Construction And Validity Testing Of Content Specialist Encouragement Of Emotional Intelligence Module (EeiM)

Syed Sofian Syed Salim, Mohammad Aziz Shah Mohamed Arip, Muhammad Bazlan Mustafa, Md Amin Md Taff, Mohd Zahuri Khairani & Mohd Hanafi Mohd Yasin

To Link this Article: http://dx.doi.org/10.6007/IJARBSS/v8-i4/4065  DOI:10.6007/IJARBSS/v8-i4/4065

Received: 09 March 2018, Revised: 06 April 2018, Accepted: 07 April 2018

In-Text Citation: (Salim et al., 2018)

To Cite this Article: Salim, S. S. S., Arip, M. A. S. M., Mustafa, M. B., Taff, M. A. M., Khairani, M. Z., & Yasin, M. H. M. (2018). Construction And Validity Testing Of Content Specialist Encouragement Of Emotional Intelligence Module (EeiM). International Journal of Academic Research in Business and Social Sciences, 8(4), 832–839.

Copyright: © 2018 The Author(s)
Published by Human Resource Management Academic Research Society (www.hrmars.com)
This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: http://creativecommons.org/ licences/by/4.0/legalcode

Vol. 8, No. 4, April 2018, Pg. 832-839

http://hrmars.com/index.php/pages/detail/IJARBSS  JOURNAL HOMEPAGE

Full Terms & Conditions of access and use can be found at
http://hrmars.com/index.php/pages/detail/publication-ethics
Construction And Validity Testing Of Content Specialist Encouragement Of Emotional Intelligence Module (EeiM)

Syed Sofian Syed Salim¹, Mohammad Aziz Shah Mohamed Arip², Muhammad Bazlan Mustafa³, Md Amin Md Taff⁴, Mohd Zahuri Khairani⁵ & Mohd Hanafi Mohd Yasin⁶

¹, ², ³ Faculty of Education and Human Development, Sultan Idris Education University, 35900 Tanjong Malim, Perak, Malaysia, ⁴ Faculty of Sports Science and Coaching, Sultan Idris Education University, 35900 Tanjong Malim, Perak, Malaysia, ⁵ Faculty of Art, Computing and Creative Industry, Sultan Idris University, 35900 Tanjong Malim, Perak, Malaysia, ⁶ Faculty of Education, National University Of Malaysia, 43600 Bangi, Selangor, Malaysia

Abstract
This study aimed to test the validity of the content of the expert panel for the Encouragement of Emotional Intelligence Module (EeiM). EeiM has five main strategies Strategy 1: Introduction to Emotional Intelligence (Ei), Strategy 2: Recognize Self Emotions, Strategy 3: Development of Self-Management, Strategy 4: Development of Social Skills and Strategy 5: Development of Social Skills. This module contains 5 major strategy and 20 self-initiated activity for 19 hours and 45 minutes. The implementation of this module focuses on the application of the concepts, principles and techniques of character development in a systematic and practical wisdom based Goleman Mixed Ei Model. The instrument used was a questionnaire the validity of the module based on the recommendations of Russell (1974), and suitability questionnaire sessions and activities in accordance with the recommendations of Mohammad Aziz Shah (2010). For content validity, a total of 10 expert panels have assessed the Eei. The data obtained showed the validity of the content module according to Russel (1974), was 82.9% (.829). Next, the content validity and appropriateness of the proposed activity session by Mohammad Aziz Shah (2010), obtained a value of 81.4% (.814). Thus, this module is acceptable to apply the program of character development.

Keywords: Content Validity, Suitability Sessions And Activities, Encouragement of Emotional Intelligence Module (EeiM)
Introduction
The emotions expressed by humans as a form of action that meet the desires and self-satisfaction. Emotions will be highlighted out as a form of satisfaction a person. According to Mahmood Nazar (1990), emotions can be defined as a situation experienced by humans involving several changes of physiological processes, and psychological self. Emotions play an important role in the development of human character.

Emotion management wisdom and emotional maturity. Ei is defined as a person's ability to observe, identify the feelings and emotions of themselves and others and efficient in the management of emotions. According to Goleman (1995), Ei is the ability to control one's emotions and the emotions of others, able to distinguish the good, and can use that information to help the mind and one's actions.

Intelligence is one particular strategy or technique for achieving a goal. Ei is viewed as a set of mental skills that help individuals to identify and understand their own feelings and the feelings of others.

Ei is an important aspect to produce individuals who excel in all aspects of the researchers take a step forward with trying to suggest to form a Eei module tools and can be applied to all target groups regardless of time and place. All this will be established involving the intervention integrated in psychology and counseling (systemic, cognitive, emotional and behavioral) is the hardest and new techniques in Eei module to be developed either in hard copy or soft copy. Hope with Eei module construction can promote character development among students in schools, universities and Civil Servants in Malaysia.

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

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

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

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

Findings Phase 1: Construction Eei Module

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

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

Table 1: Experts view the validity and content validity of the Encouragement Module Emotional Intelligence (Eei) by Proposition Russel (1974)

| Num. | Statement                                                                 | Content Validity | Expert       |
|------|---------------------------------------------------------------------------|------------------|--------------|
| 1.   | Module content Encouragement of Emotional Intelligence (Eei) This kept the target population | 81.1% (.811)     | be accepted  |
| 2.   | Module content Encouragement of Emotional Intelligence (Eei) can be implemented properly | 83.3% (.833)     | be accepted  |
| 3.   | Module content Encouragement of Emotional Intelligence (Eei) is compatible with the allotted time | 80% (.800)       | be accepted  |
| 4.   | Module content Encouragement of Emotional Intelligence (Eei) can enhance character development | 85.6% (.856)     | be accepted  |
| 5.   | Module content Encouragement of Emotional Intelligence (Eei) this can be a strategy for the development of character in terms of recognizing emotions, self-management, social competence, and social skills | 84.4% (.844)     | be accepted  |
| Module Overview | 82.9% (.829)                | be accepted       |

Table 1 above shows the validation of the content validity values obtained have good content and high as above 60%. Mostly obtain the content validity of 60% and above. Overall the validity of the content was of 82.9%, equivalent to the cumulative value of 0.829.
Findings of Phase 2: The coefficient of Compliance Sessions and Activities Encouragement of Emotional Intelligence Module (Eei) By Mohammad Aziz Shah (2010)

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

| Strategy | Activity | Total Score | Validity Percentage (%) | Expert Views |
|----------|----------|-------------|--------------------------|--------------|
| Strategy 1 | **Introduction Wisdom Emotions** | 218 | 80.7% | accepted |
| Activity 1: Introduction to Emotional Intelligence (Ei) | 73 | 81.1% | accepted |
| Activity 2: Recognize Emotional Intelligence (Ei) | 73 | 81.1% | accepted |
| Activity 3: Understanding Emotional Intelligence (Ei) Components | 72 | 80.0% | accepted |
| Strategy 2: **Recognizing Emotions Self** | 221 | 81.9% | accepted |
| Activity 1: Identifying Your Emotional Awareness | 76 | 84.4% | accepted |
| Activity 2: Identifying Strengths and Weaknesses of Self | 72 | 80.0% | accepted |
| Activity 3: Increasing Self Confidence | 73 | 81.1% | accepted |
| Strategy 3: **Self Management Development** | 223 | 82.6% | accepted |
| Activity 1: Increase Control Emotions | 77 | 85.6% | accepted |
| Activity 2: Instill Trust and Defensive Stance | 72 | 80.0% | accepted |
| Activity 3: Instill Flexible attitude and dedication | 74 | 82.2% | accepted |
| Strategy 4: **Development of Social Skills** | 214 | 79.3% | accepted |
| Activity 1: Increase Empathy | 69 | 76.7% | accepted |
| Activity 2: Sensitive Dynamic Group | 73 | 81.1% | accepted |
| Activity 3: Focus on Needs | 72 | 80.0 | accepted |
| Strategy 5: **Development of Social Skills** | 589 | 81.8% | accepted |
| Activity 1: Helping Others | 76 | 84.4% | accepted |
Activity 2: Increase Effective Leadership 75 83.3% accepted
Activity 3: Improving Management Skills 74 82.2% accepted
Activity 4: Improving Skills Debate and argument 73 81.1% accepted
Activity 5: Enhancing Skills Affect 72 80.0% accepted
Activity 6: Rise of Interpersonal Communication 71 78.9% accepted
Activity 7: Ability Nourish and Build Good Relations 72 80.0% accepted
Activity 8: Enhance Skills and Group Work 76 84.4% accepted
Overall Module Activity 1465 81.4% accepted

Table 2 above shows the total score, the percentage of legality and expert opinion on the appropriateness of sessions and activities which have been obtained from 9 expert panel consisting of academics and specialist counseling. Total score overall validity and appropriateness of the activities acquired session was in 1465 that brought the percentage of 81.4% (.814). The expert opinion is received and all the strategy shows the percentage of high validity that exceeds 70%. It shows all of the activities in this module can be implemented properly.

Construction and Validity Testing Encouragement Policy Emotions Module (EEI)
Overall construction and testing is based on the analysis of the text of the books of Ei such as Goleman (1995), and Mahmood Nazar (1990). Russel Model (1974), and Mohammad Aziz Shah (2010), is used as a guide to establish the encouragement Ei module in this study. The findings showed that sub-module is built on five main strategies Strategy 1: Introduction to Emotional Intelligence, Strategy 2: Recognize Self-Emotions Self, Strategy 3: Development of Self-Management, Strategy 4: Development of Social Skills and Strategy 5: Development of Social Skills. Each strategy contains a time period, the number of participants, venue, and the equipment used needs, objectives, implementation process and philosophy of teaching.

Eei is built on the theoretical dimensions of the Model Mixed Ei introduced by Goleman. The concepts of this theory Ei translated into modules to be easily applied in real situations. It also allows a counselor or facilitator better understand how a person understand and manage emotions in oneself.

Statistics for the validity of the Eei Module has been used 10 experts validity using methods critics outside and inside of the legality or validity coefficient for the content of this Eei Module. The high content validity prove Module Eei Wisdom day module construction standards
really theoretical, travel strategies and activities that can measure the constructs should be measured (Sidek, 2005).

10 experts selected appraiser to assess the content validity Eei module consists of those who have expertise in the field of Ei and control module activities. Validity coefficients obtained from a panel of experts is 0.829 while the validity coefficient of concordance sessions and activities module Eei is 0.814. In addition, all the expert panel also gave some suggestions for improvement in writing for improving existing modules.

This module qualifies the construction module based on the submitted statement; a) this module target population (taking into account the behavior of the suspect), b) teaching situation or the method of execution modules are appropriate, c) the time allocated to run the module is sufficient, d) this module successfully cause the desired outcome is achieved, and e) module successfully change the behavior and thinking of individuals. This implies that the module meets the standards detailed by Russell (1974), in the construction of an effective module.

The main focus is on the development and construction of the validity of the Encouragement of Emotional Intelligence Module (Eei): Eei Application For Student Character Development Promotion Strategy, Public and Civil Servants in Malaysia. Researchers hope that this kind of research will be conducted in the future to reliability and effect of Eei for a more detailed experiments. The researchers suggest that future researchers can study the reliability and experimental study to see the effect of Eei on the development of character whether the impact is positive or negative. The researchers hope that the research will be conducted on validity and reliability by making the validity of the content modules and a pilot study to obtain consistency coefficients. Then, experimental studies should also be conducted to see the effect module on Ei and character development of participants in each of the strategies and activities contained in the Eei Module.

Conclusion
Based on the research conducted, the results showed Eei Module is an effective method to promote the development of character. Eei Module has sub content constructs that can be used by participant who want to improve with more positive character development (Syed Sofian et al., 2012). The study showed that counselors can also use this module in school activities or outdoor activities. In addition, this study may also contribute to the training of educational counselors in Malaysia. Recommendations for future research is focused on the effectiveness of the Eei Module on the development of character.

Acknowledgement
This study is sponsored by Ministry of Higher Education (MOHE) under FRGS grant research funds with reference code 2014-0116-106-02 FRGS.
Corresponding Author
Name: Associate Professor Dr Syed Sofian Syed Salim
Affiliation: Sultan Idris Education University
Country: Malaysia
Email ID: sofian@fpm.upsi.edu.my
Address: Faculty of Education and Human Development, Sultan Idris Education University 35900 Tanjong Malim, Perak

References
Goleman, D. (1995). Emotional Intelligence: Why it can matter more than IQ. New York: Bantam Books.
Mahmood, N. M. (1990). Sender Psychology: A pengenalam fundamental to life and human behavior. Kuala Lumpur: Dewan Bahasa dan Pustaka.
Mohammad, A. S. M. A. (2010). Effects of Group Guidance Over Self Concepts, Continuity and Resilience in Young Circle. Bangi: Unpublished Ph.D thesis.
Rusell, J. D. (1974). Modul instruction: A guide to the design. Selection, utilization and evaluation of modular material. United Stated: Barger Publition Company.
Sidek, M. N. (2005). Testing and evaluation and counseling theory and application. Serdang: Universiti Putra Malaysia Publisher.
Sidek, M. N., & Jamaludin, A. (2005). Module building: How to build exercise module and academic module. Serdang: University Putra Malaysia Publisher.
Syed, S. S. S., Rohany, N., Mohamad, A. S. M. A., & Muhammad, B. M. (2012). The role of emotional intelligence on job satisfaction among school teachers. The Social Sciences, 7 (1), 125-129.