CHAPTER V

TEST CONSTRUCTION

First of all, the following tests easily available in India were critically studied:

1. 'Sociability Questionnaire' of Gilliland and Burke,
2. 'The George Washington Test of Social Intelligence' of Dr. Moss and his associates,
3. 'Personality Inventory' of Bernreuter,
4. 'Test of Knowledge of Social Usage' of Ruth Strang,
5. 'Social Adjustment Inventory' of Washburn,
6. 'Study of Values' of G. W. Allport and P. E. Vernon,
7. 'Vineland Social Maturity Scale' of E. A. Doll.

Over and above a critical study of the above tests, the reviews and references about the following tests were also studied:

1. 'Sociability Questionnaire' of Stauter and Hunting.
2. 'Social Situation Judgment Test' of Reed and Weidlemann.
3. 'A Test of Knowledge of Social Standards' of F. E. Tomlin.
4. 'A Test of Social Comprehension' of Bureau of Educational Measurement, Kansas State.

5. 'A Test of Social Etiquette' of George Washington University.


A study of the contents of the above tests reveals that generally the following types of sub-tests are included in batteries to measure the ability to deal with people:

1. Information:
   These are tests of social information, knowledge of social usage, knowledge of etiquettes etc.

2. Situation tests:
   These tests contain items presenting problem situations with a number of choices to select the proper course of action.

3. Memory for names and faces:
   In these tests, the ability to remember names and faces is tested. The testee is shown a number of faces with their names. After some time, the faces shown earlier are presented along with a number of other faces and the testee is required to recognise the faces.

4. Ability to judge mental reactions from facial expressions:
   This sub-test is not very common. It presents a series of photographs of different facial expressions and the testee is required to judge the correct mental reaction corresponding to a particular facial expression.

5. Ability to judge the mental state of a person from his words:
   This test requires the testee to judge the mental state of the speaker from his verbal expressions and not from his facial expressions.
6. Observation of human behaviour:

This test is of the true-false variety. The items consist of some generalizations about human behaviour. The testee is required to say whether the generalization is right or not.

7. Sense of humour:

These are multiple choice tests where the subject selects the best humorous alternative.

8. Sociability questionnaires:

These questionnaires contain a number of statements or questions usually of the type found in personality inventories. The subject shows his reaction by agreeing or disagreeing with the statements or questions.

SELECTION OF SUB-TESTS:

The separate parts of the present tests are selected after a careful consideration and a study of the factors that contribute to the all round ability to deal with people. Social Intelligence has been defined for the purpose of present investigation as the 'ability to deal with people'. It expresses itself in a variety of peculiar traits and behaviour in individuals possessing a high degree of social intelligence. It is well known that there are a number of professions where only abstract intelligence is not enough for success. There are other abilities which are essential to make a markedly successful career in these professions. To select the contents of the present tests, an analysis of the ability to deal with people has been
carried out. The investigations of Dr. T. Hunt and others have shown that successful insurance agents, salesmen, supervisors etc. possess a high degree of sociability. The author of this test interviewed a number of successful insurance agents and salesmen and prepared a list of abilities which contributed to their success in their profession. The following abilities contributed most to their success.

1. Ability to make a sympathetic approach.
2. Ability to take a proper decision in problem situations.
3. Ability to understand other people's points of view.
4. Ability to keep cheerful and cultivate a sense of humour.
5. Ability to understand other person's mental reactions.
6. Ability to understand feelings of other people.
7. Ability to read facial expressions.
8. Ability of conversation.
9. Ability to observe human behaviour.
10. Ability to adjust.
11. Knowledge of good manners, etiquette etc.
12. Ability to remember names and faces.

These abilities were listed. Thirty successful insurance agents and an equal number of successful salesmen were requested to rank these abilities according to their

importance in making them successful in their fields. (Appendix A). The average rank calculated for each of these abilities arranged in order is as under:

1. Ability to take a proper decision in problem situations. (1.8)
2. Ability to observe human behaviour. (2.3)
3. Knowledge of good manners, etiquette etc. (3.9)
4. Ability to remember names and faces. (4.8)
5. Ability to keep cheerful and cultivate a sense of humour. (4.9)
6. Ability to recognise mental reactions of the speaker. (5.3)
7. Ability to adjust. (7.1)
8. Ability to converse. (8.9)
9. Ability to make a sympathetic approach. (9.1)
10. Ability to understand other person's point of view. (10.2)
11. Ability to understand feelings of other people. (10.3)
12. Ability to read facial expressions. (10.4)

The lower the rank assigned to an ability, the greater is the contribution of that ability to a successful career in the profession according to the ratee. The above table indicates the order of importance given to various abilities by raters for successful standing in their professions. If we compare the first six abilities
considered important by successful insurance agents and salesmen with the different sub-tests obtained from the content analysis of the existing tests of social intelligence, we find that except the ability to read facial expressions, all the abilities represented in the sub-tests are identical with the first six abilities.

The sub-tests for the present test have been selected on the basis of above mentioned independent findings supported by the content analysis of the existing tests of social intelligence. The following sub-tests have been included in the present test:

2. Memory for names and faces.
3. Observation of human behaviour.
4. Recognition of the mental state of the speaker.
5. Sense of humour.

The above six variables have been included in a number of tests of social intelligence. It is worthwhile knowing some interesting facts about these six variables. The investigations of Dr. Thelma Hunt and Ruth Strang provide useful information about these behaviours. This information is summarised below:
1. Judgment of social situations or keen-insight in the problems of human relationships has been found an almost infallible indication of high social intelligence. Those individuals who have been termed highly intelligent socially, have invariably shown noticeable superiority in this type of ability.

2. Ability to remember names and faces is normally high among businessmen, insurance agents and teachers. In general, the tests of this type have shown that those successfully performing the tasks which require above average ability to remember people, score relatively high on the test. It is also found that this ability is not closely related to academic training or education or even abstract intelligence.

3. The ability for keen observation of human behaviour has been found more pronounced with college students, business executives, salesmen and stenographers. It has been found that low industrial workers are below average so far as this ability is concerned.

4. Ability to recognize the mental state of the speaker is not easily found in many people. It is found that those mental states easily
recognized on the basis of verbal expressions are generally pleasant emotional states while those which are difficult to recognize are more often unpleasant emotional states. It is found that love, admiration and determination are easily recognized whereas jealousy and scorn are hard to recognize.

5. Social information is highly correlated with social intelligence according to Dr. T. Hunt. Scores above average are made by executive groups of employees and among students, by those who are frequent and active participants in social activities.

6. Sense of humour has been considered an asset to make an individual sociable. It is a trait the absence of which is found in introverts and which is always present in persons with a high degree of ability to deal with people.

These six sub-tests are included in the present test.

WRITING THE TEST ITEMS:

Many test constructors in India have translated good tests from English into regional languages making a few changes here and there. In some of the tests of ability, this may work well. In others, such test items are not
found to be valid. In the present test, it is not possible and wise to translate test items from English to Gujarati. The main reasons are:

1. **Environmental influences:**
   a) The nature of the sub-tests included in the present tests is highly sensitive to environmental conditions. For example, in the test on social information, the social standards, the social behaviour, the social etiquette etc. differ so much from one country to another and even from one region to another within a nation that it is never wise to include items from a test based on the social back-ground of a foreign country to one meant for India.
   b) The same argument holds good against translating the tests of social situations into Gujarati.

2. **Language intricacy:**
   Every language has its own characteristics. The modes of expression in English are altogether different from those in Gujarati. The humour contained in a statement may be due to language usage and the same may not be possible when it is translated in other languages.

Looking to these environmental and language difficulties, great care has been taken in taking items from foreign tests. Most of the items were coined 'de novo'.
DESCRIPTION AND CONTENTS OF SUB-TESTS:

Judgment in social situations:

A number of situations which an individual comes across either at home or in social intercourse or in the world of work are listed. These situations are described and different alternate courses of action are presented. The subject is asked to select the course of action he considers socially acceptable. In all, forty-two items were framed in this sub-test in the beginning. The items centre round typical problem situations which an individual faces in different walks of life. The following areas are selected:

1. Problem situations at home:

   In this area, eight items were constructed in beginning. Four items are retained after analysis.

2. Social situations involving relationship with the community at large:

   Eight items were constructed in this area. Four items are retained after item analysis.

3. Situations involving relationship with friends:

   Ten items touching this area were constructed out of which six are retained after item analysis.

4. Situations dealing with neighbours and acquaintances

   Five items were constructed in the beginning and all the items are retained in the final form.
5. Problem situations arising in the world of work:

Eleven items were constructed of which nine are retained for inclusion in the final form.

To construct items for this sub-test the author approached a number of college students, teachers and a few friends and requested them to write down a number of typical situations that arise either at home or outside where they are faced with a difficulty as to the course of action they should follow. In all, sixty seven situations were collected in this way. Many of them were overlapping. Those situations which were more frequent were selected. In this way, forty-two items were constructed. All these items are of the multiple choice variety. The distractors were selected after discussing with a few friends the possible course of action in the various situations. Where there was divergence of opinion, the item was formed into a question and a number of students of the S.S.C. class were asked to suggest the best course of action. From the answers of the pupils, the distractors were selected.

This sub-test is found to be a very good constituent of social intelligence scales. In one form, or other, it is included in almost all the tests of social intelligence.
Recognizing the mental state of the speaker:

These tests are more or less analogous to tests of recognizing the mental state from the facial expressions. It is found that those mental states easily recognized from words are more often pleasant emotional states, while those which are difficult to recognize are more often unpleasant emotional states. The following mental states are considered in this sub-test:

(a) Ambition (b) Frustration (c) Anger (d) Determination (e) Disappointment (f) Hypocrisy (g) Vascillation (h) Love (i) Hate (j) Scorn (k) Doubt (l) Suspicion (m) Loneliness (n) Admiration (o) Affection (p) Jealousy (q) Fear (r) Repentence (s) Dislike (t) Envy (u) Sympathy (v) Pity.

To construct items for this sub-test, the resource material was sought in the books on 'Gujarati Play and Drama' by well-known Gujarati authors. A number of quotations were selected from well-known Gujarati books. These statements were selected on the following basis:

1. The statement expresses some specific mental state of the speaker.

2. The statement is an independent sentence and its meaning is clearly conveyed without reading it in any context.

The form of this test is of the multiple choice variety. The subject is presented the statement and is given four different mental states out of which he has
to select the proper emotional state appropriate to the expression. While constructing this test, the following points were kept in mind in the choice of the distractors:

1. The distractors were selected from the list of twenty-two different mental states mentioned before.

2. The different mental states grouped together as choices were all of the similar categories, e.g. hate, scorn, anger, despise form a group; disappointment, frustration, repentence, anger form another group; love, affection, admiration, sympathy form a group by themselves. Anger and love or admiration and scorn are so dissimilar mental states that it would be quite easy for a subject to differentiate between them.

In all, thirty-two items were framed in this test for the pilot form. After item analysis, only fifteen items were retained.

Observation of human behaviour:

The items of this sub-test are of the true-false type. The items relate to some broad generalizations of human behaviour. These generalizations are put in the form of statements and the subject is to indicate his agreement or disagreement by writing 'Yes' or 'No' against each statement. These generalizations have been selected from the following areas:

1. Social competence
2. Community relationship
3. Relationship between customers and shop-keepers or employers and employees
4. Relationship between friends
To construct these items, the main resources tapped are the various books like "Ethical Commandments", "Hitopadesh" in Sanskrit, etc. and of course the available tests. Each item is a generalization of human behaviour in any one of the above mentioned areas though there is a good deal of overlapping. These statements are generalizations of human behaviour accepted as normal by society. They are generalizations about which there is a general agreement.

Forty-eight statements were prepared for the pilot form of the test. After item analysis, twenty-eight items are retained in the final form of the test.

**Sense of humour:**

These items have been constructed by drawing upon the daily experiences in the social lives of people. The author of the present tests requested a number of teachers, university lecturers and friends to give items of humour which they have themselves experienced in their social lives. About one hundred and ten items were collected. To these, a number of items from other foreign tests and items selected from journals and magazines were added. All these items were simple humorous incidents. To convert them into multiple choice type, distractors were to be selected. All the items were studied and
twenty-eight items which could be recast into multiple choice type were selected. For each item, three distractors were prepared. The distractors also conveyed a sense of humour to some extent. All these items were next sent to a group of 10 successful insurance agents and their opinion on the most humorous answer was sought. Only those items where there was unanimity of opinion as to the most humorous answer were retained for the pilot form. Twenty-six items were prepared in the beginning. After item analysis, twelve items were retained.

Social information:

The items in this test are selected from the available books on good manners for students and from books on etiquette. The selection of items has been done after a lengthy and laborious process. A number of items of social information were collected. These items related to information regarding (i) table manners, (ii) manners for guest and host, (iii) respect and consideration for others, (iv) good form in meeting people, (v) behaviour in group, (vi) good manners at games. These items were given to twenty-five teachers and lecturers. They were requested to give their opinion on these items as to their importance in social usage.
They were further requested to add some items in any particular area where they felt a need to do so. These items were also given to fifteen outstanding figures in the social life of Baroda and their judgment about the advisability of including these items was sought. It was the considered opinion of this group that more items on "Good form of talking with and meeting people" and on "Respect and consideration for others" should be included whereas items in the areas - good manners at games, behaviour in a group and manners for guest and host and table manners should be given secondary importance. These changes were made. The pilot form of the test included in all 35 items. Twenty items are retained in the final form after item analysis.

Memory for names and faces:

To construct these items in this test the author of this test utilized the photographs from the identity cards of the B.Ed. candidates joining the Faculty of Education and Psychology. The photographs selected contained individuals who had no special facial characteristics or any speciality in dress which may provide a clue for recognizing them. Two photographs were of individuals with glasses; five had put on ties; two were with shirts only; ten were with coats on; three with
coats had the same type of design on their coats; none of them had a cap or hat on him. There were in all sixteen photographs. Another plate contained twenty-five photographs in which twelve were the original photographs of such persons who had some identity with some of the photographs in the original plate. The subjects are given the twelve photographs printed on a sheet with a name written below each photo. After about twenty minutes, they are presented with the second plate of twenty-five photographs. In the test, they were given the names contained in the original sixteen photographs. The subjects are to recognize the correct photo of the person named from a group of four different photographs written against each name. In this test, twelve items are retained in the final form after item analysis.

In this way, were the items of all the six sub-tests prepared.

**ASSEMBLY OF THE TESTS:**

The test items were assembled on a rough estimate of the difficulty level. The difficulty level was calculated by administering the tests to about fifty S.S.C. students and calculating the percentage of correct responses given to each item.
The sub-tests were arranged on an arbitrary base except that the test on 'Memory for names and faces' was given the second place. This is done specially as it would be very difficult to remember the names and faces if more time elapsed between two presentations of the photographs. The time required for the first test in the tryout is approximately 20 minutes. The memory test is thus administered twenty minutes after the presentation of the first plate of pictures with names.

The final pattern of items for the various sub-tests is given in the table below:

**TABLE I**

**NUMBER OF ITEMS IN VARIOUS SUB-TESTS**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the test</th>
<th>No. of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Judgment in social situations.</td>
<td>42</td>
</tr>
<tr>
<td>2.</td>
<td>Memory for names &amp; faces.</td>
<td>16</td>
</tr>
<tr>
<td>3.</td>
<td>Recognition of the mental state of the speaker</td>
<td>32</td>
</tr>
<tr>
<td>4.</td>
<td>Observation of human behaviour.</td>
<td>48</td>
</tr>
<tr>
<td>5.</td>
<td>Sense of humour.</td>
<td>26</td>
</tr>
<tr>
<td>6.</td>
<td>Social information.</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td><strong>Total number of items.</strong></td>
<td><strong>199</strong></td>
</tr>
</tbody>
</table>
Correct answers

The correct answers to all the items were decided in a discussion meeting arranged specially for this purpose. The discussion group was attended by three post graduate students, two field officers of the L.I.C., two Lecturers of the Faculty of Education and Psychology, three business executives and two salesmen. Each item was discussed and the correct response was decided. Only those items were retained where there was unanimous agreement as to the correct response.
Selected References


