



Applying the Situational Interview Approach in Measuring Practical Intelligence of Preschool Teachers

Hsing-Ming Lee¹ and Mi-Tao Chen²

¹*Shu-Te University*

²*National Kaohsiung Normal University*

The main purpose of the present study was to conduct video-based situational interview approach to measure preschool teacher's practical intelligence. Face to face questionnaire survey was conducted with preschool teachers from Taiwan area. 1200 preschool teachers was sampled by the way of two-stage sampling. According to the item analysis, exploratory analyses, video-based situational interview for preschool teacher's practical intelligence is reduced to 12 items. Confirmatory factor analysis of nested factor structure show that measurement of video-based situational interview for preschool teachers' practical intelligence include general and specific factors. Specific factors are adaptive, shaping, and selective situation, general factor is practical intelligence (GP). And the amount of specific variance is more than GP. The validity of evaluating indicators for preschool teacher's practical intelligence is investi-

gated through the construction of a multitrait-multimethod (MTMM) matrix. The three sections of the indicators, including adaptive, shaping, and selective situation, are treated as distinct traits. While, video-based situational interview and situational judgment inventory are treated as distinct methods. Results from MTMM matrix provide support for the convergent validity, discriminant validity of the indicators. The result of structural equation modeling indicate that job performance of preschool teachers can be captured by video-based situational interview. Those findings will give helpful information to apply video-based situational interview and future study.

Keywords: *confirmatory factor analysis, practical intelligence, structural equation modeling, video-based situational interview*

