

Exploring Emotional Intelligence in School and College Teachers

Dr. Deepti Uniyal and Shreya Rawat

Department of Humanities and Social Sciences, Graphic Era (Deemed to be) University, Dehradun, Uttarakhand- 248001, India.

DOI: 10.29322/IJSRP.10.06.2020.p10260
<http://dx.doi.org/10.29322/IJSRP.10.06.2020.p10260>

Abstract- The study aimed at exploring the level of Emotional quotient among Teachers in context of the gender and the level of Institution they serve in. There were two hypotheses that were postulated as well as tested. The Emotional Competence scale by Sharma & Bhardwaj (1998) was utilised in form of the instrument to test the hypotheses. The sample comprised of 120 school and college teachers from Dehradun. Gathering of data was done through the random sampling technique. The analysis on the bases of statistical values was done using the T- test. The results showed an insignificant relationship of Emotional Intelligence with gender as well as with the Institutional level. It is further suggested that the schools and colleges should introduce programs, workshops and activities for their teachers in order to enhance their emotional skills as it will help them to effectively deal with the challenges pertaining to their profession and will help them to gain insight about not only themselves but about the emotions of the students as well.

Index Terms- Emotional Intelligence, Gender, Institutional level, Teachers

I. INTRODUCTION

Teachers are assets to not only the organization they serve in but also to the whole education system. They are one's who not only shape the personality of a child from the time when he or she is a toddler and till the time the child enters adulthood but also educates them about prejudices, negative stigmas and stereotypes and the ways to voice against them. It is utterly important for them to not only have a good physical well-being but a good emotional wellbeing too, as this emotional well-being is the key to living our life to the fullest. Our behaviour towards any situation is generated according to the emotions we experience. A teacher possessing high level of emotional quotient will better recognize and understand different emotions of their students and their counterparts in the workplace and will lead them to serve their purpose well and do justice to their roles as teachers.

Emotionality is believed to be a person's capacity of not only recognizing, understanding and managing his own emotions but recognizing, managing and influencing the emotions of other too. The term as explained by Mayer et al., (2008, p.511) explains the unique potential of an individual to have an apt or good reasoning about their emotional state and use the knowledge derived from this emotional state to improve their emotions". The interaction of two components namely emotions and intelligence give rise to what is referred as Emotional intelligence in an

individual (Mayer, Salovey & Caruso, 2004). An emotionally intelligent teacher knows how to handle different personalities simultaneously in the classroom setup. Such teacher successfully recognizes as well as understands emotions and needs of the children with special needs in a better manner. They understand the importance and necessity of imparting the knowledge about morality or moral principles and that how apart from grade syllabus they are important in making an individual and good and a responsible citizen of the country.

The gender of an individual counts as a crucial factor while determining the EQ possessed by that individual. Females are generally considered to be more expressive and straight forward in terms of their emotions as compared to men and due to this tendency of them they have strong interpersonal skills. Whereas men are considered to be the better ones when it comes to the dealing part of the emotions. They handle their emotions with a more relaxed and stable attitude, while some might not. Ahmad (2009) studied the gender differences on the bases of emotional quotient. Results highlighted the high emotional quotient possessed by males in comparison of the female counterparts. Another research threw light on the equation gender shares with EI. Girls possess high Emotional quotient than boys were claimed by Naghavi & Redzuan in form of the result. Researchers also discovered EQ in high level in boys or males to be a better predictor in terms of academic success.

The study is inclined towards highlighting differences in EQ among school as well as college teachers. The study aims at measuring the Emotional Competence/ Intelligence of Teachers of schools as well as colleges/Universities and to compare them. As the level of the organization increases, which is from school to college/University there occur certain changes in not only the working and the environment of the organization but also in the attitudes of the Teachers. This shift in attitude could be towards their counterparts, work or students. The working hours are more since the responsibility is more and so the workload increases. People who become successful in managing their stress levels raised due to heavy work load tend to have higher Emotional quotient and good performance at workplace than the one's who aren't able to. Due to this the person might have issues such as conflicts (Interpersonal or Intrapersonal) at the workplace, unbalanced work life or these people might fall for certain mental health conditions such as Burnout Syndrome, Anxiety, Depression etc. A study was conducted to examine the influential of EC on Performance in the workplace environment by Asrar-ul-Hak, Anwar & Hassan (2017). These researchers discovered; emotional Competence has an influencing role in one's workplace. They also

discovered that job achievement and managing conflict at workplace is also affected by Emotional quotient of an individual.

II. FOLLOWING ARE SOME DOMAINS FOUND BY GOLEMAN:

- Awareness of self: This domain focuses on the awareness of the emotions or the emotional state that an individual is expected to have from his /her own self in order to achieve high Emotional Quotient.
- Managing Emotions: This domain focuses on the management of not only our own emotional state but also the emotions of the other individual.
- Motivating self: Internally Motivating own self to attain a desired goal. As internal motivation leads an individual to generate a particular behaviour required to attain a desired goal.
- Recognition of emotions of others: The domain pays attention towards the importance of recognizing the emotions of other person in order to maintain positive interpersonal relationships with others.
- Relationship Management: Managing relationships, building trustworthy relationships with the counterparts. According to a study by Shehzad (2013) on Differences in gender in context of EI in University educators, female educators are on a higher end of interpersonal skills

III. REVIEW OF LITERATURE:

Edannur 2010 researched on EI in educators context. The outcome highlighted that the gender as well as locality of the teachers have nearby zero influence on EI. Further it was seen that both the genders possess average Emotional Intelligence.

The study aimed at comparing the EI of teaching trainees in context of the gender. The researchers Thakur & Chawla (2016) discovered negligible difference in EI of Teacher Trainees which can be concluded as gender of the Teachers has negligible effect on the degree of their Emotional Competence.

The study was conducted on the Teachers of secondary as well as senior secondary level aiming to assess their Emotional quotient in context of Gender, Qualification as well as Experience. It was conducted by Mishra & Hussain (2012) in a district of Assam. The results indicated that 50% of Teachers obtained a high score on the Emotional quotient scale whereas remaining count of teachers scored low on the Emotional Intelligence. The researchers further discovered that gender; Qualification and the Experience of the educators have negligible difference in context of EQ.

This research was inclined at assessing the equation EI shares with Teachers Performance at senior secondary level. Results obtained clearly show that the teachers performance had a relationship with the level of EI in a positive manner. Naqvi, Iqbal & Akhtar (2016).

The objective was inclined towards assessing the influentially EI has over the quality of life of school Teachers. Results showed difference in life quality in both the groups. The researchers Anjum & Swathi (2017) also found that these variables were influenced by each other in a positive manner.

Outcomes of research as conducted by Olson and colleagues (2019) on gender influence on management of Emotionality in

context of gender in educators at secondary level revealed that female teachers tend to experience more unpleasant emotions, feel more exhausted emotionally and indulge in the usage of acting strategies whereas the male Teachers tend to experience emotions like depersonalisation but are also able to succeed in handling disruptions at the same time, they prefer distancing over acting strategies and rather use skills pertaining to surface acting.

Another study focused on influentially on gender in context of EI as well as development in the work environment was conducted by Hayat, Bibi & Ambreen (2016). Main inclination of the research was towards differentiating EI as well as personal development pertaining to the workplace in reference to the gender. The findings of the research gave the clarity of the slightly more intelligent gender considering its scores over the other one and that was the female.

Garg & Chopra (2016) directed their research towards the comparison of the variable EQ in terms of different genders of educators. The researchers discovered nearby zero relation in both the types of genders in reference with EI whereas educators serving in private as well as in government sectors highlighted due to the differentiation with reference to EI.

This research was directed towards paying attention to the Emotionality with reference to social interaction in context of Pre-service educators. The sample size that was taken was 230 and the sample included the students majoring in secondary school education. A gender wise clear distinction was observed by Bedel (2014).

This research was carried out emphasizing on the Gender wise differences in emotional positive – social functioning. The observed outcomes clearly highlighted that the gender that was on a higher end in terms of the variable was female. Romer et al., (2011).

The researchers Kant & Azad (2014) conducted a study investigating the two variables which were Personality as well as EI of the educators. The sample size comprised of 200 Teachers from different schools in India. The results indicated that there was negligible distinction between the two variables in context of gender type assigned to the educators. The researchers also discovered EI was influenced by few personality traits in a positive manner.

The results of the study focusing on EI, stress levels pertaining or caused due to occupation as well as gender with respect to school educators clearly showed the distinction between the two variables in a positive manner. Jude (2011) also discovered the negligible difference between the variables EI as well as stress caused due to occupation in context of the gender.

Another study was conducted to examine EQ of the educators. The other variable that was studied was the efficacy which was again studied in context of educators. Results obtained emphasized on the equation both the variables share in a positive manner with regard to the educators. The researchers Penrose, Perry & Ball (2007) also discovered the two variables were related to each other without them having any type of influence on gender.

Kaur (2014) discovered that the Teaching competencies of the educators serving to the secondary level as well as EI influenced each other in a positive manner. Her study focused on the above two variables. The other outcome highlighted the negligible difference between the two variables in context of government schools as well as private schools respectively.

The study aimed at investigating Gender influence on Emotionality in teachers from secondary school. The researchers Thapliyal, Aanchal & Bisht (2015) discovered EQ to be an influencing factor in terms of the gender type. They discovered Females were on better end in terms of the variable than the male Teachers.

Another research emphasized on the variable EQ in context of educators at senior level. The results indicated that these participants were on a lower end in terms of the variable. Teachers hailing from under and highly developed areas were found high on Emotional Intelligence as well as Job satisfaction. The researchers further found a negligible difference in the two variables in context of the educators from Urban areas. Raj & Uniyal (2016).

The study focused on the differentiation in EI with reference to the Gender type of the educators and was conducted by researchers Shehzad & Mahmood (2013). Outcomes of the study revealed females to be on the higher and better end of the on interpersonal skills. The researchers further found both the types of gender to be on the same and better end in context of the variable been explored.

The results emphasized on the two variables that were EI as well as Satisfaction at Job of University Teachers and highlighted that the Professors are found to be more Emotionally Intelligent and satisfied with their jobs as compared to the Associate Proffers working in the same University. The Associate Professors scored low in the Emotional Intelligence Scale and were found to be less Emotionally Intelligent as compared to the Professors. The Lecturers and Assistant Professors on the other hand were found to be equal on two of the variables paid emphasis on. Akhtar & Khan (2019).

Alghamdi, Aslam & Khan (2017) examined the variable EI to be predicted by few of the traits of the Personality with reference to the educators serving at a high institutional level. Outcomes from the research gave the clarity about the two variables and their positive influential effect. These factors included agreeableness, openness and extraversion.

Another study aimed at exploring the variables EI, satisfaction received due to job environment as well as commitment framed by the educators. Anari (2012) threw light on how three of the variables influenced one another in a positive manner. Furthermore, he observed that the gender type that was on a better end in context of EI was female.

Soanes & Sungoh (2019) discovered a positive equation variable like EI as well as effectiveness of the educators has. Objective was inclined at exploring the influence that Emotional quotient has on Teacher's effectiveness. The sample size included 352 Teachers from Meghalaya. The researchers discovered that the variable EI had an influence on both the types of gender in a positive way though female gender type was on a slight brighter end. A negligible distinction was observed in the effectiveness in context of factors like gender, age etc.

The research was directed towards investigating the variable EI as well as effectiveness in context of Preservice educators. Sample size comprised of 99 respondents from the Pennsylvania State University. Outcomes observed claimed the influentiality of the variable EI over the other variable that was effectiveness but only to some extent based on which researcher Ogreni (2008) suggested teacher education programmes.

This particular research was again directed towards exploring the equation between the two variables that were Emotionality as well as satisfaction attained due to job. Sample size included 100 teachers from the Iranian Language Institute. An outcome of the research clearly highlights the influential equation between the two variables with reference to educators. Male counterparts were observed to be on a slight better end in terms of the variable EI. Tabatabaei & Farazmehr (2015).

Research Hypothesis:

- H0: There is no significant difference between Emotional Intelligence of School and College Teachers.
- H1: There is a significant difference between Emotional Intelligence of School and College Teachers
- H0: There is no significant difference between Emotional Intelligence of Male and Female School Teachers.
- H2: There is a significant difference between Emotional Intelligence of Male and Female School Teachers.

Sample:

The sample consisted of the School Teachers and College Teachers of Dehradun District. A random sampling Technique of data collection was incorporated for the same. A sample size of 120 Teachers (60 School and 60 College Teachers) were included for the study.

Tool Used:

Considering the nature of the problem statement, the Emotional Competence scale by two Indian authors; Sharma & Bhardwaj (1998) was employed in order to attain the objective. The scale consists of 30 items and is a self-report questionnaire. The scale includes different real-life situations that supposed to be answered between 1 to 5. The lowest score is 1 whereas the highest is 5.

Research Design:

This research is directed towards investigating the variable EI in context of educators serving in higher institutional and then comparing the variable EI in context of gender. Therefore, the study employs a comparative nature and uses a normative method.

Procedure:

To conduct the study permission from concerned authorities of Schools and Colleges of Dehradun was sought. Before allowing the respondents (Teachers) to fill the questionnaires consent was taken from them. Each respondent was given individual assistance while filling the questionnaires. The scoring of the scale was done as per the manual of the scale. After completion of the scoring part the scores were further compared using the T- test for data analysis.

IV. RESULT AND DISCUSSION:

The Following tables depict the analysis as well as the interpretation for the collected data:

Hypothesis 1: There will be no significant difference between EI of School as well as College Teachers.

Table 1: Independent Samples Test

		Levene's Test for Equality		t-test for Equality of Means						
		F	Sig.	T	df	sig(2-tailed)	Mean difference	Std. Error	95% confidence interval of the test	
								Lower		Upper
E I	Equal variances assumed	.006	.939	1.040	118	.300	-3.60000	3.46103	-10.45378	3.25378
	Equal Variances not assumed			1.040	117.659	.300	-3.60000	3.46103	-10.45390	3.25390

The table above represents the information of 120 School as well as College Teachers in terms of their Differences in Mean scores, Differences in Standard Error, Degree of freedom, t value, F value at the interval difference of .02 and .05 in both the cases that is when the equal variances are assumed and when the equal variances are not assumed. Distinction in the scores obtained in form of Mean School as well as College Teachers as represented in the table and was found to be -3.60000 for both the cases, with the Standard error difference to be 3.46103 again for both the cases (schools as well as college). The F value was taken as .006 for the case where equal variances were assumed. The t value was found to be -1.040 in both the cases with the value of degree of freedom to be 118 in the case when Equal variances are assumed and 117.659 when not assumed. Acquired value for the differences in

Interval for the case for which Equal variances are assumed was found to be -10.45378 at .02 level of significance whereas the upper value for both the cases was found to be 3.25378 respectively. As score which was -1.040 was found to be less than the value of F which was .006 so the hypothesis 1 will be rejected. The underlying reasons for this could be the differences in the levels of organisations (i.e. School and Colleges), differences in the vision, mission and objectives of the organisation as the attitude and behaviour of the Teacher will be impacted by the level of organisation, he/she serves in.

Hypothesis 2: There will be no significant difference between EI of male and female school teachers

Table: Independent Samples Test

		Levene's Test for Equality		t-test for Equality of Means						
		F	Sig.	T	df	sig(2-tailed)	Mean difference	Std. Error	95% confidence interval of the test	
								Lower		Upper
EI	Equal variances assumed	.181	.671	-.441	118	.660	-1.53333	3.47	-8.417	5.312
	Equal Variances not assumed			-.441	117.	.660	-1.53333	3.47	-8.412	5.318

The above table represents the information of 60 educators with respect to their Differences in scores obtained in form of mean, Differences in Standard Error, Degree of freedom, t value,

F value at the Interval Difference of .02 and .05 respectively in both the cases that is when the Equal variances are assumed and when the Equal variances are not assumed. Distinction in the form

of Mean values for the respondents was found to be -1.53333 for both the conditions/ cases, with the Standard Error Difference to be 3.473 again for both the cases (When the Equal variances are assumed and when they are not assumed).. The t value was found to be -.441 in both the cases with the value of degree of freedom to be 118 in the case when Equal variances are assumed and 117.9 for the second case. Lower scores for the differences in Interval for the case for which Equal variances are assumed was found to be -8.417 whereas the upper value for this case was found to be 5.312. The lower value for the differences in Interval for the case in which equal variances were not assumed was found to be -8.412 whereas the upper value for this case was found to be 5.318 respectively.

The results from this hypothesis seem to be supportive of a research on Emotional Quotient of Teacher educators with respect to their Genders by Edannur 2010 and with the study by Thakur & Chawla (2016). The reasons could be due to factors such as gender roles as with each gender type there are some set of norms and values attached. The other factor could be the expectations of the society from each gender type based on the set of rules assigned to each gender, Blackstone (2003). Factors like differences in Socio – economic status, Power and the differences in the method used for socialization are also affirmed by Brody (1997) as crucial factors responsible for the differences in Emotional Intelligence based on Gender.

V. CONCLUSION

- The outcomes explicitly indicated that the variable EI has nothing to do with the type of organisation one serve's for and so further statement can be made that the variable EI doesn't count as an influencing factor while comparing the bases of the differences in different levels of organisations/Institution.
- The present study also threw light onto the negligible difference in EI in context of the gender type of the educators. The result of the study is supportive of a research carried out by Penrose and colleague (2007) whereas is contradictory of a study by Kaur (2014).
- Schools and colleges should pay attention to not only their students but the Teachers as well by creating better work environment for them and by working towards enhancing their emotional skills such as empathy, emotional awareness and impulse management by conducting workshops and programs aiming at enhancing emotional regulation. So that not only they are equipped with skills pertaining to handling their emotions as well as the emotions of the students effectively but are simultaneously able to effectively deal with the challenges pertaining to their profession and also so that their psychological well-being is taken care off.

Limitations:

- The study was limited to only Dehradun district of Uttarakhand state.
- The data that was included consisted of the teachers from higher secondary level and colleges.
- The study was conducted on only few schools and colleges from Dehradun District.

Recommendations:

- The present study targeted only three schools and three colleges from only one district (Dehradun) for investigating the impact of the variable EI in context of the educators at higher Institutional level .If the same study with more variables would be conducted including other districts and all the government and private schools and colleges from all the districts so this would over all give a clear picture of the Education system that is followed and the Emotional standing of the teachers and would further provide the areas/ dimension of Emotional Intelligence that needs to be worked upon the most.
- Activities, workshops and sessions should be conducted for teachers in order to enhance their emotional well-being. Concepts like flash mob can be introduced in these institutions as a means of channelizing work place stress at times.
- Institutions like schools and colleges should endorse the idea of providing 'Time off' to their employees as this will help in maintaining a stable emotional state and will help in keeping psychological conditions like Burnout syndrome, Depression, Anxiety and high and prolonged stress levels at bay.

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AUTHORS

First Author – Dr. Deepti Uniyal, MSc, Med, PhD, Assistant Professor (Graphic Era (Deemed to be) University), Dehradun, Uttarakhand, India., Deepti29.ddn@gmail.com
Second Author – Shreya Rawat, Student (BA Honours Psychology), Graphic Era (Deemed to be) University, Dehradun, Uttarakhand, India. , Shreya4679@gmail.com

Appendix:

EC- Scale

Sex.....Age.....Caste.....Religion.....Education.....Profession.....Monthly income.....Rural/urban.....Married/UnmarriedPlace.....

Instruction-

1. Some incomplete statements are given in this scale.
2. Every incomplete statement can be completed with the help of any of the five alternatives mentioned before the incomplete one.
3. You have to complete every statement in terms of your own, therefore think adequately and response in an honest manner.
4. Tick the mark whatsoever suits you among the five alternatives.
5. The information given by you will be kept secret.

1. Even a slight thing to me,
 - Strikes very much
 - Strikes much

- Strikes normal
 - Strikes slightly
 - Strikes very slightly
2. When I am inclined to react upon others, I...
- Cannot control absolutely
 - Cannot control
 - Cannot control normally
 - Am able to control
 - Am able to control very much
3. Due to petty incidents, I...my deeds in a very balanced manner
- Am able to do very slightly
 - Am able to do slightly
 - Cannot do normally
 - Do
 - Am able to do very much
4. Even after realising ,the causes of miseries, I.....those from my mind
- Cannot overcome absolutely
 - Cannot overcome
 - Cannot overcome normally
 - Am able to overcome
 - Am able to overcome very much
5. The moments of happiness...I open heartedly.
- Cannot enjoy absolutely
 - Cannot enjoy
 - Cannot enjoy normally
 - Am able to enjoy
 - Am able to enjoy too much
6. The impact of day to day events on me....
- Is too much
 - Is much
 - Is normal
 - Is slight
 - Is very slight
7. I...my control even on the slight life incidents.
- Lose very hastily
 - Lose hastily
 - Lose normally
 - Am not able to lose

- Am not able to lose absolutely
8. In adverse circumstances, I....
- Become nervous at once
 - Become nervous
 - Become nervous normally
 - Do not become nervous
 - Do not become nervous absolutely
9. The fear of strange circumstances for me....
- Remains too much
 - Remains much
 - Remains normally
 - Does not remain
 - Does not remain absolutely.
10. To chat with others, I....
- Does not like absolutely
 - Does not like
 - Does not like normally
 - Like
 - Like very much
11. I amby the critical notions of others.
- Affected very much
 - Affected much
 - Affected normally
 - Affected slightly
 - Affected very slightly
12. I...whatever may be the form of misery.
- Weep very much
 - Weep much
 - Weep normally
 - Weep slightly
 - Weep very slightly.
13. There are the persons who remain normal even in most adverse conditions but I.....in adverse circumstances leaving aside all essential work.
- Become disappointed very much
 - Become disappointed much
 - Become disappointed normally
 - Am not disappointed
 - Am not disappointed absolutely.

14. I....the aggression towards others aroused by known or unknown reasons.
- Cannot keep aside absolutely
 - Cannot keep aside
 - Cannot keep aside normally
 - Keep aside
 - Keep aside very much
15. I....to participate with a great zeal on the occasion of happiness like marriage or other function.
- Do not like absolutely
 - Do not like
 - Do not like normally
 - Like much
 - Like very much
16. When somebody hurts my feelings, I.....
- Become very much sad
 - Become much sad
 - Become sad normally
 - Become sad slightly
 - Become sad very slightly
17. People.....my emotions through my facial and overt gestures.
- Realise very easily
 - Realise easily
 - Realise normally
 - Cannot realise easily
 - Cannot realise absolutely
18. In the conditions of indifferent feelings (anxiety, fear, anger etc.) I.....
- Cannot take decision absolutely
 - Cannot take decision
 - cannot take decision normally
 - Take decision accordingly
 - Take decision easily.
19. The impact of misfortunes.....on me.
- Remains very much
 - Remains much
 - Remains normally
 - Remains for a while
 - Remains for a period slightly
20. To go in merry-making, I...
- Like very slightly

- Like slightly
- Like normally
- Like much
- Like very much.

21. Usually everybody has a habit to say something but I....on hearing their slight remarks.

- Become impatient very much
- Become impatient
- Become impatient normally
- Become impatient slightly
- Become impatient very slightly

22. All do express their feelings like laughing, weeping, fearing and becoming angry but I...

- Express either very much or very little
- Express more or less
- Express sometimes more or less
- Do not express more or less
- Do not express very much or little

23. In the circumstances of opposite feelings, I keep my behaviour....

- Balanced very slightly
- Balanced slightly
- Balanced normally
- Much balanced
- Very much balanced

24. Thinking in the way, O dear, leave it, do not worry or feel sad' I.....my feelings at bay...

- Cannot keep absolutely
- Cannot keep
- Cannot keep normally
- Keep
- Keep accordingly

25. In the ways others remain happy, I....despite having a wish for being happy.

- Cannot remain absolutely so
- Cannot remain so
- Cannot remain normally so
- Am able to remain so
- Am able to remain by large so

26. Everything is related to joy and sorrow, I.....

- Take it in depth very much

- Take it in depth much
- Take it in depth normally
- Take it in depth slightly
- Take it in depth very slightly.

27. I am afraid of what people would say about me , I.....normal expression of feelings.

- Refrain very much from
- Much refrain from
- Refrain normally from
- Do not refrain from
- Do not refrain absolutely from

28. In the mist of some worries, the jobs that I want to perform, I...

- Cannot fulfil absolutely
- Cannot fulfil
- Cannot fulfil normally
- Am able to fulfil
- Am able to fulfil very much

29. Leaving aside all superfluous feelings, I must keep myself busy in my jobs, this I....

- Cannot do absolutely
- Cannot do
- Cannot do normally
- Able to do
- Able to do more easily

30. That I never miss any opportunity to remain happy.....on me.

- Does not apply absolutely
- Does not apply
- Does not apply normally
- Apply
- Apply very much.

Thanking you.