



A Study of the Relationship between the Emotional Intelligence and Self -actualization of B.Ed Teacher Trainees

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ABSTRACT

This paper is a summary of the findings of a research conducted to assess the relationship between the emotional intelligence and self-actualization of B.Ed teacher trainees of Delhi with respect to their gender and educational streams. A sample of 477 prospective teachers who were pursuing B.Ed from the affiliated colleges of Guru Gobind Singh Indraprastha University was selected for the study. The data was collected with Emotional Intelligence Inventory developed by S. K. Mangal & Shubhra Mangal (2012) and Self Actualization Inventory developed by K. N. Sharma (2009). The data was analyzed by using Mean, Standard Deviation and Statistically Significant Coefficient Correlation. The results indicated that there is a positive but moderate relation between emotional intelligence and self-actualization on the basis of gender and educational streams.

KEYWORDS

Emotional Intelligence, Self-actualization, Teacher trainees

1. Introduction

Every profession demands certain specific skills on part of its professionals. As, teacher education is also a professional course which prepare the teacher trainees to enter into teaching profession, it too demands various set of skills in order to meet the challenges of professional life. Emotional Intelligence as an ability/skill to manage emotions in order to cope up with the pressure of personal and professional lives has become an important component for the people living in 21st century. In any of the educational institutions, the teacher is the key person whose emotional intelligence is of great relevance not only for the institution but for the students also as they are the teachers could help in the development of emotionally intelligent future citizens. An effective teacher must not only be a subject expert, but should also understand the feelings and needs of the students and impart the curriculum as per their needs. According to Mortiboys, A (2005) effective teaching is not possible just with subject knowledge and appropriate teaching method; rather for effective teaching the teacher should use their emotional intelligence at the time of imparting subject knowledge to the students through an appropriate teaching method.

In the sphere of teacher education, that is, imparting education in pre-service teacher education or managing the teachers of in-service education there is also a dire need of people who desire to achieve their potentials to maximum and help their students or colleagues to achieve self-actualization levels too. In order to reach the level of self-actualization, pre-service teachers need role models or mentors in their teachers and parents. According to Coble & Murray (1984), "The effective teachers were found to be self-actualizers themselves and were also working on development of the ability of their students to self-actualize". This is for sure that for enrichment of self-actualization everyone needs a mentor (teacher as a mentor for pre-service teacher trainees/seniors as a mentor for in-service teachers). Thus, if the education sector could have majority of the high self actualized pre-service and in-service teachers who can more easily and freely give of themselves to humanity more effectively than the average persons then this could generate effective human resources for any sector of country's development.

Also as a matter of fact, both the factors of personality of the teacher trainees, that is, emotional intelligence and self-actualization are both non-cognitive in nature. So there is a dire need to find out that whether these two non-cognitive factors have positive relationship between them or not?

2. Review of Related Literature

Researches in the past have very well supported the possible relationship between emotional intelligence and self-

actualization. Charles R. Coble and Paul B. Hounshell (2006) investigated the level of self-actualization of high school biology teachers and student progress. There were no differences in biology achievement or critical thinking scores of students of teachers with different degrees of self actualization. However, when grouped according to their success in increasing students' critical thinking ability, effective teachers could be distinguished from ineffective by their scores on the existentiality" and capacity for intimate contact" subscales. In another study conducted by Bar-On, R., (2001) it was found that Self-Actualization is related to and influence emotional intelligence. Emotional intelligence was found to be related to the ability of people to self-actualize and it could differ between the people who are more and less able to self-actualize. It was also found that emotional intelligence has more important role than cognitive intelligence for self-actualization. Moreover, Rupinderjit Kaur Kamboj (2008) studied the relationship of emotional intelligence with self-actualization and found that those teachers who have high emotional intelligence were more self-actualized than those who have low emotional intelligence. It was also suggested that by inculcating and developing emotional intelligence in teacher trainees, more self-actualized and better teachers could be produced.

3. Objective of the Study

1. To find the relationship between the Emotional Intelligence and Self actualization of B.Ed trainees with respect to Gender.
2. To find the relationship between the Emotional Intelligence and Self actualization of B.Ed trainees with respect to Educational Streams.

4. Hypothesis for the Study:

1. There is no significant relationship between emotional intelligence and self actualization of male B.Ed teacher trainees.
2. There is no significant relationship between emotional intelligence and self actualization of female B.Ed teacher trainees.
3. There is no significant relationship between emotional intelligence and self actualization of B.Ed teacher trainees from science stream.
4. There is no significant relationship between emotional intelligence and self actualization of B.Ed teacher trainees from arts stream.
5. There is no significant relationship between emotional intelligence and self actualization of B.Ed teacher trainees from commerce stream.

5. Sample:

A sample of 477 B.Ed teacher trainees were selected out of the total of 2420 teacher trainees from the 24 colleges affiliated to G.G.S.I.P.U through the stratified random sampling method. The detail of the sample with respect to the background variables is as

follows:

- **Gender:** Males (166), Females (311)
- **Educational Streams:** Science (182), Commerce (64), Arts (231)

6. Tools for Data Collection:

For the present research work the following standardized tools has been used:

- Emotional Intelligence Inventory by S. K. Mangal and Shubhra Mangal(2012)
- Self Actualization Inventory by K. N. Sharma.(2009)

7. Methodology

On the basis of the nature of the research problem Descriptive Survey Method has been used in the present study. After the data collection process was over the organized data was statistically analyzed on SPSS version 17.

8. Findings

The findings of the study are presented hypothesis wise (as shown in Table 1), which are as follows:

Hypothesis 6.1 There is no significant relationship between emotional intelligence and self-actualization of male B.Ed teacher trainees.

It is evident from Table 2 that there is a moderate positive correlation between emotional intelligence and self-actualization of male B.Ed teacher trainees. It indicates that as emotional intelligence increases in male B.Ed teacher trainees, their self-actualization also increases. When the level of significance of correlation is tested, the correlation between the emotional intelligence and self-actualization of male teacher trainees is found significant at 0.01 level of significance

Thus, the hypothesis "There is no significant relationship between emotional intelligence and self-actualization of male B.Ed teacher trainees" is rejected at 0.01 level of significance.

Hypothesis 6.2: There is no significant relationship between emotional intelligence and self-actualization of female B.Ed teacher trainees.

It is evident from Table 3 that there is a moderate positive correlation between emotional intelligence and self-actualization of female B.Ed teacher trainees. It indicates that as emotional intelligence increases in female B.Ed teacher trainees, their self-actualization also increases. When the level of significance of correlation is tested, the correlation between the emotional intelligence and self-actualization of female teacher trainees is found significant at 0.01 level of significance. Thus, the hypothesis "There is no significant relationship between emotional intelligence and self-actualization of female B.Ed teacher trainees" is rejected at 0.01 level of significance.

Hypothesis 6.3: There is no significant relationship between emotional intelligence and self-actualization of B.Ed teacher trainees with science stream.

It is evident from Table 4 that there is a moderate positive correlation between emotional intelligence and self-actualization of B.Ed teacher trainees with science stream. It indicates that as emotional intelligence increases in B.Ed teacher trainees of science stream, their self-actualization also increases. When the level of significance of correlation is tested, the correlation between the emotional intelligence and self-actualization of B.Ed teacher trainees of science stream is found significant at 0.01 level of significance. Thus, the hypothesis "There is no significant relationship between emotional intelligence and self-actualization of B.Ed teacher trainees with science stream" is rejected at 0.01 level of significance.

Hypothesis 6.4: There is no significant relationship between emotional intelligence and self-actualization of the B.Ed teacher

trainees with Arts stream.

It is evident from Table 5 that there is a moderate positive correlation between emotional intelligence and self-actualization of B.Ed teacher trainees with Arts stream. It indicates that as emotional intelligence increases in B.Ed teacher trainees of Arts stream, their self-actualization also increases. When the level of significance of correlation is tested, the correlation between the emotional intelligence and self-actualization of B.Ed teacher trainees of Arts stream is found significant at 0.01 level of significance. Thus, the hypothesis "There is no significant relationship between emotional intelligence and self-actualization of B.Ed teacher trainees with Arts stream" is rejected at 0.01 level of significance.

Hypothesis 6.5: There is no significant relationship between emotional intelligence and self-actualization of B.Ed teacher trainees with Commerce stream.

It is evident from Table 6 that there is a moderate positive correlation between emotional intelligence and self-actualization of B.Ed teacher trainees with commerce stream. It indicates that as emotional intelligence increases in B.Ed teacher trainees of commerce stream, their self-actualization also increases. When the level of significance of correlation is tested, the correlation between the emotional intelligence and self-actualization of B.Ed teacher trainees of commerce stream is found significant at 0.01 level of significance. Thus, the hypothesis "There is no significant relationship between emotional intelligence and self-actualization of B.Ed teacher trainees with commerce stream" is rejected at 0.01 level of significance.

9. Discussions

It is revealed from the present study that there is a positive and moderate relation between emotional intelligence and self-actualization on the basis of gender and educational streams of teacher trainees. Among those related studies in the past which supported the findings of the present study were **Bar-On, R., (2001)** who in his research studied the Emotional intelligence and self-actualization. The findings revealed that Self-Actualization is related to emotional intelligence. Another study conducted by **Lammana, M.D. (2001)** found that emotional intelligence is positively correlated with an internal locus of control and negatively correlated to external locus of control. Moreover, in a study conducted by **Rupinderjit Kaur Kamboj (2008)** the relationship of emotional intelligence with self-actualization was explored. The findings revealed that those teachers who have high emotional intelligence were more self-actualized than those who have low emotional intelligence. Last but not the least **Mahendra Mishra (2006)** also found that teacher trainees with low emotional intelligence were found to have less motivation to teach. If a person is highly emotionally intelligent, then he might experience a feeling of contentment, happiness and satisfaction at his work place which might positively affect his motivation level. On the contrary, less emotionally intelligent person may often experience fear and anxiety which may adversely affect his motivation level to a great extent.

10. Limitations

- The study is delimited to those colleges in which B.Ed programme is affiliated to Guru Gobind Singh Indraprastha University in Delhi (NCR) region.
- The study is delimited only to the teacher trainees of B.Ed programme.

11. Recommendations for the further Study

- Similar study can be done on the basis of other personal factors of teacher trainees, like, age, marital status, socio-economic status etc.
- Similar study can be done on the basis of the location of the teacher training institution, i.e., urban and rural.
- Similar study can be done between the teacher trainees of government, State, Deemed and Self-financed institutions.
- Similar study can be done on students pursuing E.T.E / N.T.T /

M.Ed.

12. Tables

Table 1: Hypothesis-wise analysis of the relationship between Emotional Intelligence & Self-actualization with respect to background variables

S. No	Variables	Background variables	Hypothesis Rejected/Not rejected
1.	Relationship between Emotional Intelligence and Self actualization	Male Teacher Trainees	Rejected
		Female Teacher Trainees	Rejected
		Science Stream	Rejected
		Arts Stream	Rejected
		Commerce Stream	Rejected

Table 2: Relationship between emotional intelligence and self-actualization of male teacher trainees

Variables	Value of r	Type of correlation
Emotional Intelligence & Self-actualization(males)	0.614**	Positive and Moderate

**Significant at 0.01 level

Table 3: Relationship between Emotional intelligence and Self-actualization of Female teacher trainees

Variables	Value of r	Type of correlation
Emotional Intelligence & Self-actualization(females)	0.528**	Positive and Moderate

**Significant at 0.01 level

Table 4: Relationship between emotional intelligence and self-actualization (Science stream)

Variables	Value of r	Type of correlation
Emotional Intelligence & Self-actualization(science stream)	0.590**	Positive and Moderate

**Significant at 0.01 level

Table 5: Relationship between Emotional intelligence and Self-actualization (Arts stream)

Variables	Value of r	Type of correlation
Emotional Intelligence & Self-actualization(Arts stream)	0.522**	Positive and Moderate

**Significant at 0.01 level

Table 6: Relationship between Emotional intelligence and Self-actualization (Commerce stream)

Variables	Value of r	Type of correlation
Emotional Intelligence & Self-actualization(commerce stream)	0.557**	Positive and Moderate

**Significant at 0.01 level

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