this end, some of which concern with emotional intelligence and its relation to stress coping skills. These studies the study of Akhpau et al (2004) Which examined emotional intelligence with methods of coping with stress among university students, some others concerned with emotional intelligence and its relationship with some other variables, and among these studies the study of (Al Masdar, 2007), which examined the relationship between emotional intelligence and some emotional variables among University students.

While emotional intelligence is one of the modern concepts of psychological heritage, it has its roots which is due to the time when scientists were interested in the importance of non-cognitive aspects in their definition for intelligence it has been shown since the attempt of (Wechsler, 1958) who was exposed to this aspect in his famous tests of intelligence as he defined Intelligence as a person's overall ability to conduct purposefully rational thinking and dealing effectively with the environment and considered to be personal, emotional, and Socio factors is one of the non-cognitive aspects necessary in predicting an individual's ability to succeed in life (Zaghoul and Hindawi, 2004).

Problem of the Study

Many researchers use tried to modify some global scales either intelligence tests or other types of emotional and psychological tests, but they didn't succeed in most cases because may be they didn't evaluate and measure the

psychometric characteristics of these scales. The researcher in this study tried to rationalize Daniel Goleman scale for emotional intelligence to the Jordanian environment. The researchers also verified the reliability and validity of this scale with the Jordanian environment.

Purpose of the Study

The aim of this study is to codify "Daniel Goleman," scale of emotional intelligence to the students of Princess Alia university college in Jordan, as this scale has some features such as the liberation of the impact of culture and language.

Questions of the Study

Based on the objectives and the general questions of the study, the focus will be to codify Daniel Goleman test to answer the following specific questions:

- 1- What is the effectiveness of the paragraphs of Daniel Goleman test which applied in Jordan on the students of Princess Alia University College?
 - Difficulty coefficient.
 - Discrimination coefficient.
 - Paragraph correlation with the total score.
 - Contrast paragraph
- 2- Is the reliability of Daniel Goleman test which is applied in Jordan on Princess Alia University College consistent with the characteristics of a good test?
 - What is the degree of reliability using re-application?
 - What is the degree of reliability using retail midterm?
 - What is the degree of reliability between the way that the internal consistency of item sand each other using equation (Kr20) and between subdivisions and total degree?
- 3- What the validity of Daniel Goleman test which is applied in Jordan on Princess Alia university college students and the extent of its agreement with the characteristics of a good test?
 - What is the degree of self validity?
- 4- What are the standards of Daniel Goleman test on Princess Alia university college students?

Definition of Operational Terms

Emotional intelligence: "is the ability to find positive outcomes in the relationship of the individual himself and others by knowing the emotions of others and include positive outcomes of optimism and success in School, work and life "(Hussein, 2006)

Golman (1995) defines it as "a set of emotional and social skills Enjoyed by the individual and these skills lead to his success in professional life. "

The researcher knows that emotional intelligence is responsible for managing the individual's emotions and feelings and organize and control his emotions and help

him to recognize the emotions and feelings of others and form social and positive relationships with them help to promote the identity of mental and emotional development to encourage it to success and progress in the development of aspects of life.

Limitations of the Study

This study is limited to students of Princess Alia university college in the academic year 2013/2014

Literature Review

Some researchers conducted studies dealing with emotional intelligence; the researcher here reviewed some of these studies as follows:

Deniz et al (2009) conducted a study which aimed to identify the effects of emotional intelligence in both academic procrastination and the tendencies of the location of control among the students of the university and the sample of the study formed of 435 students from University students with (273) female students and (162) male students and they were randomly selected from University students.

The researchers used three measures and a model, the emotional intelligence scale and the Selcuk scale for academic procrastination and control site and personal information scale, the results of this study showed the existence of a high correlation between emotional intelligence and the tendencies of academic procrastination among University students at less than (0.05), and also indicated a correlation between emotional intelligence and between the control site of students at less than (0.05), and also indicated the lack of a negative relationship between emotional intelligence skills and academic procrastination at less than (0.05) and the control position at less than (0).

Mcenrue et al (2009) also conducted a study, the study aimed to identify the development of emotional intelligence in three individual characteristics on the gains made through training in the Leadership Development Program Designed to enhance the emotional intelligence of the participants. The study sample consisted of 135 students from the University of Business Student and the researchers used the selection of proposals on the impact of openness on experience, self-efficacy and acceptance of feedback on training results. The results of the study showed that the development of leadership skills for professionals is likely to continue with preferential gains to train emotional intelligence depending on the state of the participants on the distinction of many variables as also indicated to accept notes that they are directly related to the gains of emotional intelligence training while the efficiency interactions, self-acceptance and feedback, self-efficacy and openness to experience were all of these tests shows the gains of emotional intelligence training and

also indicated that the experiment carried practical results for institutions seeking to enhance the emotional intelligence of leadership in both effectiveness and efficiency.

Craig, Rseal et al (2009) conducted a study aimed to identify the relationship between emotional ability and emotional competence and integration into the building of emotional intelligence and the study sample formed of a group of undergraduate and MBA students and the use of Mayer and Salovi testers to measure emotional intelligence as well as an inventory of emotional efficiency respectively to measure sub-level attributes. The results showed a direct correlation between general item registrations with limited relationship recording In items for sub-attributes.

Chan, Davidw (2008) also conducted a study The study aimed to identify emotional intelligence, self-efficacy and adaptation among Chineseteachers staff were likely to employ them in Hong Kong and the study sample consisted of (273) Chinese teachers working in Hong Kong added to their expected work to mainstream both emotional intelligence and self-efficacy of the general teacher and thus the results of this study showed a relationship between emotional intelligence and active coping strategies and also indicated that the efficiency of the teacher Autism did not contribute independently to the prediction of active positive adaptation, although there was some evidence of that the self-efficacy of the teacher may interact with the emotional intelligence associated with the same person in the prediction of active adaptation and that was in favor of male teachers and also indicated that the content of the results were for preventive efforts to combat teacher pressure during teaching to enhance emotional intelligence.

Al Masdar (2007) conducted a study The aim of this study was to identify the relationship between emotional intelligence and a range of emotional variables, which was in the direction of self-control and self-esteem and shame, the sample comprised of (219) students from the third level students at the Faculty of Education, Al-Azhar University in Gaza. The researcher has used four measures: a measure of emotional intelligence, a measurement scale, and a self-assessment scale and the measure of shyness as the results indicated the existence of statistical significance differences between males and females in emotional intelligence, this was in favor of males also indicated the existence of statistically significant differences between high and low emotional intelligence in self-esteem which was in favor of those with emotional intelligence high scores also indicated no statistically significant differences between high and low IQ.

Emotional control and shyness also indicated a statistically significant effect of emotional intelligence on both the point of restraint and self-esteem and shame.

Methodology

Population of the Study

The population of this study consisted of all students studying at Princess Alia University College in the Academic year 2014/2015

Sample of the Study

The sample of the study consisted of English language students in the first semester in the academic year 2014/2015

Instrument of the Study

The basic tool for research in Daniel Goleman scale for emotional intelligence, where the researcher translated and modified it into the Jordanian environment

Validity and Reliability of the Instrument

Daniel Goleman has tested consistently good and validity and reliability, and that by following preceding studies, which confirmed that using diverse approaches and this gives a sign that this test is a virtuous measurement device, as the settings that must be provided in the test even be valid for the presentation and use of the availability of reliability and validity. Below isa brief presentationof what has beenused inreliability:

Internal reliabilitycoefficientbetween sub-sections of the scale

Some researchers estimate the correlation coefficients between the sub-sections that make up Daniel Goleman scale, these correlations ranged between **(55, 0. – 82,0)** Correlation coefficients between the sub-sections and between the sub-sections that make up the test and between sub-sections and the total score were counted; the results were as shown in Table 1.

Table 1: Correlation coefficients between sub-sections with each other and with the total score(n=152)

	First application	Second application
Between section (A) and (AB)	0.42	0.56
Between (AB) and (B)	0.6	0.71
Between (A) and (B)	0.34	0.46
Between (A) and total score	0.67	0.75
Between (AB) and total score	0.86	0.91
Between (B) and total score	0.85	0.88

All correlation coefficients are statistically significant at the level of(0.01)

Through a review ofallthe previousreliability results, we find that Daniel Goleman scale enjoy as much asa high level of reliability in terms of both reliability coefficient or internal consistency coefficient.

Relating the validity, it was measured through the following:

- 1- Factorial Validity
- 2- Concurrent Validity(using correlation coefficientsbetweenDanielscaleandothertestsapplied on a pilot study from princess Alia university college)
- 3- Construct Validity (ages differentiation way)

RESULTS OF THE STUDY

This study was designed to codify Daniel Goleman scale to University students in order to extract means and standard deviations for this particular group of Jordanian society, and verification of the psychometric properties of the scale that can be relied upon to provide appropriate educational service to them.

Since this technical process does not require assumptions need to prove or deny it, a number of questions related to the process of technical intelligence tests have been set, and study attempted to answer these questions by conducting a number of statistical analyzes relating to effectively paragraphs of the scale and characteristics of the test psychometric and effectiveness of paragraphs, and so the total sample level and age groups, the following will be displayed these results according to the following sequence:-

1- The effectiveness of the scale paragraphs

In order toensurethe effectiveness ofthe paragraphs ofthe scaleand the extent ofits validity, it was necessary tomake somestatistical analyzestomeasurethe totalparagraphsof the sampleare as followsdetailed presentation ofthese analyzesand theresults obtained

a. Questions difficulty factor

It is well knownin the construction ofthe tests, that a good test should include gradual range of degrees of ease and difficulty of the questions so that we can through this test to distinguish between subjects, and a statement that we resort to the account of the difficulty of the questions coefficient, which has been using the percentage of correct answers mean between the overall responses of each paragraph in order to measure the total sample.

Table 2: Difficulty factors for total sample

Item	Difficulty factor	Item	Difficulty factor	Item	Difficulty factor
1 A	1	AB1	0.85	B1	0.83
2A	0.93	AB2	0.79	B2	0.64
3A	0.86	AB3	0.76	B3	0.61
4A	0.86	AB4	0.53	B4	0.55
5A	0.79	AB5	0.56	B5	0.45
6A	0.80	AB6	0.44	B6	0.39
7A	0.53	AB7	0.52	B7	0.32
8A	0.58	AB8	0.36	B8	0.24
9A	0.60	AB9	0.44	B9	0.27
10A	0.51	AB10	0.45	B10	0.32
11A	0.31	AB11	0.40	B11	0.22
12A	0.24	AB12	0.24	B12	0.16
Mean	0.67	mean	0.52	mean	0.41
	Mean	average	0.53		

By studying Table 5 of the total sample we conclude the following:

- On the total sample, the level of range between (1-0.16) with a mediator of (0.53)
- Difficulty factors included in each of the three groups (A, a B, b) were classified from easy to difficult, and so the total sample level
- Gradient in difficulty among the three groups the same as the first group (a) the easiest groups, then the second group then the third and also on the total sample level, and this applies with what Daniel assumed in his experiments that each group includes simpler mental process than that followed.
- The highest ease coefficient obtained by the first paragraph and the lowest coefficient obtained by the last paragraph and this applies with the results of some previous studies that have proven that.

- At the level of total sample, we find the scale containing widely gradation included where (27%) of the scale paragraphs at the top of the scale obtained more than (0.75). (52%) of the scale paragraphs has a factor between (0.25 – 0.75). (21%) of the scale paragraphs got less than (0.25).

b. Paragraph differentiation factor

The differentiation coefficient was calculated clauses test and depending on the style extremist groups that have been identified Supreme Group (27%) compared to the lower group (27%) and by subtracting the correct answers in the lower range of the correct answers in the top group and divided by the number of individuals in one of the two groups, and thus resulted in our differentiation coefficient, while the total sample with a number of (1052) students, its data is clear in Table 3.

Table 3: Paragraph differentiation factor for the total sample

Item	Differentiation factor	Item	Differentiation factor	Item	Differentiation factor
A1	0.04	AB1	0.43	B1	0.47
A2	0.21	AB2	0.58	B2	0.72
A3	0.40	AB3	0.58	B3	0.77
A4	0.21	AB4	0.83	B4	0.79
A5	0.54	AB5	0.79	B5	0.81
A6	0.51	AB6	0.85	B6	0.71
A7	0.70	AB7	0.84	B7	0.53
A8	0.59	AB8	0.69	B8	.58
A9	0.71	AB9	0.75	B9	0.57
A10	0.67	AB10	0.67	B10	0.58
A11	0.51	AB11	0.61	B11	0.46
A12	0.30	AB12	0.28	B12	0.30

By studying the discrimination described transactions in the previous table, note that it ranged between (0.04 – 0.85) where obtained the first paragraph (a1) at the lowest coefficient so as to being a training example was dissolved by the examiner and therefore paragraph became not distinguish between the two categories. The rest of (28%) paragraphs' differentiation coefficient of the

test items was above (0.70) and (55%) the differentiation coefficient values ranged between coefficient (0.40 – 0.70).

The remaining 5 paragraphs which represents (14%) of the scale items gained differentiation coefficient less than (0.40) In general, the differentiation coefficient values

calculated for the sample overall coefficient values confirm that the test items are characterized by a good differentiation coefficient, and also these same transactions give us proof of the validity of the paragraphs of the scale where the item is considered discrimination or ability to distinguish coefficient evidence of this validity, especially if it involves the comparison ends of the ability measured by item.

C. Paragraph correlation with the total score

Since the second variable data, a paragraph based on the classification real duo, namely, (1, Zero), the paragraph coefficient with the total score was calculated by binary private sequence correlation coefficient (Point Biserial Correlation) and this was done for the whole sample which was (1052) students. Data in Table 4

Table 4: Paragraph correlation with the total score

Item	Correlation coefficient	Item	Correlation coefficient	Item	Correlation coefficient
A1	0.15	AB1	0.48	B1	0.48
A2	0.34	AB2	0.55	B2	0.58
A3	0.45	AB3	0.54	B3	0.64
A4	0.46	AB4	0.67	B4	0.64
A5	0.51	AB5	0.65	B5	0.68
A6	0.50	AB6	0.71	B6	0.58
A7	0.55	AB7	0.68	B7	0.47
A8	0.45	AB8	0.43	B8	0.57
A9	0.57	AB9	0.60	B9	0.51
A10	0.54	AB10	0.53	B10	0.51
A11	0.43	AB11	0.51	B11	0.44
A12	0.29	AB12	0.29	B12	0.34

And through which we find that the average correlation coefficients paragraphs with total score reached (0.51). And long-ranged between (0.15 – 0.71). Specifically (22) paragraph the value of the correlation coefficient with the highest total score of (0.50), which represents 61% of the paragraphs of the scale.

And the correlation coefficient values ranged between paragraph 0.30 – 0.49, which represents the (31%) the scale of the scale items, and the rest of the paragraphs, namely, (3) items were correlation coefficient values less than (0.30), which represents (8%) of the paragraphs and thus we find that paragraph correlation coefficients with

the total score of good transactions indicate that the test items are characterized by a factor of a good correlation with the total degree.

D. Paragraph variation degree

The variation of the paragraphs of the test (36) was calculated, paragraph, and so the total sample of (1052) students, where the contrast has been calculated by multiplying the ease coefficient with the difficulty coefficient in paragraph coefficient, and Table 5 shows that.

Table 5: Paragraph Variation

Item	Variation	Item	Variation	Item	Variation
A1	0.99	AB1	0.13	B1	0.14
A2	0.67	AB2	0.17	B2	0.23
A3	0.12	AB3	0.18	B3	0.24
A4	0.12	AB4	0.25	B4	0.25
A5	0.17	AB5	0.25	B5	0.25
A6	0.16	AB6	0.25	B6	0.24
A7	0.25	AB7	0.25	B7	0.22
A8	0.25	AB8	0.23	B8	0.18
A9	0.25	AB9	0.25	B9	0.20
A10	0.25	AB10	0.25	B10	0.22
A11	0.21	AB11	0.24	B11	0.17
A12	0.18	AB12	0.18	B12	0.13

By observing the results of the table, we find that the first paragraph (a1) and obtained the variation of (0.0099) is

very weak, and it is natural that this happens because the first paragraph, taken as an training example of the

trainees, solve and clarify the examiner, and paragraph No. (A2) got a variation of (0.065) is also a weak variation, but due to an increase by the examiner explanation and clarification of the problem to the trainees of this paragraph and not move to the following one until make sure everything is clear.

Internal consistency was used to measure the reliability, the researcher used Cooder and Richardson

equation (20) for being the best to calculate the reliability coefficient with this kind of correction, and confirms the measurement scientists that the output of this equation represents the average of all inter-relationships between the various questions, was this equation applied to the total sample members of different age groups, and Table 6 shows the results of the final analysis.

Table 6: Reliability coefficients using (Cooder and Richardson 20) equation

GPA	N	Reliability coefficient
3.8- 3.7	50	0.80
3.6-3.5	72	0.80
3.4- 3.3	84	0.87
3.2-3.1	70	0.87
3.0-2.9	70	0.91
2.8-2.7	70	0.91
2.6-2.5	75	0.91
2.4-2.3	75	0.91
2.2-2.1	87	0.91
2.0-1.9	97	0.90
1.8-1.7	92	0.91
1.6	92	0.91
1.5	118	0.91
Total sample	1052	0.90

Given the previous table, we find that the stability resulting transactions we have for different GPA groups which is a high reliability of parameters, and this gives us an indication and sample the college ranging between (0.80 – 0.92) that the paragraphs of the scale has high homogeneity, and stresses on the enjoyment of the test a high degree of reliability.

Finally, the focus was on account of the correlation coefficient between the test parts of the total score to make sure of the degree of consistency between these

sections, and confirm the results shown in Table 10 that the correlation coefficients ranged between (0.65 – 0.86) mediator of (0.76) and these values stresses on the enjoyment of the test sections consistently acceptable, which confirms that the inconsistent test parts.

Follow the previous methods that were used in the statement of the degree of reliability of the test, we find that all of them gave a good indication of the reliability of Daniel Goleman scale on the Princess Alia University college students

Table 7: Correlation coefficients between sub-sections with each other and between the sub-sections and total score
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Sections	Correlation coefficient
Section A and section AB	0.79
Section A and section B	0.72
Section AB and section B	0.86
Section A and total score	0.65
Section AB and total score	0.65
Section B and total score	0.76
N= (1052) student	0.01

CONCLUSION

Many researchers relied on codification of Q1 tests because it represents a great benefit in making use of the others results reached, and not start from scratch as long as we could through conventional technical phases of the

trophy to prove the power of the application of the scale on environment in which it is transferred to

In order to eject codify the current study in a good image, it was necessary to refer to the codifications of Daniel Goleman scale and other tests of intelligence, and to identify the technical stages undergone by the scale, and found that technicians pass certain stages does not

differ by statistical methods commonly used, and this study in line with this method, and these methods are used, and by the results that have been reached to answer questions of the Study.

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