

Study of the Relationship Between Emotional Intelligence and Self Actualization of Secondary School Teachers



EDUCATION

KEYWORDS : Emotional Intelligence, Self Actualization, Type A Personality, Type B Personality

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ABSTRACT

The present research was undertaken to study the relationship between Emotional intelligence and self actualization of secondary school teachers. The sample for the study comprised of 400 secondary school teachers, 200 teachers of type A personality and 200 teachers of Type B personality selected randomly from the various schools also selected randomly situated in Durg, Bhilai and Raipur cities of Chhattisgarh. The tools used for the study were the Emotional Intelligence scale developed and standardized by the investigator and the self actualization inventory (SEAI) by Dr. K.N Sharma. Results revealed significant relationship between Emotional Intelligence and self actualization of secondary school teachers. Significant relationship was found between the self actualization and Type A personality teachers of secondary school teachers. Similarly significant relationship was found between Emotional Intelligence and self actualization of Type B personality teachers of secondary school teachers.

INTRODUCTION

Emotional Intelligence is the ability to understand and manage our own emotions and those around us. In today's workplace it has become a highly important factor for success influencing productivity, efficiency and team collaboration.

Goleman (1996) defined Emotional Intelligence as the capacity for recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships.

Maslow(1954) explicitly defines self actualization to be "the desire for self fulfillment, namely the tendency for the individual to become actualized in what he is potentially." This tendency might be phrased as the desire to become more and more what one is to become everything that one is capable of becoming. Self Actualization according to Maslow is "the full realization of one's potential"

OBJECTIVES OF THE STUDY:

- To study the relationship between Emotional Intelligence and Self Actualization of secondary school teachers.
- To study the relationship between Emotional Intelligence and Self Actualization of Type A personality of secondary school teachers.
- To study the relationship between Emotional Intelligence and Self Actualization of Type B personality of secondary school teachers.

HYPOTHESES OF THE STUDY:

- "There will be no significant relationship between Emotional Intelligence and Self Actualization of secondary school teachers"
- "There will be no significant relationship between Emotional Intelligence and Self Actualization of Type A personality of secondary school teachers"
- "There will be no significant relationship between Emotional Intelligence and Self Actualization of Type B personality of secondary school teachers"

SAMPLE:

The sample for the study comprised of the secondary schools selected randomly from the various secondary schools of Bhilai, Durg and Raipur cities of Chhattisgarh. The sample of the study was on the basis of personality type, medium and sex which constituted eight groups each group comprising of 50 teachers. For each group teachers were selected randomly thus comprising a total of 400 teachers. (200 of Type A and 200 of Type B personality)

TOOLS:

- Emotional Intelligence Scale (EIS) developed and standardized by the investigator was used to measure Emotional Intelligence.
- Self Actualization Inventory (SEAI) developed and standardized by Dr.K.N Sharma.

PROCEDURE

The Type A/B behavioural pattern scale developed by Upinder Dhar and Manisha Jain was administered to the secondary teachers of the randomly selected schools. About 800 secondary teachers were administered the Type A/B behavioural pattern scale. The teachers were given instructions regarding the procedure of indicating their responses in the scale. On the basis of the scoring of the Type A/B behavioural pattern scale, the teachers were categorized into two personality types-Type A and Type B. After categorization of the teachers as Type A and Type B the Emotional Intelligence Scale developed and standardized by the investigator was administered to these Type A & Type B Categorized teachers. The teachers were given the instruction regarding the procedure of indicating their responses in the inventory. The data of Emotional Intelligence was thus collected.

The administration of the Emotional Intelligence Scale was followed by the administration of the self actualization inventory developed and standardized by Dr. K.N Sharma to the same secondary school teachers. The teachers were given the instructions to indicate their responses. In this way data related to the variables were collected.

STATISTICAL TECHNIQUE:

Pearsons Product Moment Correlation was employed to find out the relationship between Emotional Intelligence and self actualization.

RESULTS AND DISCUSSIONS:

To test significant relationship between Emotional Intelligence and self actualization Pearsons Product Moment Correlation was employed. The result of this analysis has been given in Table 1.

TABLE-1 PEARSON PRODUCT MOMENT CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND SELF ACTUALIZATION

VARIABLES	N	r	SIGNIFICANCE LEVEL
Emotional Intelligence & Self Actualization	400	0.446**	Significant at .01 level

** Significant at .01 level

Table-1 reveals that the Pearson's Product Moment Correlation Coefficient for Emotional Intelligence and Self Actualization was found to be 0.446 which was found to be significant at the .01 level. (Table value- $r = 0.128$ for , N-2, 398 for significance at the .01 level). The two variables Emotional Intelligence and Self Actualization are thus positively related to each other significantly. Thus it can be inferred that as the Emotional Intelligence decreases then there will be a corresponding significant decrease in the value of Self Actualization. Similarly, an increase in the value of Emotional Intelligence will result in the corresponding increase in Self Actualization.

TABLE 2-- PEARSON'S PRODUCT MOMENT CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND SELF ACTUALIZATION OF TYPE A PERSONALITY

VARIABLES	N	r	SIGNIFICANCE LEVEL
Emotional Intelligence & Self Actualization of Type A Personality	200	0.42**	Significant at .01 level.

** Significant at .01 level

Table-2 reveals that the Pearson's Product Moment Correlation Coefficient for Emotional Intelligence and Self Actualization, of Type A was found to be 0.42 which was found to be significant at the .01 level. (Table value- $r = 0.181$ for , N-2, 398 for significance at the .01 level). Thus in Type A Personality teachers of secondary schools both the variables of Emotional Intelligence and Self Actualization are positively related to each other significantly.

TABLE- 3 PEARSON'S PRODUCT MOMENT CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND SELF ACTUALIZATION OF TYPE B PERSONALITY

VARIABLES	N	r	SIGNIFICANCE LEVEL
Emotional Intelligence & Self Actualization of Type B Personality	200	0.443**	Significant at .01 level

** Significant at .01 level

Table-3 reveals that the Pearson's Product Moment Correlation Coefficient for Emotional Intelligence and Self Actualization, of Type B was found to be 0.443 which was found to be significant at the .01 level.(Table value $r = 0.181$ for,N-2,198 for significance at the.01 level). Thus in Type B Personality teachers of secondary schools there is a significant positive relationship between the Emotional Intelligence and Self Actualization .

CONCLUSION:

The study shows significant relationship between Emotional Intelligence and self actualization of secondary school teachers .Significant positive relationship was found between Emotional Intelligence and self actualization of type A personality teachers of secondary schools. In Type B Personality teachers of secondary schools also there is a significant relationship between Emotional Intelligence and self actualization.

SUGGESTIONS FOR FUTHER RESEARCH :

The following are the suggestions for further research:

- The present study was conducted on secondary school teachers ,the same can be conducted on secondary school students.
- The present study can also be conducted on tribal teachers.
- In the present study the sample was limited to the secondary school teachers of Bhilai ,Durg &Raipur the same study can be conducted at state level.
- The present study can also be conducted at National level.

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