

Study on Relationship between Emotional Intelligence and Self Actualization among Academicians of Tamil Nadu Universities

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Abstract--- Every profession needs a certain set of skills to fulfill their professional responsibilities. Teaching is a profession, in which the academician needs to prepare himself before entering in to teaching profession. They require lot of patients even for the classroom management; they are in the position to handle the emotions of young adolescents. This makes Emotional Intelligence is very much importance for academicians. Self-Actualization means actualizing one's own capabilities, becoming everything one is capable of becoming. Self-actualized individuals are also thought to be correlated with higher levels of Emotional Intelligence, better outcomes at work, better general health and well-being in the quest for personal development, Emotional Intelligence refers to being effective and Self- Actualization to doing the best you possibly can. Being both Emotional Intelligence and Self- Actualization is considered as important for academicians, the researcher attempted to study the influence of Emotional Intelligence on Self- Actualization of academicians in Tamil Nadu Universities. 175 samples were collected through Purposive Stratified Random Sampling technique. The researcher found significant and positive influence of Emotional Intelligence on the Self- Actualization of academicians of Tamil Nadu Universities.

Keywords--- Emotional Intelligence, Self- Actualization, Academicians

I. INTRODUCTION

Emotional Intelligence is an important aspect for human well-being and success in any profession (Gopinath, 2011 a). It is the skill by which emotions are handled effectively by the individuals for managing the pressures of personal and as well as professional lives (Baron, 1997). The teaching profession expects the academicians to be innovative, flexible in approach, updated with day-to-day developments in their subject area and as they are dealing with young minds, they should be capable of recognizing and managing their emotions (Manoj Kumar Choudhary & Sandeep Kumar Choudhary, 2013; Gopinath, 2011 b). Profession that requires team work also needs a high level of Emotional Intelligence. Teaching is also a profession which demands a high level of team work. A teacher has to face innumerable challenges and play different roles in their institution. they not only plan

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lessons but also organize activities, maintain necessary records, administer time-table, preparing teaching aids, adopt new techniques of communication and motivate the students by words and deeds, to manage this hectic schedule and stress, they very much require Emotional Intelligence (Gopinath, 2014). And also Emotional Intelligence role in teaching is prominent in schools (Sivakumar, & Chitra, 2017).

Maslow described Self- Actualization as struggling for one's reaching and fulfilling own potential. According to Herzberg, (1957) The psychological profile of self-actualized people consists of two dimensions, the first one is openness to experience (being aware of one's emotions, having insight, empathy, and healthy interpersonal relations) and the next is reference to self (being responsible for oneself, having a well-developed ethical understanding, and self-esteem, expressing oneself cognitively and emotionally and not being too much sensitive to other people's ideas, influences, and criticisms), these gives meaning to life an these both dimensions consider Emotional Intelligence as an essential component to self –actualization (Bass, 1965; Lewis & Joan, 1995).

II. REVIEW OF LITERATURE

Human beings are not completely rational creatures, and emotions have prominent role in decisions. Human brain processes information from five senses in two dimensions, which are feeling brain and thinking brain. Feeling brain is quick, strong, and impulsive. It is effective dealing with recognizing, targeting, or avoiding to simpler things, situations, events, and/or people (Goleman, 1995; 1998). Whereas thinking brain locates in outer part of the brain, is effective in dealing with understanding, problem solving, planning, and decision making processes, slow and considerate. After the reaction of the feeling brain, the thinking brain starts to function for the improvement of the conditions. So emotions are playing inseparable role in human life. Numerous researches have been conducted about the Self- Actualization of employees, and they strongly accepted about the positive relationship between Self- Actualization and job satisfaction (Gopinath, 2020). Past researches have supported the possible relationship between Emotional Intelligence and Self- Actualization. Charles *et al.*, (2006) investigated the influence of Self- Actualization of high school biology teachers and student progress. But the researcher couldn't find any significant difference between Self- Actualization and the achievement in biology and critical thinking scores of students of teachers with different degrees of Self- Actualization. Bar-On (2010) found positive relationship between Self- Actualization and Emotional Intelligence, and the Emotional Intelligence was found to support the Self- Actualization of individuals. Moreover, Rupinderjit Kaur Kamboj (2008) also explained the relationship of Emotional Intelligence and Self- Actualization; they found that those teachers who have high Emotional Intelligence were more self-actualized and less stressed than those who have low Emotional Intelligence (Gopinath, & Ganesan, 2014).

OBJECTIVE OF THE STUDY

- To study the relationship among demographic factors with respect to Emotional Intelligence and Self- Actualization of academicians of Tamil Nadu universities.

- To study the relationship between the factors of Emotional Intelligence and Self-Actualization of academicians of Tamil Nadu universities.
- To study the influence of Emotional Intelligence on Self- Actualization of Academicians of Tamil Nadu universities.

HYPOTHESIS

H0₁: There is no significant difference among the demographic profile of the respondents with respect to Emotional Intelligence and Self- Actualization.

H0₂: There is no significant relationship between Emotional Intelligence and Self- Actualization.

H0₃: There is no significance Emotional Intelligence and Self- Actualization.

III. RESEARCH METHODOLOGY

Ex-post-facto research design was used by the researcher to study relationship between Emotional Intelligence and Self Actualization among the academicians of Tamil Nadu Universities. Baron's Emotional Inventory was used to collect data about Emotional Intelligence and Scott Barry Kaufman's (2018) questionnaire was used to collect data about Self- Actualization. The researcher used purposive stratified random sampling technique for the 175 samples.

IV. ANALYSIS

4.1 DEMOGRAPHIC PROFILE OF THE RESPONDENTS WITH RESPECT TO EMOTIONAL INTELLIGENCE AND SELF- ACTUALIZATION

Regarding Age of the respondents, Since the P value is less than 0.01 the null hypothesis is rejected at 1% level of significance with regard to self-awareness, managing emotions, motivating self, empathy, social skills and Self- Actualization. Hence there is a significant difference among age group with respect to self-awareness, managing emotions, motivating self, empathy, social skills and Self- Actualization of academicians.

Regarding educational qualification of the respondents, Since the P value is less than 0.01 the null hypothesis is rejected at 1% level of significance with regard to self-awareness, managing emotions, empathy, motivating self, social skills and Self- Actualization. Hence there is a significant difference among educational

qualification with respect to self-awareness, managing emotions, motivating self, empathy, social skills and Self-Actualization of academicians.

Regarding year of experience since the p value is less than 0.01 the null hypothesis is rejected at 1% level of significance with regard to self-awareness, managing emotions, motivating self, empathy, social skills and Self-Actualization. Hence there is a significant difference among experience with respect to self-awareness, managing emotions, motivating self, empathy, social skills and Self- Actualization of academicians.

Regarding grade of the respondents, Since P value is less than 0.01 the null hypothesis is rejected at 1% level of significance. Hence there is highly significant difference between designation of academicians with respect to self-awareness, managing emotions, motivating self, empathy, social skills and Self- Actualization. Based on the mean score professors have better Self-Awareness, Managing Emotions, Motivating One-Self, Empathy, Social Skills and Self- Actualization.

Table 1. Showing difference among demographic profile of the respondents with respect to Emotional Intelligence and Self- Actualization

Variables	Emotional Intelligence										Self-Actualization	
	Self-Awareness		Managing Emotions		Motivating One-Self		Empathy		Social Skills			
	F	P	F	P	F	P	F	P	F	P	F	P
Age	4.832	<0.001**	6.586	<0.001**	7.725	<0.001**	5.405	<0.001**	3.567	<0.001**	11.345	<0.001**
Educational qualification	12.457	<0.001**	5.432	<0.001**	6.453	<0.001**	3.567	<0.001**	5.645	<0.001**	6.789	<0.001**

Year of Experience	4.567	<0.001**	8.978	<0.001**	5.467	<0.001**	4.567	<0.001**	6.784	<0.001**	6.345	<0.001**
Grade	3.453	<0.001**	5.324	<0.001**	6.764	<0.001**	3.452	<0.001**	4.543	<0.001**	4.786	<0.001**
Gender	2.332	<0.001**	4.563	<0.001**	5.678	<0.001**	2.522	<0.001**	3.824	<0.001**	2.960	0.0732

** Denotes significance at 1% level.

* Denotes significance at 5% level.

With respect to gender of the respondents, Since P value is less than 0.01 the null hypothesis is rejected at 1% level of significance. Hence there is significant difference between male and female with respect to self-awareness, managing emotions, motivating self, empathy, social skills. But since the p value is greater than 0.05 the null hypothesis is accepted with reference to gender and Self- Actualization. Hence there is a significant difference among the gender of the respondents and Self- Actualization.

4.2 RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SELF- ACTUALIZATION

Table 2. Showing Pearson Correlation Coefficient between factors of Emotional Intelligence and Self- Actualization

Factors of Emotional Intelligence and Job Satisfaction	Self-Awareness	Managing Emotions	Motivating One-Self	Empathy	Social Skills	Self-Actualization
Self-Awareness	1.000	0.571**	0.688**	0.676**	0.616**	0.737**
Managing Emotions		1.000	0.591**	0.643**	0.553**	0.656**

Motivating One-Self			1.000	0.625**	0.599**	0.694**
Empathy				1.000	0.655**	0.682**
Social Skills					1.000	0.687**
Self- Actualization						1.000

****Correlation is significant at the 0.01 level (2-tailed)**

The correlation coefficient between Self-Awareness and Managing Emotions is 0.571 which indicates 57.1 percentage positive relationships between Self-Awareness and Managing Emotions at 1% level of significance. The correlation coefficient between Self-Awareness and Motivating One-Self is 0.688 which indicates 68.8 percentage positive relationships between Self-Awareness and Motivating One-Self at 1% level of significance. The correlation coefficient between Self-Awareness and Empathy is 0.676 which indicates 67.6 percentage positive relationships between Self-Awareness and Empathy at 1% level of significance. The correlation coefficient between Self-Awareness and Social Skills is 0.616 which indicates 61.6 percentage positive relationships between Self-Awareness and Social Skills at 1% level of significance. The correlation coefficient between Self-Awareness and Self-Actualization is 0.737 which indicates 73.7 percentage positive relationships between Self-Awareness and Self-Actualization at 1% level of significance, as like other factors are also positively correlated with each other. Especially, each Emotional Intelligence factors correlation with Self- Actualization positive and highly significant. All the factors have more than 65% correlation with Self- Actualization.

4.3 SIGNIFICANCE OF EMOTIONAL INTELLIGENCE ON SELF- ACTUALIZATION

Multiple Regressions determines the statistical relationship between more variables. More than two (independent) variables is the cause of the behavior of another one (dependent) variable.

Regression analysis is concerned with the derivation of an appropriate mathematical expression is derived for finding values of a dependent variable on the basis of independent variable. Thus it is designed to examine the relationship of a variable Y to a set of other variables X1, X2, X3.....Xn, the most commonly used liner equation in $Y = b_1 X_1 + b_2 X_2 + \dots + b_n X_n + b_0$.

Here Y is the dependent variable which is to be found. X1, X2,.....and Xn are known variables with which predictions are to be made and b1, b2,.....bn are coefficient of the variables.

Dependent variable : Self- Actualization (Y)

Independent Variable :
 • Self-Awareness (X₁)
 • Managing Emotions (X₂)
 • Empathy (X₃)
 • Social Skills (X₄)
 • Motivating One-Self (X₅)

Multiple R value : 0.792

R Square value : 0.573

F value : 58.323

P value : <0.001

In this study the dependent variable is Self- Actualization Independent variables are Social Skills, Managing Emotions, Empathy, Self-Awareness, and Motivating One-Self are discussed as follows:

Table.3. Multiple Correlation

Variables	Unstandardized Co-efficient	SE of B	Standardized Co-efficient	t- value	P-value
(Constant)	0.203	0.212	-	0.453	0.659
Self-Awareness	-0.032	0.035	-.012	-0.173	<0.001**
Managing Emotions	0.231	0.056	.207	4.363	<0.001**
Motivating One-Self	0.433	0.086	.352	4.846	<0.001**

Empathy	0.086	0.078	.066	0.954	<0.001**
Social Skills	0.336	0.045	.274	3.338	<0.001**

**** denotes significance at 1% level.**

*** denotes significance at 5% level.**

The multiple correlations co-efficient is 0.792 measure the degree of relationship between the actual values and predicted values of Self- Actualization. Because the predicted values are obtained as a liner combination of Self-Awareness (X1), Managing Emotions (X2), Empathy (X3), Social Skills (X4), Motivating One-Self (X5). The coefficient value of 0.792 indicates the relationship between Self- Actualization and all the independent variables are positive relationship with Self- Actualization. the value of R square is 0.792 which means 79.2 percentage variation in Self- Actualization is explained by the estimated SRP that uses, Self-awareness, Managing Emotions, Motivating One self, empathy and Social Skills are independent variables and R square value is significant at 1% with Self- Actualization as the independent variable.

The Multiple Regression Equation is

$$Y = 0.203 + (-0.032X1) + 0.231X2 + 0.433X3 + 0.086X4 + 0.336X5$$

Hence, the coefficient of X1 is -0.032 represents the negative effect of Self-Awareness on Self-Actualization, holding the other variables as constant. The negative sign implies that Self- Actualization would decrease by 0.012 for every unit of decrease in Self-Awareness. The coefficient of X2 0.231 represents the positive effect of Managing Emotions on Self- Actualization holding the other variables as constant. The estimated positive sign implies Self- Actualization would increase by 0.207 for ever unit of increase in Managing Emotions and this co efficient value is significant at 1% level.

The coefficient of X3 is 0.433 represents the positive effect of motivating self on Self-Actualization, holding the other variables as constant. The estimated positive sign implies that Self- Actualization would increase by 0.433 for every unit of increase in motivating self and this coefficient value is significant at 1% level. The coefficient of X4 is 0.086 represents the positive effect of Empathy on Self- Actualization. Holding the other variables as constant the estimated positive sign implies that Self- Actualization would increase by 0.086 for every unit of increase in Empathy and this coefficient value is significant at 1% level. The coefficient of X5 is 0.336 represents the positive effect of Social Skills on Self- Actualization. Holding the other variables as constant the estimated positive sign indicates, Self- Actualization would increase by 0.336 for every unit of increase in Social skills and this coefficient value is significant at 1% level.

Based on standardized coefficient Managing Emotions, Motivating One-Self, empathy and Social Skills are the positive contributing factor to Self- Actualization, Self-Awareness is the negative contributing factor to Self- Actualization.

4.4. Relationship between Emotional Intelligence and Self- Actualization

Table 4. Correlation table showing Relationship between Emotional Intelligence and Self- Actualization

Factors of Emotional Intelligence and Self- Actualization	Emotional Intelligence	Self- Actualization
Emotional Intelligence	1.000	0.803**
Self- Actualization		1.000

**** Correlation is significant at the 0.01 level (2-tailed)**

The correlation coefficient between Emotional Intelligence and Self- Actualization is 0.803 which indicates 80.3 percentage positive relationships between Emotional Intelligence and Self- Actualization.

V. CONCLUSION

It has been proven that Emotional Intelligence is the one among the best tool for the better understanding of teachers. When teachers are in the situation to solve problems and make key decisions, Emotional Quotient supports Intelligence Quotient and enables better decision making, better job satisfaction (Gopinath & Chitra, 2020 b), supports high retention (Sivakumar & Chitra, 2018). And the blessing is, this emotional quotient can be developed by practice even at adulthood, Even it is influenced by family structure and the educational qualification of the parents (Gopinath & Chitra, 2020 a). As a teacher plays an important role in shaping the student's behavior, an emotionally balanced academician is the need of the day. By improving Emotional Intelligence the academicians' ability to think independently is increased, which paves the way for Self- Actualization (Mitali Panda, 2015). In present study, the researcher found positive and significant relationship between the five dimensions of Emotional Intelligence (self-awareness, managing emotions, motivating self, empathy, social skills) and Self- Actualization of academicians of Tamil Nadu Universities. The demographic factors are significantly different with the dimensions

of Emotional Intelligence (Adeyemo, 2008; Nasir, & Iqbal, 2011) and Self- Actualization. This shows the positive influence of demographic factors on Emotional Intelligence dimensions and Self- Actualization. The highly significant and positive correlation between the Emotional Intelligence factors and Self- Actualization ensures the significance of Emotional Intelligence in the process of Self- Actualization (Meenakshi Anand & Neeru Sharma, 2011). The high regression on Self- Actualization is also makes us to conclude that, Self- Actualization is an essential phenomenon for an academician, and the role of Emotional Intelligence is in negligible in the process of Self- Actualization.

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