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The Construction Principles and Problems of the Long Version EI-DARL-V2 Original Measurement Methodology of Emotional Intelligence

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Abstract

An original methodology for assessing emotional intelligence (EI) has been created, which consists of two versions – the short version EI-DARL-V1 and the long version EI-DARL-V2. The short version of the test EI-DARL-V1 was constructed on the basis of evaluating the degree of agreeing with the statement or rejecting it, and covers such EI dimensions as Emotion Perception, the control of your emotions, the understanding of other's emotions, the control of other's emotions and manipulations, i.e. the ability to control the behaviour of people around by taking advantage of their emotions.

The long version of the text, presented in this article, was constructed in order to grasp deeper the cognitive aspect of EI. EI-DARL-V2 test version, in addition to the questionnaire used in the test EI-DARL-V1 is supplemented by two more – the scale of identification of nonverbal facial expressions and the scale of solutions to emotional social and interpersonal situations. The test part of identification of facial emotions consists of 20 nonverbal stimuli i.e. pictures. The mean of the overall test solution M=0,65, SD=0,12. The internal consistency index of the identification of facial expressions – Cronbach α=0,54. The test solutions to emotional-social and interpersonal situations consists of 10 situations, where each of them has two decision tasks and it is asked to select one of the options in the test responses for each of them. Internal consistency index for this test Cronbach α=0,71.

Keywords: **emotional intelligence, solving the situations related with emotions, identification of facial expressions.**

Introduction

The studies of emotional intelligence (EI) calculate the third decade, but there are many unanswered questions even today: what is the exact content of the construct; whether it is genetically caused or, on the contrary, is easily amenable to the development of personality traits; what principles should construct the EI measurement methodologies, etc. It is interesting to note the fact, that unlike many scientific concepts, EI was met with unprecedented success in the society. What is more, EI has even become a profitable phenomenon: the popular literature on EI subjects is eagerly bought; various EI training courses are organized. For instance, according to the data of Mikolajczak (2009), approximately 75 % of the 500 tested successfully operating companies have tried to develop the EI of their employees in order to achieve a more effective communication in their organizations. In the presence of a situation, when the society's interest in the problems of EI does not decline but rather even grows, when the accumulating knowledge is hypothetical, moreover, it is not always correctly interpreted, so the EI research has to be continued. The main objective of empirical research is to clearly distinguish between science and mythologized claims, i.e. to provide clear and consistent EI theoretical framework. Another important issue is linked to the problem of constructing valid and reliable EI research methodologies: what and how has to be measured in order to assess the EI potential of the personality; whether the received EI estimate has predictive power and so on? So the authors of this article, in attempt to contribute to the solutions of the aforesaid problems, present the scientific article that aims to provide the long version EI-DARL-V2 of the original EI measurement methodology, by revealing the process of the test construction. Objectives: 1) to present the logic and the structural parts of the test construction; 2) to present the psychometric statistics of the test.

The two concepts of emotional intelligence

For the first time, the concept of EI was first used in the philological book of D. Van Ghent in 1961 m., and soon (1966) this concept is mentioned in a scientific article by B. Leuner (1966) (quot. by Mikolajczak, 2009). During that time, the concept of EI remained almost unnoticed, because the book by D. Van Ghent was not related to psychology, whereas the article by B. Leuner was published in German language thus available to a relatively small circle of scientists. The concept of EI in English studies was recorded for the first time only in 1985 m. W. Payne's dissertation (quot. by Mikolajczak, 2009). All the mentioned authors did not even attempt to introduce the definition of EI.

So the actual 'birthday' of the EI construct can probably be considered the year of 1990, when the original definition of EI was introduced (Mayer, DiPaolo and

Salovey, 1990). The studies have been expanding rapidly and have highlighted two trends: the first, classical trend, which had a tone put by Mayer and Salovey (1997), treated EI as a set of skills, implying a new form of intellect. The second one, i.e. the newer trend, treated EI as a personality dimension, which is ascribable to the personality traits outlining the scope of personality emotions (Petrides and Furnham, 2003). These two concepts have been examined in detail in various publications of these authors (Lekaviciene and Remeikaite, 2002; Lekaviciene and Remeikaite, 2004; Antiniene and Lekaviciene, 2013a, 2013b), so in this article we will only briefly point out the main statements of these two trends.

EI as a set of skills

According to this approach, EI is attributed to the same *intellectual category* as social, practical, personal intellect. Thus the scientists of this category understand the EI as intellect, operating on emotional information (Mayer, Salovey and Caruso, 2004, p. 197). It should be noted that the EI treatment has evolved from theory to empiric. As mentioned above, Mayer and Salovey are considered to be the godfathers of interpretation of the EI as skills, who formulated the first definition of EI: it is the ability to control your own and other's feelings, see the differences between these feelings and use this information as a guide for their thinking and actions (Mayer and Salovey, 1997). These scientists later refined their conception and talking about EI highlighted four related skills: (1) the ability to understand emotions of your own and of another person, (2) the ability to direct own emotions towards intellectual activity, i.e. the emotions would 'help' the mind; the ability to assimilate emotions in the thought process, (3) the ability to understand the meaning of one or another emotion (i.e. their causes and consequences, and the relationship between the aforesaid things) and (4) the ability to regulate emotions reflectively, while fostering emotional and intellectual development of the personality (Mayer, Salovey and Caruso, 2004). Thus, the scientists of this field understand EI as a 'cooperating combination of intellect and emotions' (Mayer et al., 2004, p. 197). So it is not surprising that the principles of the EI measurement tests created by the representatives of this field are quite close to the IQ tests. The most common criticism of the EI tests, constructed based on the skill measurement principle, is the fact that psychologists cannot use them in daily practice: the tests are quite complex, have low reliability, are usually conducted in various assessment centres (role–playing games, etc.), laboratories (e.g. the measurement of psycho-physiological characteristics by the subject's attempt to influence his expression of emotions, etc.). Furthermore, after diagnosing the low estimate of EI capabilities, it is not completely clear how to interpret it. This may not necessarily mean that the person does not have such skills; perhaps he does not always use those skills or even on purpose demonstrate emotionally cold but intellectual behaviour (Mikolajczak, 2009).

EI as a personality trait

This EI approach, in contrast to the mentioned earlier, evolved 'conversely', i.e. the data obtained in the empirical study were theorized. Different kinds of EI research methodologies have been started to build by changing the skill models into less complex instruments, when the subject simply fills the questionnaire, reminiscent of the methodologies for personality research, based on his self–report. The strong correlation between the estimates obtained from the self-report based methodologies and some personal traits has led to the fact, that a new quite odd construct was born – *the emotional intelligence trait* (Petrides and Furnham, 2001). The researchers in this field have proven that the possession of a strongly expressed EI trait determines the good adaptation of the personality in different environments. On the other hand, a reasonable question arises if the EI trait does not duplicate other personality traits and perhaps the new construct only brings confusion and is not necessary. Zeidner, Roberts and Matthews (2002) have an even stricter opinion: these scientists state, that such all–inclusive definition eliminates the conceptual meaning of the term. Nevertheless, the scientists are reluctant to give up the idea of the EI trait, since it is stressed, that this construct combines the single characteristics of the effective personality into a whole – the EI trait.

Some methodological questions on the emotional intelligence test development

We have already pointed out, what criticism can be made towards both EI concepts and related different attitude towards the development of EI measurement methodologies. The traditional cautious approach to self–report type EI methodologies can also be recalled (e.g. BarOnEQ-i), which, according to the sceptics, are related with frau, the risk of social attractiveness and image management, i.e. *I evaluate myself in a way that is nice* (Zeidner, Roberts and Matthews, 2002). Sparrow and Maddocks (2003) (quot. by Humphrey et al., 2007) in principle, are not against the self-report type methodologies, but question if it is appropriate in the case of EI measurement. They state, that the tests, based on self-reporting, cannot help to measure the concept (EI), which itself requires the self-perception of the personality, in order for the answers to be correct. However, it should be added that the researchers who determine EI as a personality trait can take a brake: the discussion about the unreliability of the data, unfairness, when they are obtained by self reporting, has declined significantly (it is the type of data that is analysed by the proponents of this approach). There is indisputable scientific evidence that the data collected in this kind of way has neurobiological correlates, e.g. people who have certain damages in cortical areas related to emotional expression, also have a lower expression of emotional intelligence traits (Kemp et al., 2005; Mikolajczak et al., 2007; Sysoeva, 2011). In addition, emotional intelligence trait correlates with emotional information processing speed (Austin, 2005). Another strong argument – after determining the level of the EI trait expression it is possible to successfully predict work achievements (Grandey, 2000; Bradberry and Su, 2006; Law, Wong and Song, 2004; Van Rooy and Viswesvaran, 2004; Cekmecelioglu, Gunsel and Ulutas,

2012; Ignat and Clipa, 2012), level of income (Petrides and Furnham, 2006), orientation to cooperation (Schutte et al., 2001), sociability and popularity among peers (Petrides et al., 2006). Thus, the data collected by self reporting method are valuable.

This raises a question, whether a strict separation of approaches when developing methodologies is needed, if there is no reliable data which could be the basis to eliminate one or another approach to the direction of EI? Perhaps the complex EI research methodologies would be more practically useful in a sense of diagnostic precision, especially in the absence of a settled unanimous definition of EI? Thus, although the literature often introduces *EI as a set of skills* and *EI as a personality trait* conceptions as mutually incompatible (e.g. Mayer, Salovey and Caruso, 2000), they can also be complementary dimensions of adaptive emotional functioning (Schutte, Malouff and Bhullar, 2009).

As mentioned above, the construction of the methods, when the estimates are made by self reporting, is not very difficult. A more complex issue is how to maintain a proper balance of the EI construct, i.e. how to get an EI measurement instrument which would not be seen by the critics as a measuring instrument for various personality traits. For example, the ten-scale Trait Emotional Intelligence Questionnaire (TEIQue) includes not only the recognized constituents of the EI construct – Emotion Perception, Emotion Regulation, but also controversial 'due to the width' scales – Adaptability, Social Competence and so on (Petrides, Frederickson and Furnham, 2004).

It was mentioned that the construction of the evaluation tests, when EI is treated as skills, often create 'inconvenient' methodologies, which require special conditions to carry out the research. One of the simpler and more affordable ways to investigators – identification of emotions in faces (pictures) study. Here, however, there is a methodological question: is it always so that, for example, that a high ability to recognize facial emotions of another human being correlates with the personality's emotionally intelligent behaviour in reality? Thus the fundamental question is not about what people *know*, but how they *can/are able to act* and, finally, how would they *actually act* in reality. This idea is similarly expressed by Mikolajczak (2009) (Figure 1). On the other hand, the person without the knowledge of the emotional sphere (in this case, failing to identify the emotions reflected in the face of a human), emotionally intellectual behaviour becomes much less likely.

Another method, which allows identifying the knowledge of a person about solution strategy of emotional-social and interpersonal situations, is situation tests. As previously mentioned, knowledge does not necessarily provide the correct solution to this kind of situations in *reality*: knowledge may not work due to various reasons – lack of motivation, will; the desire to hurt; also a likely reason – the lack of ability to realize this knowledge, etc. So the problem remains the same: *knowing*, how to solve the situation does not always anticipate how that knowledge will be *used*.

Methods

Methods. A graphically attractive form of a comprehensive three-part questionnaire was prepared when designing the research instrument. The first part – biographical questions, which allow finding out various socio-demographic characteristics of the subjects: age, sex, marital status, type of activity, parental education and employment, socio-economic status, educational achievements, etc. With the help of these indicators, it is possible to analyse the specifics of EI in Lithuania. The second part – it is the main questionnaire for the assessment of EI which measures various dimensions reflecting EI. This part of the research instrument is designed to disclose the structure of EI. When designing the test, it was important that it would cover the widest amplitude of EI indicators, therefore it consists of two blocks of tasks: the first, treating EI as a personality trait (this part of the test form the EI-DARL-V1 version); the second, as cognitive (ability) characteristics (EI-DARL-V1

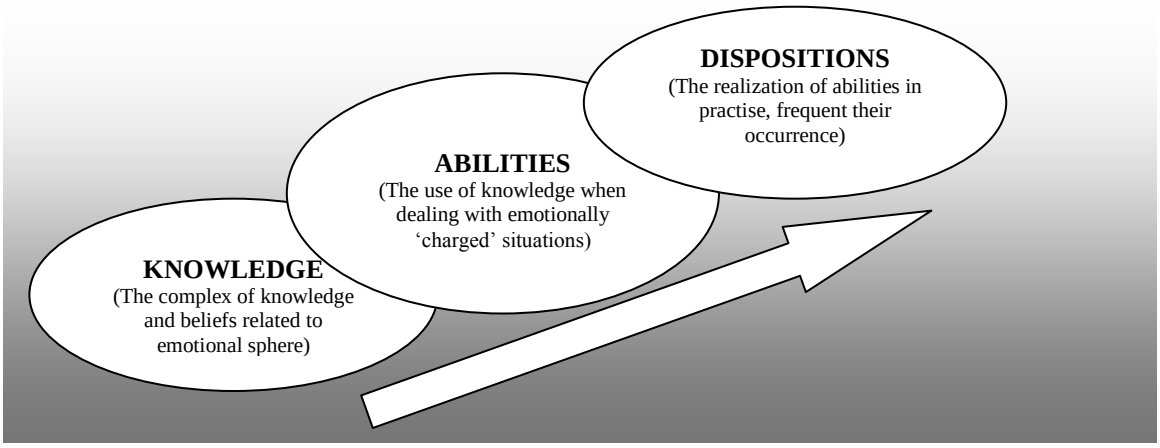

Figure 1. A three-layer model of EI (by Mikolajczak, 2009)

statements together with the characteristics of the ability to recognise emotions and deal with the social situations related to emotions are EI-DARL-V2 version). The third part of the questionnaire includes questions investigating psychological-personality traits.

When preparing the non-verbal tasks of the long EI-DARL-V2 test– *the identification scale of facial expressions*– more than 400 facial expressions were captured (study authors thank to the students of KTU theatre and photo studies). During the pre-selection process, by assessing the quality of the photos, repetition of expressions and other factors, 70 photos, which had typical features reflecting specific emotions, were selected (Figure 2).

Facial expressions captured in the pictures were assessed by 14 experts – KTU, VDU, MRU, LSU psychologists-researchers and psychologists-practitioners working in various fields. These experts were selected after completing an additional test – eye expression test by S. Baron-Cohen. After systemising and assessing the answers, 30 pictures were selected, whose captured face expressions have been referred to as the same or close synonymous adjectives by the experts. 50 photo albums were prepared which were presented individually to the subjects during the study. The task was standardized at this stage: the subject was asked to identify the emotions in people's faces (pictures) by choosing one in four answers. In this way it was sought that the calculation of the estimates of this sub-test would not be ambiguous. The examples of this sub-test are given in Figure 3.

The second additional sub-test for the long version – it is *the scale of emotional-social and interpersonal situations.* The analysis of various EI research methodologies showed that most of them are designed in such a principle that the subject himself evaluates his ability to understand and manage phenomena related to emotional sphere. And only a few authors offer a methodology that lets to objectively assess how the subject would behave when faced with such type of problems. EI-DARL situation sub-test has been constructed in several stages. Firstly, a situation bank has been accumulated (situations have been suggested by students, psychologists-practitioners, etc.). 10 typical situations were selected from them. The subject was asked to perform two tasks: firstly, to choose one best/most acceptable solution to the situation from possible solutions; afterwards it was asked to indicate that answer, which would best reflect how *the subject would most likely act himself in reality*. In other words, the sub-test of the situations lets to evaluate two things – is the subject able to theoretically analyze and make the right decision, and if the theoretical understanding coincides with actual behaviour. The choice in situations is made from 4-8 response options. Examples of the situations are given in Figure 4.

Phases of the study. The study was conducted in groups of 20-30 subjects. Since there were many studied features, each group had two meetings: the subjects filled in a biographical data questionnaire and the EI study test during the first meeting, the second – psychological-personality trait questionnaires (e.g. introversion-extraversion, locus of control, leadership, the choice of conflict resolution strategy, etc.). Both parts of the study took about two hours. 587 variables are one line of the matrix of the subject data.

The subjects. EI study respondents were selected to a sample by the convenient quota sampling method: a total of 1430 subjects were interviewed. The study involved young studying, employed people, also the unemployed, involved in various community and political organizations and even people sentenced to imprisonment. The study covers the geography of Vilnius (183), Kaunas (404), Klaipėda (162), Šiauliai (203), Telšiai (205), Panevėžys (99), Utena (49), Marijampolė (36), Kaišiadorys (44), Alytus (45) (Figure 5).

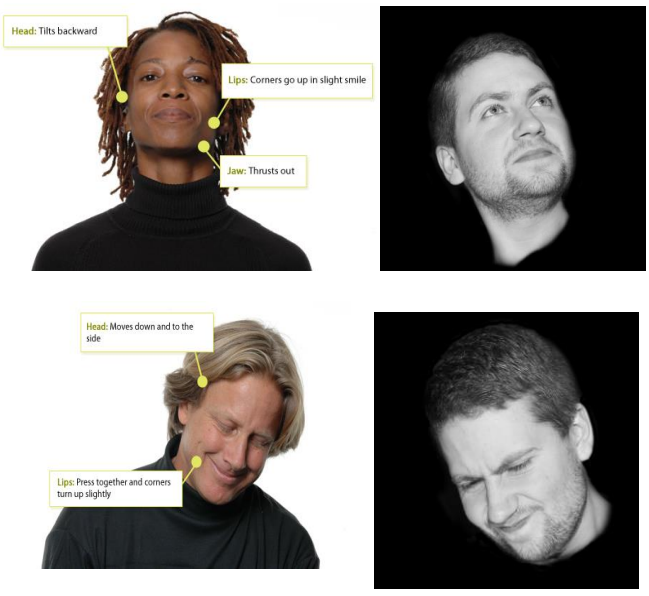

Figure 2. Pride (top) and shame (below): the left side photos indicate essential features of specific emotions (by Ekman, 2003); on the right– EI-DARL-V2 test stimulating material tracing analogous emotions

- Flirtation
- Amazement
- Joy
- Excitement

- Pain
- Anger
- Lust
- Disgust

- Fright
- Amazement
- Shame
- Pain

Figure 3. EI-DARL test examples of the identification scale of facial expressions

Example 1. Lidija was called by a friend Ona, who is panicking: tomorrow she is having an important conversation with the director of the company that she works at. Ona is certain that the conversation will be strict and she will appear too stupid and will be down-graded. What should do Lidija in order to help her friend Ona?

1) It would be best to joke, distract her sad thoughts by diverting attention.
2) To say that it is silly to be nervous about what has not happened yet.
3) To remind her friend that she has accomplished a lot of successful things in life; try to strengthen her self-confidence.
4) In order for her friend not to repeat the same mistakes, Lidija should remind her specific mistakes she has done previously – so as to avoid the repetition of failures.
5) Lidija should say that her anxiety is understandable – the director of the friend is really a threatening man, you can expect anything from him,
6) I just do not know what Lidija could advice in such a situation.

The situation is the same. What would you do in reality if you found yourself in Lidija's place?

1) I would joke; distract her sad thoughts by diverting attention.
2) Say that it silly to be nervous about what has not happened yet.
3) Remind my friend that she has accomplished a lot of successful things in life; try to strengthen her self-confidence.
4) In order for my friend not to repeat the same mistakes, I would remind her specific mistakes she has done previously – so as to avoid the repetition of failures.
5) I would sympathetically say that her anxiety is understandable – the director of the friend is really a threatening man, you can expect anything from him,
6) I just do not know what I could advice in such a situation.

Example 2. Parents are hosting a solemn New Year celebration at student Vidas' house. Vidas knows some of them, others see for the first time. Mother's remark about inappropriate Vidas' manners at the table sounds loud over dinner. The remark is heard by everyone; Vidas is disrupted and feels humiliated. What should he do?

1) Do nothing despite the insult because it would be rude.
2) He could say that his mother does etiquette mistakes and in general no one now strictly stands upon etiquette.
3) Calmly say that such comments are in the wrong place and at wrong time, and that mother should not comment on his behaviour. And he will try to take into account the remark.
4) In order to relieve the pressure, he could deliberately start acting rude by making the guests laugh and delicately avenge to his mother for the discomfort.
5) Get up and leave the table – next time the mother will think before saying remarks to me out loud.
6) Do nothing – just smile and continue eating. Vidas should not be disturbed by the comments, especially if they are correct.
7) After the guests leave Vidas should tell his mother that he felt uncomfortable by receiving a public comment and it would be better if she would have told the remarks to him quietly.
8) I do not know.

The situation is the same. What would you do in reality if you found yourself in Vidas' place?

1) I would do nothing despite the insult because it would be rude.
2) I would say that my mother does etiquette mistakes and in general no one now strictly stands upon etiquette.
3) Calmly say that such comments are in the wrong place and at wrong time, and that mom should not comment on my behaviour. And I will try to take into account the remark.
4) In order to relieve the pressure, I would deliberately start acting rude by making the guests laugh and delicately avenge to my mom for the discomfort.
5) Get up and leave the table – next time the mother will think before saying remarks to me out loud.
6) Do nothing – just smile and continue eating. I am not disturbed by the comments, especially if they are correct.
7) After the guests leave I would like to talk to my mother about the incident. I would tell her that I felt uncomfortable by receiving a public comment and it would be better if she would have told the remarks to me quietly.
8) I do not know.

Figure 4. EI-DARL-V2 test examples of emotional-social and interpersonal situations

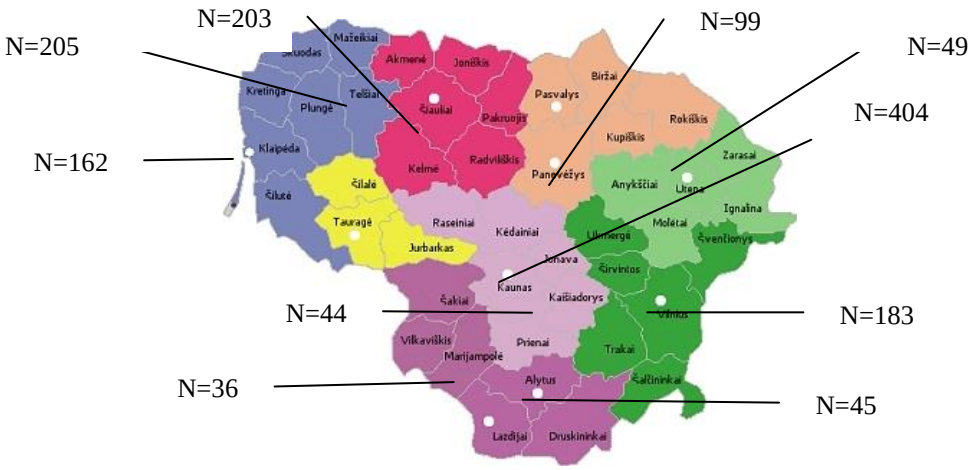

Figure 5. Study geography: the sample distribution of the country (N=1430)

Table 1

Examples of scale and subscale items

Scale name	Subscale name	Examples of items
I. Perception of own emotions *(12 items)*	1. The causal understanding of own emotions *(8 items)*	*Sometimes I feel very sad, but I do not know why. (–)*
	2. Perception of own emotions *(4 items)*	*Usually I have a good understanding of why I have specific feelings.*
II. Control of own emotions *(26 statements)*	3. Transforming your negative emotions into positive *(10 items)*	*I know very well what to do to brighten up my mood.*
	4. Self-control/Suppressed expression of emotions *(7 items)*	*I am good at controlling myself even when it seems that I lost the patience.*
	5. The control of your negative emotions *(9 items)*	*I do not know what to do when I get worried. (–)*
III. Perception of others' emotions *(14 statements)*	6. Perception of others' emotions *(14 items)*	*I always recognise my friends' emotions from their behaviour.*
IV. Control of others' emotions *(11 statements)*	7. Control of others' emotions *(11 items)*	*I know how to encourage a person who is in a difficult situation.*
V. Manipulations *(10 statements)*	8. Selfish influence on others' emotions or behaviour *(6 items)*	*I can find a sensitive chord in a person and use that.*
	9. The ability to cause other people's negative emotions *(4 items)*	*If necessary, I would know how to make fun of other people knowing that it would hurt them badly.*

Note. The sign (–) marks items, whose semantics correspond to the low level of emotional intelligence. The initial estimates of these statements are recoded when composing complex indexes and calculating average range of estimates.

The target group – the country's youth from 17 to 27 years of age, M=19,7, SD=3,29. A control-contrast group of older than 27 years of age people (N=30) is included in the sample for data comparison and a better statistical dispersion of the characteristics. A total of 1092 subjects who are studying were surveyed: secondary schools' and gymnasiums' students of 11-12 forms (N=371), professional school (N=384), college (N=158) and university (N=399) students. Other interviewed were the unemployed (N=15); young people sentenced in prisons (N=54), representatives of some unions and social movements: young liberals (N=11), scouts (N=7) and others. The study involved 236 young people with work experience: majority of them (N=154) work in private companies, (N=55) state institutions, the rest – youth and sports organizations, are engaged in individual activities, farming, etc.

Results and discussion

The main, short test version EI-DARL-V1 consists of a traditional questionnaire, where subjects reveal their degree of consent to the statements by evaluating them in the 6-step Likert scale. It was hypothetically focused on a five-scale test in the original version: the perception of your own emotions, (e.g. *'Even when very nervous I understand perfectly what is going on with me'*); perception of others' emotions, (e.g. *'If I feel that I hurt someone I feel hurt myself'*); management/control of own emotions and behaviour, (e.g. *'Sometimes I feel jealous but I do not show that'*); management/control of interpersonal relations (e.g. *'I can cheer up people around me'*). The mentioned scales reflect the essential dimensions of emotional intelligence, in point of view of various researchers. These scales have been complemented by a hypothetical fifth – manipulation - scale. The statements of

the manipulation scale are aimed at deducing the person's ability to control the behaviour of people around by using their emotions, discovering their weaknesses (e.g. *'I am quite good at understanding other people's feelings and sometimes use that to achieve my objectives'*).The scale scores of manipulative behaviour, that reflects a person's ability to control the other person's feelings, provide an opportunity to see a more detailed psychological portrait of the subject. 119 claims were generate in the original version.

By applying factor validation (N=1430), there were nine subscales and five wider, i.e. overall scales, were compacted of these 119 variables. Test statements which baffled the factor analysis model were eliminated by leaving 73 of them in the final version. Yet it can be stated that the 'efficiency coefficient' of the statement selection remained relatively high.

Seventy three test items were compacted into scales called 'Perception of own emotions', 'Control of own emotions', 'Perception of others' emotions', 'Control of others' emotions' and 'Manipulations'. EI test scales and the structure of their constituent subscales and item examples are given in Table 1.

Table 2

The descriptive statistics of facial expressions identification

Stimulus no.	Emotional state	M	SD	Correct %	Incorrect %
1	2	3	4	5	6
face_30	**anger**	0.29	0.46	70.8	**29.2**
face_2	**concern**	0.32	0.47	67.8	**32.2**
face_12	**sadness**	0.45	0.50	55.4	**44.6**
face_22	**shame**	0.49	0.50	51.2	**48.8**
face_28	**amazement**	0.49	0.50	50.5	**49.5**
face_15	**anger**	0.50	0.50	50.0	**50.0**
face_10	**pride**	0.57	0.49	42.7	**57.3**
face_27	**sadness**	0.60	0.49	40.0	**60.0**
face_18	**depression**	0.70	0.46	29.5	**70.5**
face_7	**sneer**	0.71	0.45	28.8	**71.2**
face_5	**satisfaction**	0.74	0.44	26.2	**73.8**
face_19	**joy**	0.75	0.43	24.8	**75.2**
face_17	**disgust**	0.76	0.42	23.5	**76.5**
face_24	**despair**	0.76	0.42	23.5	**76.5**
face_14	**shyness**	0.77	0.42	23.1	**76.9**
face_26	**loathing**	0.77	0.42	23.1	**76.9**
face_13	**doubt**	0.79	0.41	20.8	**79.2**
face_3	**fright**	0.80	0.40	20.1	**79.9**
face_25	**amazement**	0.81	0.39	19.3	**80.7**
face_29	**disapproval**	0.83	0.37	16.6	**83.4**

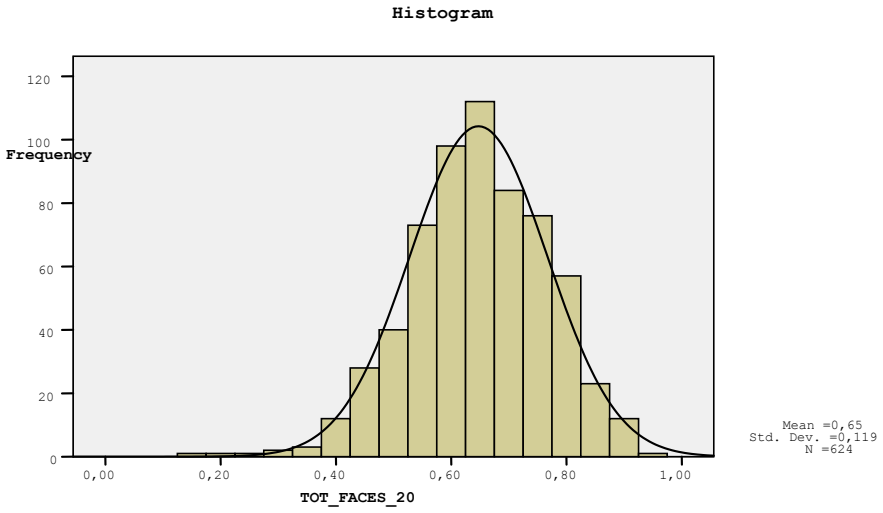

Figure 6. The distribution of facial expressions identification (histogram)

Table 3

Standardized rates of facial expressions identification

Percentiles	Points	The average of the overall test score M
10	10	0,50
20	11	0,55
30	12	0,60
40	12	0,60
50	13	0,65
60	14	0,70
70	14	0,75
80	15	0,75
90	16	0,80

The psychometric quality characteristics of the EI diagnostic construct were calculated: 1) Cronbach-alpha coefficient values fluctuate from 0,73 to relatively high rates, i.e. 0,89; 2) the average correlation between test items – from 0,29 to 0,49; 3) i/tt – resolution rates – often exceed 0,5, which indicated that the test items quite accurately differentiate the subjects by certain abilities; 4) L – factorial loadings: the instrument is left with only those statements whose factorial loadings exceed 0,3; 5) the overall explained dispersion of the factor fluctuates from 22 to 46 %; 6) KMO values range from 0,88 to 0,94. In conclusion, we can say that the psychometric quality of the instrument is sufficient.

The readers will be able to know more about the design feature, methodological aspects and test validity and reliability arguments of the EI-DARL-V1 test short version in the prepared and introduced to the press article 'The design features of the short version EI-DARL-V1 original emotional intelligence measurement technique' in the journal 'Education. Physical Education. Sport'.

The long test version alongside the 73 items questionnaire has additional constructed the scales of the identification of facial emotions (in the pictures) and the scales of the solutions of emotional-social and interpersonal situations.

As mentioned in the Methods section of the article, albums with thirty pictures, which depict various emotional states, were given to the subjects. After the initial statistical data calculations, photos which were most easily recognized by the subjects were eliminated from those pictures, i.e. their M>0,90. In this way, there were 20 non-verbal stimuli left in the scales of facial expressions identification. The descriptive statistics data of the recognition of emotional states in faces (pictures) are given in Table 2.

Test rates expressed in percentiles based on the population of the youth from 17 to 27 years are depicted in Table 3.

The internal consistency index Cronbach α of the scale of facial expressions identification is not high, it is 0,54 (N=651), but meets the minimum requirements of psychometric quality. The theory of the tests indicates the acceptable range of the variation of the coefficient 0,5 < a < 1; (Steyer and Eid, 1993; Merkys, 1999; Kardelis, 2002). After the test reliability inspection no more photos were refused out of the 20 selected stimuli. It must be noted that the developers of other similar tests usually get higher internal consistency indexes, e.g. Cambridge Face Perception Test (CFPT) Cronbach α=0,84, but bearing in mind that the test presented in the article has only 20 stimuli (pictures), this allows to assume that by increasing their number, the internal consistency index would increase (Tavakol and Dennick, 2011).

It was found that the distribution of the recognition of facial emotions (in the pictures) converges to the typical symmetric standard normal distribution (Figure 6). By summing the data of all 20 test exercises and deducing the average, an overall test average M=0,65, standard deviation SD=0,12 and standard error SE=0,005 were obtained.

Moreover, other studies show that the subjects do not demonstrate high abilities to accurately identify emotions: the identification accuracy of research by Matsumoto and Hwang (2011) was 48 %, and after withdrawing the most easily recognized emotions – joy and surprise – the rate of emotional recognition dropped to 35 %.

This raises a natural question of why people are so different in their ability to accurately identify emotions reflected in others' faces. One possible explanation is given by Ekman (2003). In his opinion, without macro expressions, which are relatively easy to see in other person's face (their duration is from 0,5 to 4 seconds and are reflected across the whole face) exist micro expressions. They appear and disappear in face in a part of a second, sometimes within 1/30 of a second. Micro expressions are so 'quick' that by blinking or watching carelessly it is possible to overlook them in other person's face. Micro expressions are probably the signs of hidden emotions; most people cannot see nor identify them in real time, i.e. the existence of micro expressions was approved only by observing the slow-motion footage. Thus, the recognition of emotions in pictures is more accurate than the live monitoring of emotions.

By applying the regression analysis model, it turned out that even though weak, but there is a relation between the recognition of facial emotions and the scale of 'the perception of others' emotions' – the set correlation coefficient of the model r=0,20, and its reliability p≤0,001

were derived. It is discussed in the scientific literature how important is the ability to accurately identify facial expressions and how it is related to EI overall. It is agreed that the high ability to read facial expressions or any other non-verbal behaviour is only the first step. The second step in the process of interaction is to make good use of this information. For example, excessive sensitivity to non-verbal behaviour, such as micro expressions and other forms of non-verbal expressions, may be harmful to interpersonal results (Elfenbein and Ambady, 2002; Matsumoto and Hwang, 2011).

Another scale of the long version of EI-DARL-V2 test – it is the scale of solutions to ten emotional-social and interpersonal situations. The descriptive statistics of the situation examples given in the Methods section of this article are depicted in Table 4. The data of all situations are not given because it would make no sense to describe the answers without describing the situations.

After analyzing the descriptive statistics data of the scale of situation solutions, it turned out that in almost all cases the subjects know how to solve the situation in theoretical level, yet they personally would deal with it though fractionally, but worse in reality.

The results of internal consistency of the results of emotional-social and interpersonal situation solving – first (theoretical knowledge) and second (real decision) response options separately and general both situation solving part scale are depicted in Table 5.

Table 5 shows that the internal consistency indexes of the first and second situation solution versions scales are quite low, however the general joint scale's (both parts of the situation solution) Cronbach α=0,71, which meets the psychometric quality standards of a test (Pukenas, 2009).

Table 4

The descriptive statistics of the scale of solutions to emotional situations (two of ten)

No.	Solution to the situations	M mean	SD st. dev.	Incorrect %	Correct %
1	2	3	4	5	6
Ex. 1 Theoretical knowledge	To remind the friend that she has accomplished a lot of successful things in life; try to strengthen her self-confidence	0.59	0.49	40.9	**59.1**
Ex. 1 Real decision	I would remind the friend that she has accomplished a lot of successful things in life; try to strengthen her self-confidence	0.51	0.50	48.8	**51.2**
Ex.2 Theoretical knowledge	After the guests leave Vidas should tell his mother that he felt uncomfortable by receiving a public comment and it would be better if she would have told the remarks to him quietly	0.45	0.49	55.0	**45.0**
Ex.2 Real decision	After the guests leave I would like to talk to my mother about the incident. I would tell her that I felt uncomfortable by receiving a public comment and it would be better if she would have told the remarks to me quietly	0.41	0.49	59.5	**40.5**

Table 5

Internal consistency indicators of the scales of emotional situation solutions

SCALE NAME	The joint scale of the first situation solutions (theoretical knowledge)	The joint scale of the second situation solutions (real decision)	The joint scale of solutions to both parts of situations
Cronbach α	0,52	0,53	0,71
Mean M	0,55	0,51	0,53
Standard deviation SD	0,20	0,20	0,20
Standard error SE	0,01	0,01	0,01

Table 6

Correlations between solving emotional situations and the scales of EI-DARL-V1 questionnaire

SCALE NAME	The joint scale of the first situation solutions (theoretical knowledge)	The joint scale of the second situation solutions (real decision)	The joint scale of solutions to both parts of situations
'Perception of others' emotions'	0,20 0,04 0,0001	0,22 0,05 0,0001	0,22 0,05 0,0001
'Control of others' emotions'	0,27 0,07 0,0001	0,31 0,10 0,0001	0,30 0,09 0,0001

Note: The numbers shown in the table are: 1) set correlation coefficient r; 2) the coefficient of determination r^2; 3) regression model reliability p, which is smaller or equal to the value specified in the Table.

After comparing the results with the psychometric standards of analogical methodologies (e.g. STEU (Situational Test of Emotional Understanding), MacCann and Roberts, 2008), no substantial differences were found – Cronbach alpha is also 0,71.

After applying the regression analysis model it was found that there are certain positive linear relationships between solving the situations and the perception of others' emotions and the ability to control them. The links are depicted in Table 6.

The similar level correlations, as well as in this study (the scales of situations and the scales of the recognition and control of other people's emotions $0{,}20 \leq r \leq 0{,}31$; the scales of the identification of facial emotional expressions and recognition of other people's emotions $r=0{,}20$, $p \leq 0{,}01$), are indicated by other authors (Humphrey et al., 2007): the correlation of the results of EI methodologies obtained by self-reporting and ability evaluation is only 0,3. The correlation in the study by Brackett and Mayer (2003) was even smaller ($r=0{,}21$). However, the aforementioned authors of STEU test confirm finding a fairly strong relationship between solving situations and emotion management ($r = 0{,}70$, $N = 112$). The study research revealed that the scale of solving situations is not related to self-knowledge, self-control and the ability to manipulate others.

Conclusions

1. Usually the researchers limit themselves to questionnaire design when constructing evaluation methodologies for emotional intelligence. However, the data collected from any questionnaire reflects nothing more than the opinion or knowledge of the subjects in a particular subject. In order to fully grasp the EI of a personality, it would not be correct to rely solely on this method. For this reason, it was decided to integrate also the theoretical approach, treating emotional intellect as ability, when creating EI test. Two scales were constructed based on this principle: the scales of evaluating facial emotions and complex emotional-social and interpersonal situations. By choosing this path, revealing such a complex construct as EI can be much more accurate.
2. Two tests were created for the study of Emotional Intelligence – the short EI-DARL-V1 and the long EI-DARL-V2. The long version EI-DARL-V2, when compared with the short version EI-DARL-V1, has additional sub-tests: the non-verbal scale of 20 faces identification and the scale of 10 emotional-social and interpersonal situations. The overall facial emotion recognition test resolution median M=0,65, SD=0,12, internal consistency index Cronbach α =0,54. The internal consistency index Cronbach α=0,71 of the solutions of emotional-social and interpersonal situation test.
3. The relationships between some scales of EI-DARL-V1 and EI-DARL-V2 test were determined: the scale of identification of facial emotions is related to the scale of 'the perception of others' emotions'; the scale of solutions to emotional-social and interpersonal situations is related to the scales of 'the perception of others' emotions', and with the 'control of others' emotions'. The relations to self-knowledge and self-control and the ability to manipulate others were not found. Similar data is received by other EI researchers.

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Originalios emocinio intelekto matavimo metodikos ilgosios versijos EI-DARL-V2 konstravimo principai ir problemos

Santrauka

Daugelis mokslininkų sutinka, kad emocinis intelektas yra labai svarbus įvairiausioms žmogaus gyvenimo sritims, todėl jis yra plačiai tyrinėjamas: nustatyti EI ryšiai su žmogaus gyvenimo kokybe, pasiekimais profesinėje veikloje, visuomeniškumu, populiarumu bendraamžių tarp ir pan. Tačiau iki šiol dar lieka daug neatsakytų klausimų: koks yra šio konstrukto tikslus turinys; ar tai yra genetiškai sąlygotas, ar ugdymui pasiduodantis asmenybės bruožas; kokiais principais reikėtų konstruoti EI matavimo metodikas ir t.t. Todėl straipsnio autorės, bandydamos prisidėti prie minėtų problemų sprendimo, pristato mokslo straipsnį, kurio *tikslas* – pateikti originalios EI matavimo metodikos ilgąją versiją EI-DARL-V2, atskleidžiant testo konstravimo procesą. *Uždaviniai:* 1) pristatyti testo konstravimo logiką ir jo struktūrines dalis; 2) pateikti testo psichometrines charakteristikas.

Tiriamieji – šalies jaunimas nuo 17 iki 27 metų amžiaus, M=19,7, SD=3,29. Į imtį jie atrinkti kvotinės atrankos būdu. Iš viso apklausta 1430 tiriamųjų, iš jų 1400 jaunuolių gyvenančių įvairiuose Lietuvos regionuose, besimokančių, dirbančių, bedarbių, dalyvaujančių įvairiose visuomeninėse ir politinėse organizacijose ir net atliekančių bausmę įkalinimo įstaigose. Tyrimo geografija apima dešimtį Lietuvos miestų ir miestelių.

Konstruojant tyrimo instrumentą buvo grafiškai patrauklia forma parengtas išsamus trijų dalių klausimynas. Pirmoji dalis – tai biografiniai klausimai, kurie leidžia išsiaiškinti įvairias tiriamųjų socialines-demografines charakteristikas; antroji dalis – tai pagrindinis EI vertinimui skirtas klausimynas, jo pagalba siekiama atskleisti EI struktūrą. Klausimyną sudaro du užduočių blokai: pirmi, traktuojantys EI, kaip asmenybės bruožą (ši testo dalis sudaro EI-DARL-V1 versiją); antri, kaip kognityvinę (gebėjimų) charakteristiką (EI-DARL-V1 teiginiai kartu su gebėjimų atpažinti emocijas ir spręsti su emocijomis susijusias socialines situacijas charakteristikomis ir yra EI-DARL-V2 versija). Į trečiąją anketos dalį įtraukti klausimai, tiriantys psichologinius-asmenybinius bruožus.

Pagrindinę, trumpąją testo versiją EI-DARL-V1 sudaro klausimynas, kuriame tiriamieji atskleidžia savo sutikimo su teiginiais laipsnį, vertindami juos 6 pakopų Likerto skalėje. Taigi trumpoji EI-DARL-V1 testo versija sukonstruota remiantis sutikimo su teiginiu arba jo atmetimo laipsnio vertinimo principu ir apima tokias EI dimensijas kaip savo emocijų supratimą, savo emocijų valdymą, kitų emocijų supratimą, kitų emocijų valdymą ir manipuliacijas, t.y. gebėjimus kontroliuoti aplinkinių elgesį pasinaudojant jų emocijomis. Šio diagnostinio konstrukto psichometrinės kokybės charakteristikos yra patenkinamos, pvz., Cronbach α koeficiento reikšmės svyruoja nuo 0,73 iki pakankamai aukštų rodiklių, t.y. 0,89. Plačiau su trumpojo EI-DARL-V1 testo versijos kūrimo procedūromis, metodologiniais aspektai ir testo valdumo bei patikimumo argumentais skaitytojai susipažinti galės parengtame ir pateiktame spaudai straipsnyje „Originalios emocinio intelekto matavimo metodikos trumposios versijos EI-DARL-V1 konstravimo ypatumai“ žurnale „Ugdymas. Kūno kultūra. Sportas“.

Ilgoji testo versija buvo sukonstruota siekiant giliau apčiuopti kognityvinį EI aspektą. EI-DARL-V2 testo versija, greta teste EI-DARL-V1 naudoto klausimyno, dar papildyta dviem – neverbaline veidų išraiškų identifikavimo bei emocinių socialinių ir tarpasmeninių situacijų sprendimo, skalėmis. Rengiant ilgojo EI-DARL-V2 testo neverbalinių užduočių dalį – veidų išraiškų identifikavimo skalę – buvo nufotografuota daugiau nei 400 veido išraiškų. Pirminės atrankos metu, įvertinus nuotraukų kokybę, išraiškų pasikartojimus ir kt. faktorius, buvo atrinkta 70 nuotraukų. Šiose nuotraukose užfiksuotas veidų išraiškas vertino 14 ekspertų: įvairiose srityse dirbantys psichologai (mokslininkai ir praktikai). Po ekspertinio vertinimo liko 30 nuotraukų. Vėliau užduotis buvo standartizuota: tiriamųjų prašoma atpažinti emocijas žmonių veiduose (nuotraukose), pasirenkant vieną iš keturių pateiktų atsakymų. Tokiu būdu siekta, kad šio subtesto įverčių skaičiavimas nebūtų dviprasmiškas.

Atlikus pirminius statistinius duomenų skaičiavimus, iš minėtų 30 nuotraukų, buvo išeliminuotos tos, kurias tiriamieji atpažino lengviausiai, t.y. jų M>0,90. Tokiu būdu veidų išraiškų identifikavimo skalėje liko 20 neverbalinių stimulų. Veidų išraiškų identifikavimo skalės vidinės darnos rodiklis Cronbach α=0,54. Gautas bendras emocijų atpažinimo veiduose testo išspręstumo vidurkis M=0,65, SD=0,12. Nustatyta, kad emocijų atpažinimo veiduose (nuotraukose) skirstinys konverguoja į tipinį simetrišką normalųjį skirstinį. Paskaičiuotos veidų išraiškų identifikavimo testo normos išreikštos procentiliais.

Antrasis papildomas ilgosios versijos subtestas – emocinių socialinių ir tarpasmeninių situacijų sprendimo skalė. EI-DARL situacijų subtestas buvo konstruojamas keliais etapais. Pirmiausia buvo sukauptas situacijų bankas (situacijas siūlė studentai, psichologai-praktikai ir pan.). Iš jų atrinkta 10 tipinių situacijų. Tiriamojo buvo prašoma atlikti dvi užduotis: pirmiausia, iš pateiktų galimų sprendimų pasirinkti vieną jam atrodantį geriausią/priimtiniausią situacijos sprendimo variantą; po to prašoma nurodyti tą atsakymo variantą, kuris labiausiai atspindėtų, kaip *realybėje greičiausiai pasielgtų pats tiriamasis* šioje situacijoje. Kitaip tariant, situacijų subtestas leidžia įvertinti du dalykus – ar tiriamasis geba teoriškai analizuoti situaciją ir pasirinkti teisingą sprendimą ir ar teorinis supratimas sutampa su realiu elgesiu.

Išanalizavus situacijų sprendimo skalės aprašomosios statistikos duomenis paaiškėjo, kad bene visais atvejais tiriamieji geriau žino kaip situaciją reikėtų spręsti teoriniame lygmenyje, tačiau patys asmeniškai ją spręstų nors ir nežymiai, bet prasčiau. Visuminės skalės (abiejų situacijos sprendimo dalių) Cronbach α=0,71, o tai tenkina testo psichometrinės kokybės normas.

Pritaikius regresinės analizės modelį nustatyti ryšiai tarp EI-DARL-V1 ir EI-DARL-V2 testų kai kurių skalių: emocijų identifikavimo veiduose skalė yra susijusi su „kitų emocijų suvokimo“ skale; emocinių socialinių ir tarpasmeninių situacijų sprendimo skalės yra susijusios ir su „kitų emocijų suvokimo“, ir su „kitų emocijų valdymo“ skalėmis, gauti aibinės koreliacijos koeficientai r nuo 0,20 iki 0,22, o jų patikimumai p≤0,001. Ryšiai su savęs pažinimu, valdymu bei gebėjimu manipuliuoti kitais nebuvo nustatyti. Panašius duomenis gauna ir kiti EI tyrėjai.

Apsisprendimas empiriškai tyrinėti EI kaip gebėjimą ir tuo pačiu kaip asmenybės bruožą šiame tyrime pasiteisino.

Reikšminiai žodžiai: emocinis intelektas, su emocijomis susijusių situacijų sprendimas, emocinių išraiškų atpažinimas.

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