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## INTERPERSONAL INTELLIGENCE SCALE: CONSTRUCTION AND STANDARDISATION

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### **Abstract**

*The paper reports about the construction and standardization of interpersonal intelligence scale. Interpersonal intelligence is the ability to understand and interact effectively with others. It involves effective verbal and nonverbal communication, the ability to note distinctions among others, sensitivity to the moods and temperaments of others, and the ability to entertain multiple perspectives. The steps followed for its construction and standardization are (i) Planning, (ii) Item Writing, (iii) Pilot study, (iv) Validity, (v) Reliability, (vi) Framing of Final Draft. The researcher developed the preliminary version of Interpersonal intelligence Scale (50 statements) with simple, clear and concise statements for better understanding both in Tamil version. The validity for each item was tested. The item validity was calculated by finding the correlation between the total score and item score. Thus the final Interpersonal intelligence scale consists of 32 items. This questionnaire was aimed at uncovering the knowledge and conceptions of high school students about the Interpersonal intelligence. This tool will help to the Interpersonal intelligence of high school students.*

**Key Words:** Education, Interpersonal intelligence,

### **Introduction**

Education is help to develop natural intelligence in different ways. Many people have abilities in different areas that are made to shine, when they receive education. Others do not receive the right type of education and their abilities lie latent within them. Intelligence is an innate and natural ability that we are born with. It involves our natural abilities. Intelligence can be more generally described as the ability to perceive information, and to retain it as knowledge to be applied towards adaptive behaviors within an environment or context. Interpersonal intelligence is the ability to understand and interact effectively with others. It involves effective verbal and nonverbal communication, the ability to note distinctions among others, sensitivity to the moods and temperaments of others, and the ability to entertain multiple perspectives. Interpersonal intelligence is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others. Educators, Teachers, social workers, actors, and politicians, salespeople, religious and political leaders and counsellors all need a well-developed interpersonal intelligence.

### **Construction of Tools**

There are some general principles and procedures which one has to follow while constructing a tool. The major steps followed in the construction of the tool 'Interpersonal intelligence scale is described under difference heads.

- i) Planning of the test
- ii) Item writing

- iii) Pilot study
- iv) Validity
- v) Reliability
- vi) Framing of final draft

### **i) Planning of the Test**

Interpersonal Intelligence scale prepared by the investigator and guide aims at measuring the Interpersonal Intelligence of high School Students. A number of studies related to Interpersonal Intelligence were collected to prepare item for the tool.

### **ii) Item Writing**

The important first step in the construction of any research is writing of suitable item. After a thorough and careful study of the literature available, the investigator collected materials from books, journals, and prepared the items. In the initial stage 50 items were pooled covering different major dimensions of Interpersonal intelligence namely empathy, amiability, social persuasion, guidance and respect. These items were given to the experts. They scrutinized the items and gave many suggestions. Based on their suggestions, some items were deleted and some items were modified. Thus, the investigator finally has 50 items and it was translated into Tamil. A preliminary draft of Interpersonal Intelligence scale is given in the table.

**Table 1: Dimensions and No. of items in Interpersonal Intelligence Scale**

S. No.	Dimensions	List of items	No. of items
1	Empathy	1-12	12
2	Amiability	13-24	12
3	Social persuasion	25-34	10
4	Guidance	35-45	11
5	Respect	46-50	5
Total			50

**Table 2: Positive and Negative items in the Preliminary Draft of Interpersonal Intelligence**

Sl. No.	Items	Number of items
1	Positive items	1,2,3,4,5,6,7,8,9,11,12,13,14,15,16,18,20,21,22,23,24,25,26,27,28,29,30,31,32,33,34,36,37,38,39,40,41,42,43,44,45,46,47,48,49,50.
2	Negative items	10,17,19,35.

### **iii) Pilot Study**

A preliminary try out was made to find out the weakness and workability of the items. The difficulties in responding the items and rough estimate of the time limit for responding the item were noted. This step helped the investigator to modify certain technical terms, which were vague and questionable. For this purpose, the scale was given to students.

The investigator decided to have the items which are simple and the statement in easy to understand for the high school students. The investigator framed the items on five point scale, namely strongly agree, agree, un decidable, disagree, strongly disagree. The investigator showed Interpersonal Intelligence scale to two experienced teacher educators and to verify the suitability. After careful tailoring, 50 items were retained. The high school students were instructed to select the best option against the statement by marking a (✓) in the relevant column.

For positive items, a maximum score of 5 was given for strongly agree, 4 for agree, 3 for undecided, 2 for disagree and 1 for strongly disagree. For negative items, a maximum score of 5 was given for strongly disagree, 4 for disagree, 3 for undecided, 2 for agree, and 1 for strongly agree. For validating the preliminary draft of Interpersonal Intelligence scale was given to the high school students.

**Table 3: Number of students from the school for pilot study**

Sl. No.	Name of the School	No. of Sample
1.	Government Girls Higher Secondary School, Puliangudi.	50

#### iv) Validity

Procedure of validating the items is a given below. The sum of the scores obtained by the entire respondent was calculated individually. The co-efficient of correlation between each item by all the scores of 50 items each scores was calculated using the following person Product Moment Formula. The validity for each item was tested.

A maximum score of 5 was give to strongly agree, 4 for agree, 3 for undecided, 2 for disagree, 1 for strongly disagree.

$$r = \frac{\sum(x-X)(y-Y)}{\sqrt{(\sum(x-X))^2 - (\sum(y-Y))^2}}$$

r= Co- efficient of correlation

X= Mean of raw score of higher secondary students

x= Raw score of higher secondary students response in each item

Y= Grand total of score by each item

y= Mean of grand total score by each item

#### v) Reliability

The 50 items in the tool were divided into two equivalent half such as odd and even items and the two set of scores were correlated. By this split-half correlation method was calculated. Then the reliability of the tool was estimated by the following sparmen brown prophecy formula,

$$r = \frac{2r}{1+r}$$

r = Correlation co-efficient

r = Reliability co-efficient of the tool

Thus the correlation, co-efficient (r) and reliability co-efficient were found to be 0.651014 and 0.78862 respecting.

### vi) Framing of final draft

The final draft had 32 items. The items were neatly printed and administered the target high school students to record their opinions. The final drafts of items are positive items. The final drafts of items were in the following table.

**Table 4: Positive and negative items in the final draft**

Sl. No.	Items	Item numbers	Number of Items
1.	Positive Items	1,2,3,4,6,12,14,16,21,23,25,26,27,28,29,30,31,32,33,34,36,37,38,39,41,42,44,45,46,47,49,50	32
<b>Total Number of Items</b>			32

### Conclusion

This questionnaire was aimed at uncovering the knowledge and conceptions of high school students about the Interpersonal Intelligence. This tool will help to the Interpersonal Intelligence of high school students.

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