



STUDY OF THE CONTRIBUTION OF DIMENSIONS OF EMOTIONAL INTELLIGENCE IN PREDICTING SELF ACTUALIZATION

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Abstract: The present research was undertaken to find out the contribution of dimensions of Emotional Intelligence in predicting self actualization. The sample for the study comprised of 100 secondary school teachers selected randomly from the various secondary schools situated in Durg, Bhilai and Raipur cities of Chhattisgarh. The schools for the study were also randomly selected. The tool used for the study were Emotional Intelligence scale (EIS) developed and standardised by the researcher and the self actualization inventory (SEAI) by Dr.K N Sharma. Regression analysis results revealed that 38% of the variance in the dependent variable self actualization was explained by the dimensions of the independent variable Emotional Intelligence.

Key Words: Emotional Intelligence, Self Actualization, Secondary School Teacher.

Introduction

Emotional Intelligence is the ability to recognise one's own emotion and those of others, to motivate ourselves and for managing one's own emotions and those of others. It comprises of the five dimensions self awareness, self regulation, self motivation, Empathy and social skills. Goleman(1996) defined Emotional Intelligence as the capacity of recognising our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationship. Salovey and Mayer(1990) defined Emotional Intelligence as "the ability to monitor one's own and others feeling and emotions to discriminate among them and to use this information to guide one's thinking and action."

Self Actualization is the realization of an individual's full potential, Maslow (1954) defines self actualization to be "the desire for self fulfilment, 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.

Objective of the Study

To find out the contribution of dimensions of Emotional Intelligence in predicting Self Actualization.

Hypothesis of the study

Ho - There will be no significant contribution of dimensions of Emotional Intelligence scores in predicting Self Actualization scores of secondary school teachers.

Sample

The sample for the study comprised of 100 secondary school teachers selected randomly from the various secondary schools of Bhilai, Durg and Raipur cities of Chhattisgarh.

Tools for the study

1. Emotional Intelligence Scale (EIS) developed and standardised by the researcher.
2. Self Actualization Inventory (SEAI) developed and standardised by Dr. K N Sharma.

Procedure

From the various secondary schools situated in Durg, Bhilai and Raipur 20 secondary schools were selected randomly. From the randomly selected schools 100 secondary teachers were selected randomly. The Emotional Intelligence Scale developed and standardised by the researcher and the Self Actualization Inventory by Dr K N Sharma were administered on the 100 randomly selected secondary school teachers, The teachers were given instructions regarding the procedure of indicating the responses. In this way data related to the variables were collected.

Statistical Technique

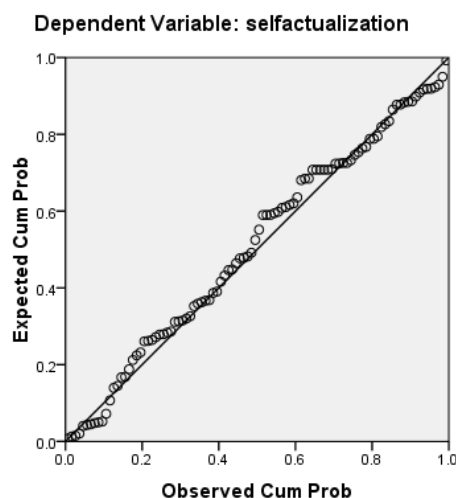
Regression Analysis was employed to find out the contribution of dimensions of Emotional Intelligence in predicting Self Actualization.

Result and Discussion

Regression analysis was conducted to find out the contribution of dimensions of Emotional Intelligence in predicting Self Actualization.

Figure 1

Normal P-P Plot of Regression Standardized Residual



The above Figure1 of Normal P-P Plot of Regression shows the points close to the straight diagonal line which indicates that the data is normally distributed.

Table 1

Descriptive Statistics			
	Mean	Std. Deviation	N
selfactualization	178.70	16.66879	100
selfawareness	45.1200	4.65861	100
selfregulation	74.9200	9.27871	100
selfmotivation	77.0700	8.46055	100
socialawareness	83.1600	9.09181	100
socialskills	77.8700	8.88041	100

The mean and standard deviation of the variables is given in Table 1. The mean of Self Actualization score in the sample is 178.70 with a standard deviation of 16.66 (178.70 ± 16.66) and the mean of dimension of Emotional Intelligence, Self Awareness score in the sample is 45.12 with a standard deviation of 4.65 (45.12 ± 4.65), Self Regulation score in the sample is 74.92 with a standard deviation of 9.27 (74.92 ± 9.27), Self Motivation score in the sample is 77.07 with a standard deviation of 8.46 (77.07 ± 8.46), Social Awareness score in the sample is 83.16 with a standard deviation of 9.09 (83.16 ± 9.09) and Social Skills score in the sample is 77.87 with a standard deviation of 8.88 (77.87 ± 8.88).

Table 2**Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.621 ^a	.386	.353	13.40812	2.007

a. Predictors: (Constant), socialskills, selfawareness, selfregulation, socialawareness, selfmotivation

b. Dependent Variable: selfactualization

From the Table 2 it is evident that the predictor and the criterion variables i.e. Emotional Intelligence and Self Actualization are moderately related ($R = .621$). $R^2 = .386$ shows that 38% of the variance in the dependent variable is explained by the dimensions of Emotional Intelligence predictor variables. The Durbin-Watson value of 2.00 indicates that there is no autocorrelation detected in the sample.

Table 3

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10607.894	5	2121.579	11.801	.000 ^a
	Residual	16899.106	94	179.778		
	Total	27507.000	99			

a. Predictors: (Constant), socialskills, selfawareness, selfregulation, socialawareness, selfmotivation

b. Dependent Variable: selfactualization

From the Table 3 it is evident that the F value is statistically significant $F(5,94) = 11.80$,

$P < .001$. Thus the null hypothesis is rejected and it can be concluded that there is significant contribution of dimensions of Emotional Intelligence in predicting self-actualization of secondary school teachers.

Table 4**Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	97.846	15.258		6.413	.000
	selfawareness	-.596	.375	-.166	-1.588	.116
	selfregulation	.699	.247	.389	2.826	.006
	selfmotivation	.690	.296	.350	2.330	.022
	socialawareness	.246	.266	.134	.926	.357
	socialskills	-.234	.289	-.125	-.811	.419

a. Dependent Variable: selfactualization

From Table 4 Beta = -.166 shows that for 1 unit increase in the independent variable dimension self awareness there would be .166 decrease in dependent variable. Beta = .389 shows that for 1 unit increase in the independent variable dimension self regulation there would be .389 increase in dependent variable. Beta = .350 shows that for 1 unit increase in the independent variable dimension self motivation there would be .350 increase in dependent variable. Beta = .134 shows that for 1 unit increase in the independent variable dimension social awareness there would be .134 increase in dependent variable. Beta = -.125 shows that for 1 unit increase in the independent variable dimension social skills there would be .125 decrease in dependent variable.

The t value of 2.82 for self regulation dimension is significant at .01 level. The t value of 2.33 for self motivation dimension is significant at .05 level.

Conclusion

Regression analysis was conducted to find out the contribution of dimensions of Emotional Intelligence in predicting self actualization. Results revealed that dimensions of Emotional Intelligence self regulation and self motivation significantly predicted self actualization .Dimensions of Emotional Intelligence also explained a significant proportion of variance in self actualization scores, $R^2=.386,F(5,94)=11.80,P<.001$.

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