URDU TRANSLATION AND PSYCHOMETRIC PROPERTIES OF TRAIT EMOTIONAL INTELLIGENCE QUESTIONNAIRE SHORT FORM (TEIQue-SF)

Salman Shahzad[1], Zaeema Riaz[2], Nasreen Begum[3], Sarwat Jahan Khanum[4]

[1-3] Institute of Clinical Psychology, [4]Area Study Centre for Europe,
University of Karachi, PAKISTAN.

[1] shahzad_icp@yahoo.com

ABSTRACT

The purpose of present study was to translate and adapt Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF; Petrides, & Furnham, 2009) into Urdu and also to determine the psychometric properties of this measure. After the process of translation the final translated (Urdu) version of scale was tested on sample of 201 adults. The reliability of the TEIQue-SF was assessed through the analysis of Cronbach's alpha, Split half and test retest reliability. The convergent reliability was measured by using the Rosenberg Self Esteem Scale (RSES; Rosenberg, 1965), Satisfaction with Life Scale (SWLS; Diener, Emmons, Larsen, & Griffin, 1985) and Subjective happiness Scale (SHS; Lyubomirsky & Lepper, 1999). After detailed literature review the following hypotheses were formulated (a) the scores of Urdu version of TEIQue-SF would be positively correlated with the scores of RSES. (b) The scores of Urdu version of TEIQue-SF would be positively correlated with the scores of SWLS. (c) The scores of Urdu version of TEIQue-SF would be positively correlated with the scores of SHS. Reliability of the Urdu version of TEIQue-SF inferred by Cronbach's Alpha which is .889; Gutman Split Half Coefficient is .862 and test retest reliability is .817. Moreover, TEIQue-SF is found to have a statistically significant positive correlation with the RSES (r = .602, p<.01), SWLS (r = .556, p<.01) and SHS (r = .602, p<.01). The Urdu version of TEIQue-SF has found to be reliable scale to be use in Pakistan.

Keywords: Trait Emotional Intelligence, Self Esteem, Satisfaction with Life, Subjective Happiness, Urdu Translation

INTRODUCTION

In the literature emotion intelligence has been considered as a significant factor in determining well-being, this is essential for adaptive functioning in a individual's life. There is a growing body of literature that supports the involvement of emotions in dealing with one's problems and also for better wellbeing. There are numerous research studies (Charbonneau & Nicol, 2002; Ciarrochi, Deane, & Anderson, 2002) that have assessed the association of EI abilities with important life standards, with most studies finding considerable indication of EI as an important predictor of better outcomes in life.

In theory, emotional intelligence refers to a collection of skills such as; self-control, self determination, motivation, sensitivity and understanding the feelings of others. Different researchers have defined and explained emotional intelligence. They explained it in terms of different models consisting of various skills. However, these models share common core of basic concepts (Goleman, 2000). Different theorists have proposed different models to assess emotional intelligence. More specifically, there are two main models. First, ability model and Second, trait model. According to first model (Mayer, Salovey, & Caruso, 2000) these are the consequent of an adaptive association of emotions and cognition. They incorporate the ability

that individual has to perceive, understand, comprehend, manage and express this/her emotions. While the second model has been acknowledged for addition of number of traits and dispositional behaviors. For example, the supporters of this model have merged the mental abilities and personality characteristics of people such as enthusiasm, motivation, optimism (Petrides, 2011).

Researchers like, Petrides, Pita, and Kokkinaki, (2007) have defined Trait emotional intelligence (trait EI) in a broader way. According to them trait EI is a constellation of emotion-related self perceptions located at the lower levels of personality hierarchies. Studies conducted in multiple areas like education, health, work, etc. indicate that emotional intelligence is related with different aspect of success in life. Further, researchers have found the relationship of emotional intelligence with numerous factors such as satisfaction with life, psychological well-being, occupational success and job performance (Adeyemi & Adeleye, 2008; Bar-On, 2005). For example, Fernandes and Rego (2004) found that EI is an important predictor of individual's satisfaction with life, health and academic achievement. These research findings show that emotional intelligence is an important variable in determining the better outcomes in one's life.

Numerous researchers have been conducted to assess the association of emotional intelligence (EI) with satisfaction with life. These research findings suggest emotional intelligence is one of the important factors in predicting for one's better outcomes in life (Charbonneu & Nicol, 2002; Ciarrochi, Deane, & Anderson, 2002). To what extent Emotional Intelligence is an essential aspect of an individual's satisfaction with life, number of researches have been conducted to answer this question in a better manner. These studies found significant correlations. For example, in their research Palmer, Donaldson and Stough (2002) assessed that predictive validity of the different facets of emotional intelligence to determine the satisfaction with life greater than those of positive and negative affect. They concluded that the components of emotional intelligence explain in details the aspect of life satisfaction discrepancy that could not be ascribed to personality traits. Further, a recent study conducted by Extremera and Ferndez- Berrocal (2005) to determine that relationship between Perceived Emotional Intelligence and Life Satisfaction. They also found that emotional Clarity could further add the major discrepancy in predicting life satisfaction further than personality traits. Furthermore, a research conducted by Petrides, Pita, and Kokkinaki, (2007), they found Trait EI to be positively related to 'life satisfaction'

The domain of happiness has been neglected for many years. Traditionally researches with concentrating on unhappiness and ill being of people. (e.g. depression, anxiety, suicide etc). Due to which there appeared imbalance while studying the human being. However, this trend has been changed and this imbalance has been corrected by the researchers studying on "subjective wellbeing". This is a term which is used as a synonym for happiness. With reference to the conceptual and empirical overlap between trait EI and other personality facets, researchers (Petrides & Furnham, 2001) have argued that the importance of testing trait EI in explaining the variance in happiness beyond other personality traits. A research conducted by Furnham and Petrides (2003) who that found trait EI predict happiness when controlling the personality dimensions.

There are few studies that have focused on the association of happiness with trait emotional intelligence. There is a research evidence (e.g. Fredrickson & Joiner, 2002) to support the view that subjective happiness may be essential to health (both mental and physical). According to them individuals who have higher level of self-control, have ability to regulate their emotions and have ability to cope up with their problems. There are numerous empirical researches that supports the view that there is relationship between emotional intelligence and

Copyright © 2014

Leena and Luna International, Oyama, Japan.
(株)リナアンドルナインターナショナル,小山市、日本.

www.leena-luna.co.jp
P a g e | 131

positive psychology, in that happiness has been a major focus and considered as one of the important variable in the field of positive psychology today (Gable & Haidt, 2005; Seligman, Steen, Park, & Peterson, 2005).

Self-esteem is one of the important domains of self-concept studies (Gecas & Burke, 1995). In his research Rosenberg (1965) pointed out that individuals with high self-esteem, they tend to respect for themselves and consider themselves as worthy. There are some specialized elements of self-knowledge which are associated to emotional intelligence. These include beliefs about person's competence in handling the emotions of self and others, and relationship schemas (Baldwin & Ferguson 2001) which shapes the management of social encounters. Researchers have found a significant relationship of emotional intelligence with self esteem. In their research Salovey, Stroud, Woolery and Epel (2002) found that low trait EI has been linked to low self-esteem. Baumeister, Campbell, Krueger, and Vohs, (2005) review extensive studies suggesting that although raising self-esteem improves positive emotions. There are some evidences to support the view that EI is strongly associated with self-reported well-being, more frequent positive effect, life satisfaction, and self-esteem (Gohm & Clore, 2002).

The relationship between overall levels of EI and variables of different psychological domains has been documented in non-clinical adult samples. For example, high EI is and positively related to health-related quality of life, life satisfaction and social network factors (Extremera & Ferna´ndez-Berrocal, 2005; Gannon & Ranzin, 2005). Higher levels of EI are also linked to greater feelings of emotional well-being (Bar-On, 1997) and higher self-esteem (Ciarrochi et al., 2000; Schutte et al., 2002). These studies show that there is a strong association of emotional intelligence with self esteem.

These researches have shown the positive role of emotional intelligence in better outcomes in lives. Construct of trait emotional intelligence has grabbed scientific attention of researchers in the fields of health education and organizations. Recently, in Pakistan the topic of trait emotional intelligence has awakened the mental health professionals in understanding and studying emotions for the development of well being. Currently, the applications of the trait EI measures concern mostly the clinical/health (Riaz, Shahzad, & Ansari, 2009) and educational (Shahzad & Begum, 2011) using the Trait Emotional Intelligence Questionnaire). Because of the importance of trait EI this construct has been translated and adapted in many languages like; French (see Mikolajczak & Luminet, 2007) and German speaking population (see Freudenthaler, Neubauer, Gabler & Scherl, 2008). Keep in view the significant of trait emotional intelligence in Pakistan we focused on the psychometric properties of the translated version of TEIQue-SF to determine its usefulness and applicability in our own cultural context by testing the robustness of the TEIQue's reliability and validity using Urdu-speaking sample following the guidelines of the International Test Commission (Hambleton, 2001). This was done because of its importance and also the unavailability of indigenous measure to assess emotional intelligence.

METHOD

In the present study the TEIQue-SF was selected for the purpose of translation and adaptation. First of all the permission to use the scale was obtained from the author of the scale, by fulfilling all the requirements.

The process of translation and adaptation of TEIQue-SF was carried out by using the following steps.

Formulation of the Expert Panel

There were six experts who were contacted for the purpose of translation and modification of the items according to the culture. The expert panel of the present study was three psychologists holding PhD in Clinical Psychology, one PhD fellow in clinical psychology and two experts who has done their Masters in English Language and two professional translators. All of them were briefed about the construct measured in the test, Pakistani culture and also with the principles of adaptation.

Forward Translation

In this step of forward translation, the measure was given to 7 qualified and experienced translators who translated the original English version of TEIQue-SF into the target language. The translated version of measure was then given for critically review and the revisions were made according to the suggestions and comments given by the experts. The most consistent items were then selected to compile the final Urdu version. Then a draft was prepared for the backward translation.

Backward Translation

In backward translation the two bilingual experts who had not previously seen the original version of the measures, translated the translated version of the measure back into English. The backward translation was compared with the original version and judgments were made about their equivalence by four psychologists and translated items were revised where necessary. Some of the items after back translation not related to the original concepts therefore those were modified and rephrased by experts. This translated version was cross checked with the original English version of TEIQue-SF and reviewed by the experts for the translation inaccuracies. Then a final draft was prepared for pilot testing.

Pilot Testing

After the completion of backward translation procedures, the next step was followed i.e., the pilot testing of the Urdu and English version of TEIQue-SF. To process the pilot testing some volunteer participants completed English and Urdu versions of the TEIQue-SF. The experts were consulted again to check the item difficulty, its clarity precision and content of the items. The suggestion that were given with respect to the wording and concept of the measure and its meaning has been taken into account. After consensus made by the experts one scale was finalized and was assessed for its psychometric properties.

Participants and Procedures

For the process of linguistic equivalence a sample of 201 young adults were randomly selected from different areas of Karachi, Pakistan by taking proper consent. The age range of the sample was from 18 years to 55 years ($M = 26.38$, $SD = 7.26$). Sample was further divided into two groups i.e., male and females. Their minimum education was from intermediate (12th grade level) and maximum education was masters (16th grade level).

Measures

Personal Information Form

Demographic information was obtained through items focusing on the participant's age, gender, marital status, family system, education, socioeconomic status and monthly income of the family.

Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF; Petrides, & Furnham, 2009)

This is a 30-item questionnaire designed to measure global trait emotional intelligence (Trait EI). It is based on the full form of the TEIQue, which covers the trait EI sampling domain comprehensively. Based primarily on correlations with total facet scores, two items from each of the 15 facets were selected for inclusion in the short form, which uses a 7 point Likert-style response option format, ranging from 1 = Completely Disagree to 7 = Completely Agree. A global trait EI score is calculated by summing up the item scores and dividing by the total number of items. The TEIQue-SF provides highly reliable global trait EI scores that correlate meaningfully with a wide range of diverse criteria, including coping styles, life satisfaction, personality disorders, perceived job control, and job satisfaction (Petrides et al, 2003).

Rosenberg Self-Esteem Scale (RSES; Rosenberg, 1965)

The RSES is a 10-item scale which is designed to assess individual' global feelings of self-worth. The scale is set on a 4-point Likert-type scale with response categories ranging from "strongly agree" (1) "strongly disagree" (4). This scale has good reliability (.85) and confirmed face and convergent validity have been reported.

Satisfaction with Life Scale

The SWLS (Diener, Emmons, Larsen, & Griffin, 1985) consists of statements relating to global life satisfaction to which participants respond on a seven point scale (1=strongly disagree to 7 = strongly agree). Diener et al. (1985) have reported evidence of discriminant and convergent validity for the SWLS, and high internal consistency (Cronbach's alpha = 0.87).

Subjective Happiness Scale

Subjective Happiness Scale (Lyubomirsky & Lepper, 1999) measures the global or enduring happiness. The first item asks participants to evaluate their general level of happiness, whereas the second item asks them to compare themselves to peers. The other two items provide short descriptions of happy and unhappy individuals and ask participants to which extent these characteristics describe them. In Lyubomirsky's original study (1999) the items showed excellent internal consistency with alphas ranging between 0.79 and 0.94.

Procedure

After the fulfillment of all necessary requirements for translation the final translated version of Trait Emotional Intelligence Questionnaire-Short Form was administered on the participants of the study. All data were collected from different areas of Karachi, Pakistan. First the participants were approached to take consent to participate in the study and then timing of test administration was settled to collect the data for this study. After taking consent, the participants were approached in their respective areas and they were briefed about the purpose of the present study and were assured that the data will purely be used for research purpose and their identities will not be revealed to anyone. Formal consent was taken through consent forms. First, the participants were asked to fill in the personal information form. Next Trait Emotional Intelligence Questionnaire-SF, Rosenberg Self Esteem Scale, Satisfaction with Life Scale and Subjective Happiness Scale were administered on the participants. At the end all participants were thanked for their time and cooperation.

Scoring and Statistical Analysis

The standard method for scoring was used for all the scale. Descriptive statistics, reliability coefficient and validity coefficient were computed through the statistical Package for Social Sciences (SPSS; V-12).

Internal Consistency of TEIQue-SF

Coefficient alpha is a useful index as it provides an excellent estimate of internal consistency. Cronbach's alpha coefficient and split half reliability were analyzed to evaluate the internal consistency of the measure on all 30 items of TEIQue.

Split Half Reliability

Split half reliability is a coefficient obtained by dividing a test into two halves, correlating the scores on each half. The split can be based on odd versus even numbered items, randomly selecting items or manually balancing content and difficulty (Anastasi, 1976). The Urdu version of the TEIQue-SF was divided into two halves i.e., (a) consisted of odd items (b) consisted of even items of the measure.

Test Retest Reliability

To assess the test re-test reliability, 40 participants were second time approached after 14 days interval and requested to complete the TEIQue. The test re-test reliability coefficient was calculated based on the Pearson Product Moment Coefficient of Correlation between the two different scores of same participants.

Validity Analysis

Convergent Validity

To assess the convergent validity of Urdu version of the TEIQue-SF Pearson Product Moment Coefficient of Correlation was employed. The scores on RSES, SWLS and SHS were correlated with the Urdu version of Trait Emotional Intelligence Questionnaire-Short Form.

RESULTS

The present study was conducted to assess the psychometric properties of Urdu version of Trait Emotional Intelligence Questionnaire-SF (TEIQue-SF). This study comprised of descriptive findings and findings related to the hypotheses formulated. The descriptive statistics consisted of mean and standard deviation of the research variables i.e., age of the entire sample. The total sample consisted of 201 adults (Mean age = 26.38, SD = 7.26). Among them 102 were males (Mean age = 27.70, SD = 8.20) and 99 were females (Mean age = 25.02, SD = 5.88). The sample was further divided into different groups on the basis of their family system and their marital status. Out of 201 sample 106 (52.7%) belongs to nuclear family system (Males = 40(39.2%), Females = 66(66.7%). Out of 201 sample 95(47.3%) belongs to joint family system (Males = 62(60.8%), Females = 33(33.3%). Furthermore, out of the total sample 162 (80.6%) were single (Males = 77 (75.5%), Females = 85 (85.9%) and 39 (19.4%) were married (Males = 25(24.5%), Females = 14(14.1%). Split half reliability analysis were conducted by dividing the measure into two equal halves, the results are shown in Table 2. The Test retest reliability was calculated and correlations between of TEIQue-SF and criteria in the study are shown in the Table 3.

Table 1. Descriptive statistics for the measures of Trait Emotional Intelligence, Self Esteem, Life Satisfaction and Subjective Happiness

Measures	Minimum	Maximum	M	SD
Trait Emotional Intelligence Questionaire Short Form (TEIQue-SF)	71	204	143.33	24.20
Rosenberg Self Esteem (RSES)	7	30	17.36	5.36
Satisfaction With Life Scale (SWLS)	7	34	20.99	6.45
Subjective Happiness Scale (SHS)	6	28	18.61	5.39

Table 2. Analysis of Split Half Reliability method

Split Half Reliability		
Part 1	Value	.82
	N of Items	15(a)*
Cronbach's Alpha, Part 2	Value	.713
	N of Items	15(b)*
Total N of Items		30
Correlation Between forms		.773
Spearman-Brown Coefficient	Equal Length	.872
	Unequal Length	.872
Guttman Split-Half Coefficient		.862

*a The items are: TEI 1, TEI 2, TEI 3, TEI 4, TEI 5, TEI 6, TEI 7, TEI 8, TEI 9, TEI 10, TEI 11, TEI 12, TEI 13, TEI 14, TEI 15.

*b The items are: TEI 16, TEI 17, TEI 18, TEI 19, TEI 20, TEI 21, TEI 22, TEI 23, TEI 24, TEI 25, TEI 26, TEI 27, TEI 28, TEI 29, TEI 30.

Table 3. Internal consistencies, Test-retest Reliabilities and convergent Validity of Trait Emotional Intelligence Questionnaire-SF

Scales	Reliability Analysis		Validity Analysis		
	Cronbach's Alpha	Test-retest	RSES	SWLS	SHS
Trait Emotional Intelligence Questionaire-Short Form	.889	.817**	.683**	.556**	.602**

** Correlation is significant at the 0.01 level (2-tailed).

DISCUSSION

This study was conducted to translate and adapt the trait Emotional Intelligence Questionnaire-Short Form into the Urdu language. In this study, several steps were taken to look into the equivalence in translation of measure. The experts translated the measure into the Urdu language. Then an expert checked that Urdu version if measure for its clarity, adequacy and appropriateness to our sample. Finally, the Urdu version of the TEIQue-SF was developed and it was administered.

In the current study researchers used three approaches to assess the reliability of the TEIQue-SF. First, Cronbach's alpha was used to assess the internal consistency of items. Second, test-retest reliability was used to assess the stability in the score over two weeks. And third, split half reliability was used to assess the relationship between two halves of the measure. In present study the Cronbach alpha for the Urdu version of the TEIQue-SF was .889 which suggests high internal consistency.

In order to assess test-retest reliability of the TEIQue-SF forty (40) out of 201 participants were retested after the period of 14 days of first completion of the TEIQue-SF. Test-retest was assessed through Pearson Product Moment Coefficient of Correlation. In this study the test-retest reliability for the TEIQue-SF was .859 (Table 3). This value showed an adequate stability over the time.

Furthermore, the split half reliability was used to assess the internal consistency of items through content sampling. In this the TEIQue-SF was administered to participants two scores were obtained for each person by splitting the TEIQue-SF into two comparable halves. Two scores for each person were obtained and these two sets of scores were then correlated. The findings of present study showed that TEIQue-SF has good split half reliability as assessed through Gutman Split Half Coefficient .862 (Table 2).

To assess the convergent validity of TEIQue-SF with other variables hypotheses were formulated including that it would be positively correlated with scores on Rosenberg Self Esteem Scale (RSES). The findings were consistent with the formulated hypothesis and revealed a significant positive relationship between the TEIQue-SF and the RSES. It means that these two variables are positively correlated with each other. In other words individuals with high trait EI also tend to have higher self esteem. The results of current study are consistent with the finding of Ciarrochi and colleagues (2000) who also found that there is positive association of emotional intelligence with self esteem.

Further, it was hypothesized that scores of Urdu version of Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF) would be positively correlated with the scores on the Satisfaction With Life Scale (SWLS). The results were again consistent with the hypothesis formulated in present study and also in line with a previous study by Petrides, Pita, and Kokkinaki, (2007). This means that emotional intelligence and life satisfaction are positively associated with each other. Finally, it was hypothesized that scores of Urdu version of trait emotional intelligence questionnaire-short form (TEIQue-SF) would be positively correlated with the scores of Subjective Happiness Scale (SHS). Which was also supported by the findings (see table 3).

In conclusion, this study shows that the Urdu version of TEIQue-SF is a reliable and valid measure to assess trait emotional intelligence and can be used in studies relating to emotional development, intra-interpersonal skills and also studies relating to wellbeing in Pakistani adult population. Further the present study replicated results from relevant studies conducted in other countries and also showing that trait EI is positively associated with self esteem, life satisfaction and happiness. The most critical contribution of present study is to provide such a

measure to social scientists who are actively involved in such studies focusing on the emotional intelligence in Pakistan. So that they could use and measure a valid measure to determine the adults trait emotional intelligence. in addition to this study also confirms that association of trait emotional intelligence with wellbeing. In order to develop positive intervention and preventive strategies for adult population such measures would obviously be helpful. Until or unless these adults are emotionally intelligent or mentally healthy, they may not be able to contribute to society with their specific roles (parents, educators, health professionals etc). In addition to the findings obtained from this some suggestions could be made.

ACKNOWLEDGEMENT

REFERENCES

[1]   Adeyemi, D. A. & Adeleye, A. T. (2008). Emotional intelligence, religiosity and self-efficacy as predictors of psychological well-being among secondary school adolescents in Ogbomoso, Nigeria. *Europes Journal of Psychology, February, 2005.*

[2]   Anastasi, A. (1976). *Psychological Testnig* (4th ed., pp.114-116). NY: Macmillan.

[3]   Baldwin, M. W. & Fergusson, P. (2001). Relational schemas: The activation of interpersonal knowledge structures in social anxiety. In W. R. Crozier and L. E. Alden, eds., International Handbook of Social Anxiety: Concepts, Research, and Interventions Relating to the Self and Shyness. New York: Wiley, pp. 235–57.

[4]   Bar-On, R. (1997). *Bar-On Emotional Quotient Inventory (EQ-i):* Technical manual. Toronto: Multi-Health Systems.

[5]   Bar-On, R. (2005). The impact of emotional intelligence on subjective well-being *Perspectives in Education, 23*(2), 41-62.

[6]   Baumeister, R. F., Campbell, J. D., Krueger, J. I. & Vohs, K. D. (2005). Exploring the self-esteem myth. *Scientific American, 292*, 84-91.

[7]   Charbonneau, D. & Nicol, A. A. M. (2002). Emotional intelligence and leadership in adolescents. *Personality and Individual Differences, 33,* 1101-1113.

[8]   Ciarrochi, J. V., Chan, A. Y& Caputi, P. (2000). A critical evaluation of the emotional intelligence construct. *Personality and Individual Differences, 28,* 539-561.

[9]   Ciarrochi, J. V., Deane, F. & Anderson, S. (2002). Emotional intelligence moderates the relationship between stress and mental health. *Personality and Individual Differences, 32,* 197–209.

[10]   Diener, E., Emmons, R. A., Larsen, R. J. & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment*, *49,* 71-75.

[11]   Extremera, N. & Fernandez-Berrocal, P. (2005). Perceived emotional intelligence and life satisfaction: Predictive and incremental validity using the Trait Meta-Mood Scale. *Personality and Individual Differences, 39,* 937-948.

Copyright © 2014

Leena and Luna International, Oyama, Japan.
(株)リナアンドルナインターナショナル,小山市、日本.

www.leena-luna.co.jp
P a g e | 138

[12] Fernandes, C. & Rego, A. (2004). How emotional intelligence explains students' life satisfaction, physical ill-health and academic achievement, Paper presented at the European Conference on Educational Research, University of Crete, 22-25 September 2004.

[13] Fredrickson, B. L. & Joiner, T. (2002). Positive emotions trigger upward spirals toward emotional well-being. *Psychological Science, 13,* 172-175.

[14] Freudenthaler, H. H., Neubauer, A. C., Gabler, P., Wolfgang G. Scherl, W. G. & Rindermann, H. (2008). Testing and validating the trait emotional intelligence questionnaire (TEIQue) in a German-speaking sample. *Personality and Individual Differences, 45,* 673-678.

[15] Furnham, A., & Petrides, K. V. (2003). Trait emotional intelligence and happiness. *Social Behaviour and Personality*, *31,* 815-824.

[16] Gable, S. L. & Haidt, J. (2005). What (and why) is positive psychology? *Review of General Psychology, 9*, 103-110.

[17] Gannon, N. & Ranzin, R. (2005). Does emotional intelligence predict unique variance in life satisfaction beyond IQ and personality. *Personality and Individual Differences, 38,* 1353-1364.

[18] Gecas, V. & Burke, P. (1995). Self and identity. In K. Cook, G. Fine and J. House (Eds.), *Sociological perspectives on social psychology*. Needham Heights, MA: Allyn & Bacon.

[19] Gohm, C. L. & Clore, G. L. (2002). *Affect as information: An individual difference approach*. In L. Feldman-Barrett and P. Salovey, eds. *The Wisdom in Feeling: Psychological Processes in Emotional Intelligence*. New York: Guilford Press, pp. 89-113.

[20] Goleman, D. (2000). *Emotional intelligence: Issues in paradigm building*. In D. Goleman, & C. Cherniss (eds.), *The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations*. San Francisco, CA: Jossey-Bass.

[21] Hambleton, R. K. (2001). The next generation of ITC test translation and adaptation guidelines. *European Journal of Psychological Assessment, 17*, 164–172.

[22] Lyubomirsky, S. & Lepper, H. S. (1999). A measure of subjective happiness: preliminary reliability and construct validation. *Social Indicators Research*, *46,* 137-155.

[23] Mayer, J. D., Salovey, P. & Caruso, D. R. (2000). Models of emotional intelligence. In R. J. Sternberg (Ed.), *Handbook of intelligence* (pp. 396-420). Cambridge, England: Cambridge University Press.

[24] Mikolajczak, M. & Luminet, O. (2007). Psychometric Properties of the Trait Emotional Intelligence Questionnaire: Factor Structure, Reliability, Construct, and Incremental Validity in a French-Speaking Population. *Journal of Personality Assessment, 88*(3), 338-353

[25] Palmer, B., Donaldson, C. & Stough, C. (2002). Emotional intelligence and life satisfaction. *Personality and Individual Differences*, *33*, 1091-1100.

Copyright © 2014

Leena and Luna International, Oyama, Japan.
(㈱)リナアンドルナインターナショナル, 小山市、日本.

www.leena-luna.co.jp
P a g e | 139

[26]   Petrides, K. V. & Furnham, A. (2006). The role of trait emotional intelligence in a gender-specific model of organizational variables. *Journal of Applied Social Psychology*, *36,* 552-569.

[27]   Petrides, K. V. (2009). *Technical manual for the Trait Emotional Intelligence Questionnaires* (TEIQue). London: London Psychometric Laboratory.

[28]   Petrides, K. V. (2011). *Ability and trait emotional intelligence*. In Chamorro-Premuzic, T., Furnham, A., & von Stumm, S. (Eds.), *The Blackwell-Wiley Handbook of Individual Differences*. New York: Wiley.

[29]   Petrides, K. V. & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality, 15*, 425-448.

[30]   Petrides, K. V. & Furnham, A. (2003). Trait emotional intelligence: Behavioural validation in two studies of emotion recognition and reactivity to mood induction. *European Journal of Personality, 17,* 39-57.

[31]   Petrides, K. V., Pita, R. & Kokkinaki, F. (2007). The location of trait emotional intelligence in personality factor space. *British Journal of Psychology, 98,* 273-289.

[32]   Riaz, Z., Shahzad, S. & Ansari, K. (2009).Trait Emotional Intelligence as a Determinant of Life Satisfaction and Subjective Happiness. *Pakistan Journal of Psychology, 40*(1), 93-101.

[33]   Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, NJ: Princeton University Press.

[34]   Salovey, P., Stroud, L. R., Woolery, A. & Epei, E. S. (2002). 'Perceived Emotional Intelligence, Stress Reactivity, and Symptom Reports: Further Explorations Using the Trait Meta-Mood Scale.' *Psychology and Health, 17*, 611-27.

[35]   Schutte, N. S., Malouff, J. M., Simunek, M., McKinley, J. & Hollander, S. (2002). Characteristic emotional intelligence and emotional well-being. *Cognition Emotion, 16*(6), 769-785.

[36]   Seligman, M. E. P., Steen, T. A., Park, N. & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologist, 60*, 410-421.

[37]   Shahzad, S. & Begum, N. (2011). Urdu Translation and Psychometric Properties of Job Satisfaction Survey (JSS) in Pakistan. *The International Journal of Educational and Psychological Assessment, 9*(1) 57-74.