

Emotional intelligence as a correlate of self-actualization among teachers at secondary teachers training college

Dr. Mitali Panda

Principal El-Bethel College Rasapunja, Bakrahat Road, Kolkata, West-Bengal, India.

Abstract

Professionalism demands teachers to be innovative in their attitudes, flexible in their approach, always refreshing themselves with day-to-day developments in their respective subject area. Teaching too is one profession which demands a high level of emotional intelligence. Self-actualization means actualizing one's potentials, 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.

The investigator undertook the responsibility to find out the extent to which emotional intelligence of the teachers correlate with their self-actualization. It proposes to determine whether a statistically significant correlation exists between the various factors of emotional intelligence and self-actualization among teachers of training college at secondary level. The present study conducted on a sample of the teachers of various training colleges in Kolkata using stratified random sampling technique. Investigator used the emotional intelligence inventory of Dr. Subhra Mangal the self-actualization inventory has been designed by K. N. Sharma (1994). Data was analyzed by using Pearson's product-moment correlation coefficient r , and other descriptive statistics scores. This determines whether a relationship between Emotional Intelligence and Self-actualization, more specifically, the relationships between the different composite scales of the TEII and SAI explored. The results of the data analysis revealed sufficient evidence to establish a significant correlation between emotional intelligence and self-actualization.

Keywords: Emotional intelligence, Emotional Quotient and Self-actualization Emergence of the Problem

Introduction

Every profession demands certain specific skills and competence on the part of its practitioners. Teaching, as a profession also demands multiple skills in order to meet the challenges of everyday life. Emotional intelligence has become a vital component for human well-being and success of any profession. Emotional intelligence is the 'skill' by which emotions are handled by the individual for coping with the pressure of the contemporary world and ensuring success in both personal and professional lives.

Professionalism demands teachers to be innovative in their attitudes, flexible in their approach, always refreshing themselves with day-to-day developments in their respective subject area. At the same time, they should be capable of recognizing the value of human potentials, understanding the diverse needs of learners and enrich the environment for their growth. In essence, the dream of learning society in this information age becomes real only when the teachers are able to collaborate with each other to accomplish the task, and, towards this end, their ability to communicate effectively becomes more critical than their technical skills and capabilities.

Profession which require interacting with people, working in teams etc require a high level of emotional intelligence. Teaching too is one profession which demands a high level of emotional intelligence. A teacher has to face innumerable challenges and play different roles in his/her institution. He/she not only plan lessons but also organize activities, maintain necessary records, make purchases, administer time-table, oral

and aural teaching aids, adopt new techniques of communication and motivate the students by words and deeds. Thus, teacher is expected to possess a multifaceted personality. "Self-actualization" is the concept, created by an individual who focused on "healthy people," Abraham H. Maslow, Ph.D. His work appears closely related to Emotional Intelligence. Maslow was a major contributor to the so called 'third force' in psychology and a strong believer in the optimistic theory of human nature. Schultz (1977) illustrates Maslow's strong view that all human beings have an innate striving or tendency to become self-actualizing. This is the motive that underlies all human behaviour (Maddi, 1980). Every person's innate goal is to realize his inner potential. There exists an inner drive for a person to become everything that he can become (Lester, 1971). Maslow identified four needs, namely: physiological needs, safety, belonging and love and finally esteem needs. These needs must be at least partially satisfied in hierarchical order before the need for self-actualization, which is at the top of the hierarchy, can be met. People are not motivated by all four needs at the same time (Lester, 1971). In Maslow's scheme, the final stage of psychological development comes when the individual feels assured that his physiological, security, affiliation and affection, self-respect, and recognition needs have been satisfied. As these become dormant, he becomes filled with a desire to realize all of his potential for being an effective, creative, mature human being. In short, self-actualization is reaching one's fullest potential. They have discernment and are able to view all things in an objective manner.

Rogers (1961) looked at the study of man from an integrated perspective and the active role that each person plays in actualizing his own inherent potential. Rogers (1961) further postulates that man has an intrinsic compulsion to strive towards the actualization of all his potential. Rogers (1961) sees personality growth as the mark of the fully functioning person. The wider the spectrum of experience available to an individual and the more integrated these experience are in the self-concept, the better he will know himself and be able to use his abilities and talents, choose constructive action and realise his potential fully. From an optimal development perspective, such a person is regarded as fully functioning (Rogers, 1961).

In order to reach self-actualization and perform effectively, a person needs to be aware of his strengths, areas for development and unique potential. One of the ways to move beyond such resistance, according to Cooper and Sawaf (1997), is through developing emotional intelligence and recognizing strengths, and improving the ability to manage vulnerabilities.

Emotional intelligence (EI) is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. Emotional intelligence involves an ongoing process of development. It does not represent a crystallized state of being, but requires an ongoing commitment to growth and continued personal development (Goleman, 1996). According to Goleman (1998) emotional intelligence is '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. He described the five elements of emotional intelligence as being: * Self-awareness * Self-regulation * Motivation * Empathy * Social skills.

Emotional intelligence can lead to enhance functioning in different aspects of life such as achievement and close relationship (Goleman 1996, Salovey and Mayer 1990). Almost ninety percent of the competencies necessary for success are social and emotional in nature, according to Goleman (1998:93). This implies that a person needs to have the capacity in terms of emotional intelligence to be able to achieve his goals. Intelligence and technical skills are important, but emotional intelligence is seen as the sine qua non of effective performance (Goleman, 1998:93). In other words, if we function in emotionally effective ways, it will be easier to achieve our personal goals.

Goleman (1998) postulates that Intellectual Quotient (IQ) is seen as a more powerful predictor than Emotional Quotient (EQ) of a person's career success when it sorts people before they embark on a career, therefore determining which field or profession to enter. However, he adds that if one is looking within a job or profession to identify who will rise to the top and who will reach a plateau or fail, then EQ proves to be a more powerful predictor of success than IQ.

Emotional intelligence can lead to enhanced functioning in different aspects of life such as achievement and close relationships (Goleman, 1996; Salovey & Mayer, 1990). Cooper (1997) suggests that people with high levels of emotional intelligence experience more career success, build stronger personal relationships and enjoy better health than those with low emotional intelligence. Similarly, people with high emotional intelligence motivate themselves and others to greater accomplishment.

Maslow's work appears closely related to Emotional Intelligence. Self-actualization is one of the most important EI skills. It's a measure of your sense that you have a meaningful

personal engagement in life and that you are giving the gifts to your world that are most important for you to contribute. It's directly connected to motivation. If we are enthused by what we're doing, we're much more likely to approach it with zest. Reuven Bar-On (2001) wrote an excellent article on emotional intelligence and self-actualization that illustrates the intimate connection between the two. His research led him to conclude that "you can actualize your potential capacity for personal growth only after you are socially and emotionally effective in meeting your needs and dealing with life in general".

Problem Statement

From the above, it seems evident that individuals who are emotionally intelligent are also more likely to achieve their personal goals through associated self-actualization behavior (Cooper & Swaf 1997 and Goleman 1996, 1998).

It seems reasonable that emotional intelligence is theoretically part of self-actualizing behaviour. The exact correlation between the concepts of emotional intelligence and self-actualization, is however uncertain and speculative at this stage. Hence, the investigator felt worthwhile to explore the relationship among the four components of emotional intelligence and self-actualization.

Therefore, the empirical results of this research should give evidence of the correlation between emotional intelligence and self-actualization.

Conceptual Background

Emotional Intelligence as a Variable

Emotional Intelligence (EI) has been a popular subject in the last decade and continues to have wide-spread application to living effectively with others. Most of the work on EI is also related to the scientific studies related to effective living and happiness, in general. Emotional Intelligence (EI), often measured as an Emotional Intelligence Quotient (EQ), describes an ability, capacity, skill or (in the case of the trait EI model) a self-perceived ability, to identify, assess, and manage the emotions of one's self, of others, and of groups. The concept of emotional intelligence is an extension of the concept of social intelligence as proposed by Howard Gardner in his theory of multiple intelligence. Emotional intelligence is a way of characterizing skills and abilities that help us to recognize emotions in ourselves and others, understand them and use language to communicate them; Harness the power of emotion as a tool in cognitive activities like problem solving, reasoning and creativity; And manage emotions both in ourself and in other people. According to Mayer and Salovey (1997:10): "Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; The ability to access and/or generate feelings when they facilitate thought; The ability to understand emotion and emotional knowledge; And the ability to regulate emotions to promote emotional and intellectual growth."

The EI model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines four main EI constructs:

- Self-Awareness: The ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.
- Self-Management: Involves controlling one's emotions and impulses and adapting to changing circumstances.

- Social Awareness: The ability to sense, understand, and react to other's emotions while comprehending social networks.
- Relationship Management: The ability to inspire, influence, and develop others while managing conflict.

For the aim of the research, the researcher will examine the emotional intelligence factors as set out by Subhra Mangal. The following section will define these factors operationally. The factors were named as below:

- Factor-I: Awareness of Self and Others- The first factor implies being aware of one's own self and others with whom the teacher is interacting. This factor subsumes the art of empathizing, influencing, commitment, appropriate assessment of one's own capabilities and awareness of the organization where the person is working.
- Factor-II: Professional Orientation- The second factor that governs the EQ of a teacher is his/her orientation towards the profession. EQ competencies like optimism towards the profession, service orientation and an innate desire to achieve are the key stones to achieve professional orientation. A teacher who can adapt to changes and bring put positively in a diverse situation can be said to be a professionally oriented teacher.
- Factor III: Intrapersonal Management or Self-Regulation- A teacher who can assert himself/herself in public independently by exhibiting positive EQ traits or self-confidence and self-control can be said to possess the skill of self-management.
- Factor IV: Interpersonal Management:- The job of a teacher requires immense skill of managing others where competencies like teamwork capabilities, problem solving, building bonds and initiating a change are very essential. A teacher should initiate and manage a change amicably, whether it is during the course of teaching or during group work.

It seems from the above mentioned ability scales in the context of emotional intelligence that dealing with an overlooked part of a person's personality (those abilities that could be learned and acquired) would greatly improve that person's chances of achieving his goals in life, therefore, creating more opportunities for self-actualizing behaviour and reaching success and fulfillment in life.

Self-actualization as a variable

Self-actualization is a term that has been used in various psychology theories, often in slightly different ways (e.g., Goldstein, Maslow, Rogers). The term was originally introduced by the organismic theorist Kurt Goldstein for the motive to realize all of one's potentialities. In his view, it is the master motive—indeed, the only real motive a person has, all others being merely manifestations of it. However, the concept was brought to prominence in Abraham Maslow's hierarchy of needs theory as the final level of psychological development that can be achieved when all basic and meta needs are fulfilled and the "actualization" of the full person's potential makes place. Self-actualization is commonly understood in light of Maslow's hierarchy of needs.

When an individual has satisfied their physiological, safety, love and belongingness and esteem needs then they have reached self-actualization. This means the individual is now motivated by a new set of needs which are centred on values

such as truth, goodness, beauty, honesty and they all seek to provide greater meaning to the life of the self-actualized person. Self-actualized individuals readily experience peak performances and they are no longer motivated by deficiencies, instead they are motivated towards growth and reaching their full potential.

Rogers (1959, 1961, 1975) developed a theory of self-actualization that is very similar to Maslow's (1954, 1968, 1971) theory. The theory emphasizes an innate drive towards achieving one's potential. Rogers (1959) associates the actualizing tendency with a motivational instinct. The actualizing tendency is "...the inherent tendency of the organism to develop all its capacities in ways which serve to maintain or enhance the organism" (Rogers, 1959:196). This tendency is inborn and considered to be a driving force within the organism.

Maslow (1954) who started with need theory thought of self-actualization only as a highest order need but later on in 1970 he extended its concept to be source of well-being. He postulated, "a person who does not have a basic need fulfilled is sick, just as a man is sick who lacks vitamins and minerals".

Maslow has given fifteen characteristics to be found in Self-actualized individuals: * Efficient perception of reality * Acceptance of self, others and nature * Spontaneity, simplicity, naturalness * Problem centering * Detachment: need for privacy * Autonomy: independence of culture and environment * Continued freshness of appreciation * Peak of Mystic experiences * Social interests * Interpersonal relations * Democratic character structure * Discrimination between means and ends * Sense of philosophical humour * Creativeness * Resistance to enculturation

Maslow emphasized that the need for self-actualization is a healthy man's prime motivation. Self-actualization means actualizing one's potentials, becoming everything one is capable of becoming. He said, "What a man can be he must be". It is a person's desire for self-improvement, or actual use of potentials, talents and capacities. The advantages of Maslow's concept of self-actualization are that it is a positive goal, not a negative concept. It combines interpersonal goals, it regards the goal as a process, it allows for individualization, it can be applied to life, it relates all individuals, and it is core around which other needs are built and clustered.

In the present study, the researcher will examine self-actualization as set out by K. N. Sharma's SEAI. Due help has taken from the Personal Orientation Inventory in construction of items in the form of statements on the basis of the fifteen characteristics of a self-actualized individual as given by Maslow.

Review of Related Study

INDIA: * Rupinderjit Kaur Kamboj (2007) examined the relationship between Emotional intelligence and Self-actualization of Secondary school teachers. The study revealed that there is a positive and significant correlation between Emotional intelligence and Self-actualization of secondary school teachers. The teachers who have high E.I. are more Self-actualized than who have low E.I.

* A study was designed by Monica Mahajan (2009) to study Academic Achievement in relation to Emotional Intelligence and Spiritual Intelligence in a sample of 140

students studying in class XI. The findings were: i) There exists positive and significant relationship between Academic achievement and Emotional Intelligence of boys and girls. There exists positive and significant relationship between Emotional Intelligence and Spiritual Intelligence of boys and girls.

- * A study by Poornima R., Lokanadha Reddy G. (2010) is concerned with the Emotional Intelligence and Occupational Stress of 72 teachers working in the schools for hearing-impaired children in Chennai city. The results revealed that around 90% of the teachers encompass only low and moderate levels of emotional intelligence and more than 80% of special education teachers experience moderate and high level of occupational stress due to various stressors. Significant negative relationship between Emotional Intelligence and Occupational Stress was observed through correlation studies. Emotional Intelligence has emerged as a significant predictor of Occupational stress of the special education teachers working in the schools for hearing impaired.
- * An attempt was made by K. Subramanyam (2010) to study the effect of Emotional Intelligence and Study Skills of 60 high school students. Based on the findings of the study it was concluded that there is no significant difference with regard to the impact of gender in Emotional Intelligence and Study Skills of high school students. ABROAD: It seems that those individuals who display characteristics of self-actualization utilize their potential and abilities more fully than the average person, live in the present, are relatively independent and have a more benevolent outlook on the life and the nature of humankind (Knapp1976).
- * Further research on self-actualized individuals revealed that they are more successful in initiating, developing, and maintaining effective, fulfilling relationships with other people (Johnson, 1972 p.14). 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 (Ciarrochi, Forgas & Mayer, 2001 p. 83-90), and better mental health (Knapp, 1965).
- * According to studies done by Goleman (1998) and George (2000), there appears to be a relationship between emotional intelligence and effective performance, specially in leaders. This implies that emotional intelligence contributes to effective leadership in organizations. Recent research conducted by Goleman et al (2002) further explores the role of emotional intelligence and leadership. The author proclaim that driving emotions in the right direction would increase self-actualization opportunities for the person, as well as increase overall positive growth within the organization (Goleman et al, 2002). Successful and happy people are involved in pursuits that excite them and allow them to realise their inherent potential. A person whose potential is allowed to unfold develops a healthy, well integrated personality. The opposite is true for those who do not find outlets to realise their potential. Key symptoms of failure to actualize oneself include: frustration; Unhappiness, despondency, and depression (Weiten, 2002). An individual's ability to live a rich and meaningful life is closely linked to the process of self-actualization. Self-actualization serves to highlight the many benefits of personal growth.

- * In the quest for personal development, emotional intelligence refers to being effective and self-actualization to doing the best you possibly can. According to Hughes et al (2005), when we are self-actualised, we have gone beyond emotional intelligence to achieve a higher level of human effectiveness. Research on the impact of emotional social intelligence on self-actualization (Bar-On, 2007) concluded that emotional social intelligence, much more than cognitive intelligence (IQ), influences one's ability to:
 - * do one's best
 - * accomplish goals, and
 - * self-actualize one's potential fully.
- * Hughes et al (2005:61) suggest that the following eight emotional intelligence factors are powerful predictors of self-actualization. They are listed below in order of importance:
 - * happiness
 - * optimism
 - * self-regard
 - * independence
 - * problem solving
 - * social responsibility
 - * assertiveness
 - * emotional self-awareness.
- * Newman (2008), citing studies that look at predictors of success in the workplace, indicates that the one factor of emotional intelligence that consistently showed up, almost regardless of job type, was self-actualization. In another study, high performing leaders consistently produced high scores on the competency of self-actualization. These findings impel Newman (2008:91) to conclude that "[Nothing is more important to your long-term success as a leader than building your stocks of emotional capital in self-actualization". High levels of efficacy in these eight emotional intelligence competencies will support the development of self-actualization. Newman (2008), citing studies that look at predictors of success in the workplace, indicates that the one factor of emotional intelligence that consistently showed up, almost regardless of job type, was self-actualization. In another study, high performing leaders consistently produced high scores on the competency of self-actualization. These findings impel Newman (2008:91) to conclude that "[Nothing is more important to your long-term success as a leader than building your stocks of emotional capital in self-actualization".
- * Other constructs related to emotional intelligence and self-actualization include research into personality factors (Mayer, Salovey and Caruso, 2000), creativity (Mayer, et.al, 1999), mental and physical health (Matthews and Zeidner, 2000) and the quality of interpersonal relationships at home, school and work (Topping, Holmes and Bremner, 2000).

Significance of the Study

Self-actualized people share a range of characteristics, most of which contribute to the development of their greater potential. By definition Self Actualized People must be free from psychopathology and have progressed through the hierarchy of basic needs. Another essential criterion for becoming self-actualized is to realize your need to grow and develop, and to increasingly strive to become who you are fully capable of becoming. Self-actualized individuals are not static beings who embrace the status quo, rather, than embrace change, because change is necessary for growth. Other traits correlated among self-actualized individuals include listening to their own voice, taking responsibility, being honest and being involved in a cause outside of themselves. They experience fully, vividly, and selflessly with full concentration and absorption (Maslow, 1965).

Self-actualized individuals are thought to have a more efficient perception of reality and are better able to distinguish between fact and fiction. They live with spontaneity and without artifice and have greater acceptance of themselves, others and nature. Among the traits associated with self-actualized people they tended to be more problem centred, instead of ego centred, be more independent and autonomous and have a higher need for privacy. One notable characteristic found across nearly all self-actualize individuals was the presence of profound interpersonal relationships, meaning that their serious relationships are few yet deep. Self-actualizers also tend to be friendly to people without regard to race, gender, age, ethnicity, or social status and are resistant to enculturation. Another of the main traits associated with self-actualized individuals was a philosophical sense of humour and high capacity for creativity. Furthermore, self-actualized people are more likely to experience B-Love (love for the essence or being of the other). Maslow makes the distinction between this type of love and D-Love (deficiency love) (in which someone loves another person solely because they are driven to satisfy their needs for love and belongingness) (Maslow, 1943; Showstrom, 1964). Aspects of emotional intelligence that underpin self-actualization and influence the ability to actualize your potential include:

- self-awareness – vital for understanding yourself and your aspirations, and for setting personal goals
- problem-solving skills – foster the ability to make sound, independent decisions
- Assertiveness – empowers you to follow through on personal decisions ☐ optimism – reinforces the possibility of actualizing your potential.

Focuses on the relationship between emotional intelligence (EI) and self-actualization and examines the extent to which the former construct influences the latter. It is found that emotional intelligence is highly correlated with the ability to actualize basic talents and skills, can distinguish between those who are more able and those who are less able to self-actualize, and is more important than cognitive intelligence for self-actualization. The need for further empirical research in the area of EI is emphasized. At the time of completing this research study, the researcher is not aware of any previous studies or researches which have been done to determine the relationship between emotional intelligence and self-actualization of teachers in secondary teachers training college.

Objectives / Hypotheses

Objectives of the Study

On the basis of the study of available literature on emotional intelligence and self-actualization, the investigator drew certain objectives, which had led to the present investigation.

- 1 To study the inter-relationship between all dimensions of emotional intelligence and total emotional intelligence among teachers of secondary teachers training institution
- 2 To study the relationship between one factor Awareness of Self and Others of emotional intelligence and self-actualization among teachers of secondary teachers raining institution
- 3 To study the relationship between second factor Professional Orientation of emotional intelligence and self-

actualization among teachers of secondary teachers training institution

- 4 To study the relationship between third factor intrapersonal management of emotional intelligence and self-actualization among teachers of secondary teachers training institution
- 5 To study the relationship between fourth factor Interpersonal Management of emotional intelligence and self-actualization among teachers of secondary teachers training institution
- 6 To study the relationship between emotional intelligence and self-actualization among teachers of secondary teachers training institution

Hypothesis of the Study

The following hypothesis were formulated

H1: There is a positive correlation between all the dimensions of emotional intelligence and total emotional intelligence among teachers of secondary teachers training institution

H2: There is a significant relationship between one dimension, Awareness of Self and Others of emotional intelligence and self-actualization among teachers of secondary teachers training institution

H3: There is a significant relationship between one factor Professional Orientation of emotional intelligence and self-actualization among teachers of secondary teachers training institution

H4: There is a significant relationship between one factor Intrapersonal management of emotional intelligence and self-actualization among teachers of secondary teachers training institution

H5: There is a significant relationship between one factor Interpersonal Management of emotional intelligence and self-actualization among teachers of secondary teachers training institution

H6: There is a significant relationship between total emotional intelligence and self-actualization among teachers of secondary teachers training institution

Hypothesis no. 1 has been formulated under objective no.1

Hypothesis no. 2 has been formulated under objective no.2

Hypothesis no. 3 has been formulated under objective no.3

Hypothesis no. 4 has been formulated under objective no.4

Hypothesis no. 5 has been formulated under objective no.5

Hypothesis no. 6 has been formulated under objective no.6

Methodology of the study

METHOD: In order to achieve the objectives of the study, the survey method was used.

POPULATION: Population of this investigation was the teachers of secondary teachers training institution belonging to Metropolitan City Calcutta

SAMPLE: The subjects in this study consisted of 72 teachers belonging to 12 teachers training institution at secondary level in the Metropolitan City Calcutta.

SAMPLING TECHNIQUE: Sampling was done through stratified random sampling method. The Metropolitan City Calcutta was divided into three zones viz.

South, Central and North. There are altogether 72 subjects who participated in this study.

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1 st Zone 2 nd Zone	3 rd Zone
South Central	North
Four colleges Four colleges No. of teachers in average in each colleges = 6 Total no. of students = 12.6 = 72	Four Colleges
Tools And Techniques: Teacher's Emotional Intelligence Inventory (tEQi) has been devised by Dr. (Mrs.) Shubhra Mangal (2005)	

☐ The self-actualization inventory has been designed by K. N. Sharma (1994) and edited in English version by Dr. Mitali Panda under the guidance of experts. COLLECTED DATA: The tool was administered on the teacher educators of 12 training colleges (secondary) in Kolkata district. It was administered faithfully in strict accordance with the directions provided in the manual for the testing procedure. Data collection was carried out in the form of administering the Emotional Intelligence Inventory and Self-actualization Inventory, as well as by the filling out of the questionnaire. The data were collected in two phases. In the first phase, the Emotional Intelligence Inventory (tEQi) was administered by the researcher on the subjects in each of the colleges on the month of July. In the second phase, Self-actualization Inventory was administered on the month of August. The responses of the teacher educators are kept confidential. To give the data the desired shape and direction, they were processed and analyzed statistically.

Statistical Techniques

The collected data were analyzed by Descriptive statistics (Mean, Standard Deviation) and with Pearson's Product moment coefficient correlation to find out the relationship

Table 1: Showing Mean and Standard Deviation Regarding Emotional Intelligence & Self-actualization

S.No.	Dimensions	Minimum Value	Maximum Value	Mean	Standard Deviation
1.	Awareness Of Self & Others	257	390	330.30556	25.02711
2.	Professional Orientation	137	196	174.27778	13.78938
3.	Intrapersonal Management	82	110	98.1111	6.3591
4.	Interpersonal Management	205	271	243.625	20.41088
5.	Emotional Intelligence	706	920	846.36111	48.05669
6.	Self-actualization	145	195	175.20833	11.87723

Correlations

In order to understand the relationship between emotional intelligence and other variables chosen in the study, the Pearson Product Moment Correlation was computed. It was aimed at examining the degree of association between the measures of emotional intelligence and self-actualization scales. A careful inspection of Pearson's correlation (Table – II) reveals that all the variables correlate significantly with each other. The following results were found.

- The correlation between the component Awareness of self & others of Emotional Intelligence and total Emotional Intelligence is .7129, which is moderately significant at .0001 level.
- The correlation between the component Professional Orientation of Emotional Intelligence and total Emotional Intelligence is .8139, which is highly significant at .0001 level.
- The correlation between the component Intrapersonal Management of Emotional Intelligence and total

among Emotional dimensions of Emotional Intelligence, total emotional intelligence and Self-actualization.

Analysis of Data

The results from empirical research are explored. The sample characteristics will be described, followed by descriptive statistics of the tEQi and SEAI. Lastly, the different relationships between the variables, namely Dimensions of Emotional Intelligence, Total Emotional Intelligence and Self-actualization.

Sample Description

A sample of 72 respondents was assessed, using the relevant Psychometric tests and a biographical questionnaire. The respondents for the sample consisted of Lecturers/ Asstt. Professors, Associate professors and Professors from 12 Teachers' training college (secondary).

Descriptive Statistics

Table 1 presents the distribution of Mean and SD of teacher educators in different colleges. Descriptive statistics is worked out to know the pattern of score distribution. It is interpreted from the data that the mean score on the dimensions of E.I. Awareness of self & others, Professional orientation, Intrapersonal management, Interpersonal management and total EI of all the teacher educators is Average and Self-actualization is Medium in secondary teachers training college in Kolkata district.

Descriptive Statistics of Data

- Emotional Intelligence is .6505, which is moderately significant at .0001 level.
- The correlation between the component Interpersonal Management of Emotional Intelligence and total Emotional Intelligence is .7363, which is moderately significant at .0001 level.
- The correlation between Awareness of self & others and Self-actualization is .6048, which is moderately significant at .0001 level.
- The correlation between Professional Orientation and Self-actualization is .4855, which is significant at .0001 level.
- The correlation between Interpersonal Management and Self-actualization is .2667, which is low, significant at .005 level.
- The correlation between Interpersonal Management and total emotional intelligence is .3593, which is low, significant at .005 level.
- The correlation between Emotional Intelligence and Self-actualization is .6372, which is moderately significant at .0001 level.

Correlation Table

Table 2: significance test of the correlation coefficient among dimensions of emotional intelligence, total emotional intelligence and self-actualization

Variables	Emotional Intelligence	Self-actualization
Awareness Of Self & Others	.7129**	.6048**
Professional Orientation	.8139**	.4855**
Intrapersonal Management	.6505**	.2667*
Interpersonal Management	.7363**	.3593*
Emotional Intelligence as a Whole	1.0000	.6372**
Self-actualization	.6372*	1.0000

* indicates level of significance at .005 level
 ** indicates level of significance at .0001 level.

Findings and Conclusions of the Objectives

H1: There is a positive correlation between all the dimensions of emotional intelligence and total emotional intelligence among teachers of secondary teachers training institution. To test hypotheses no.1, the following correlation table 3 is prepared.

Table 3: Correlation between Awareness of self & others and total Emotional Intelligence

Variable	Awareness of self & others	Emotional Intelligence
Awareness of self & others	1.000	.7129**
Emotional Intelligence	.7129**	1.000

r = .7129 at .0001 level

There exists moderate positive relationship between Awareness of self & others and total emotional intelligence. Which means there is a tendency for high X variable (Awareness of self & others) scores go with high Y variable (total Emotional intelligence) scores. The correlation between the component Awareness of self & others of Emotional Intelligence and total Emotional Intelligence is .7129, which is moderately significant at .0001 level.

Table 4: Correlation between Professional Orientation and total Emotional Intelligence

Variable	Professional Orientation	Emotional Intelligence
Professional Orientation	1.000	.8139
Emotional Intelligence	.8139	1.000

r = .8139 at .0001 level

There exists strong positive relationship between Professional Orientation and total Emotional intelligence. Which means that high X variable (Professional Orientation) scores go with high Y variable (total Emotional intelligence) scores.

☐ The correlation between the component Professional Orientation of Emotional Intelligence and total Emotional Intelligence is .8139, which is highly significant at .0001 level.

Table 5: Correlation between Intrapersonal Management and total Emotional Intelligence

Variable	Intrapersonal Management	Emotional Intelligence
Intrapersonal Management	1.000	.6505
Emotional Intelligence	.6505	1.000

R = .6505 at .0001 level

There exists moderate positive relationship between Intrapersonal Management and total Emotional intelligence. Which means there is a tendency for high X variable (Interpersonal Management) scores go with high Y variable (total Emotional intelligence) scores.

☐ The correlation between the component Intrapersonal Management of Emotional Intelligence and total Emotional Intelligence is .6505, which is moderately significant at .0001 level.

Table 6: Correlation between Interpersonal Management and total Emotional Intelligence

Variable	Interpersonal Management	Emotional Intelligence
Interpersonal Management	1.000	.7363
Emotional Intelligence	.7363	1.000

r = .7363 at .0001 level

There exists moderate positive relationship between Interpersonal Management and total Emotional intelligence. Which means there is a tendency for high X variable (Intrapersonal Management) scores go with high Y variable (total Emotional intelligence) scores.

☐ The correlation between the component Interpersonal Management of Emotional Intelligence and total Emotional Intelligence is .7363, which is moderately significant at .0001 level.

Therefore, the hypotheses 1 “There is a positive correlation between all the dimensions of emotional intelligence and total emotional intelligence among teachers of secondary teacher training institution” is accepted.

H2: There is a positive correlation between one dimension, Awareness of Self and Others of emotional intelligence and self-actualization among teachers of secondary teachers training institution

To test hypotheses no2, the following correlation table 6 is prepared.

Table 7: Correlation between Awareness of self & others and Self-actualization

Variable	Awareness of self & others	Self-actualization
Awareness of self & others	1.000	.6048
Self-actualization	.6048	1.000

r = .6048 at .0001 level

There exists moderate positive relationship between Awareness of self & others of total Emotional intelligence and Self-actualization. Which means there is a tendency for high X

variable (Awareness of self & others) scores go with high Y variable (Self-actualization) scores.

☐ The correlation between Awareness of self & others and Self-actualization is .6048, which is moderately significant at .0001 level.

Therefore, the hypotheses 2 “There is a positive correlation between one dimension, Awareness of Self and Others of emotional intelligence and self-actualization among teachers of secondary teachers training institution” is accepted.

H3: There is appositve correlation between one dimension, Professional Orientation of emotional intelligence and self-actualization among teachers of secondary teachers training institution

To test hypotheses no3, the following correlation table 7 is prepared.

Table 8: Correlation between Professional Orientation and Self-actualization

Variable	Professional Orientation	Self-actualization
Professional Orientation	1.000	.4855
Self-actualization	.4855	1.000

r = .4855 at .0001 level

Although there exists technically a positive correlation, the relationship between Professional Orientation of Emotional intelligence and Self-actualization is weak.

☐ The correlation between Professional Orientation and Self-actualization is .4855, which is significant at .0001 level.

Therefore, the hypotheses 3 “There is a positive correlation between one dimension, Professional Orientation of emotional intelligence and self-actualization among teachers of secondary teachers training institution” is accepted.

H4: There is a positive correlation between one dimension, Intrapersonal Management emotional intelligence and self-actualization among teachers of secondary teachers training institution

To test hypotheses no4, the following correlation table 9 is prepared.

Table 9: Correlation between Intrapersonal Management and Self-actualization

Variable	Intrapersonal Management	Self-actualization
Intrapersonal Management	1.000	.2667
Self-actualization	.2667	1.000

r = .2667 at .005 level

Although there exists technically a positive correlation, the relationship between Intrapersonal Management of Emotional intelligence and Self-actualisation is weak.

☐ The correlation between Interpersonal Management and Self-actualization is .2667, which is low, significant at .005 level.

Therefore, the hypotheses 4 “There is a positive correlation between Intrapersonal Management of emotional intelligence and self-actualization among teachers of secondary teachers training institution” is accepted.

H5: There is a positive correlation between Interpersonal Management of Emotional intelligence and self-actualization among teachers of secondary teachers training institution

To test hypotheses no5, the following correlation table 10 is prepared.

Table 10: Correlation between Interpersonal Management and self-actualization

Variable	Interpersonal Management	self-actualization
Interpersonal Management	1.000	.3593*
self-actualization	.3593*	1.000

r = .3593 at .005 level

Although there exists technically a positive correlation, the relationship between Interpersonal Management of Emotional intelligence and self-actualization is weak.

☐ The correlation between I terpersonal Management and total emotional intelligence is .3593, which is low, significant at .005 level.

Therefore, the hypotheses 5 “There is a positive correlation between one dimension, Interpersonal Management and self-actualization among teachers of secondary teachers training institution” is accepted

H6: There is appositve correlation between Emotional intelligence as a whole and self-actualization among teachers of secondary teachers training institution

To test hypotheses no.6, the following correlation table 10 is prepared.

Table 11: Correlation between Emotional Intelligence and self-actualization

Variable	Emotional Intelligence	self-actualization
Emotional Intelligence	1.000	.6372**
self-actualization	.6372**	1.000

r = .6372 at .0001 level

There exists moderate positive relationship between total Emotional intelligence and self-actualization. Which means there is a tendency for high X variable (Interpersonal Management) scores go with high Y variable (self-actualization) scores.

- The correlation between Emotional Intelligence and self-actualization is .6372, which is moderately significant at .0001 level. Therefore, hypotheses6 “There is a positive correlation between Emotional intelligence and self-actualization among teachers of secondary teachers training institution” is accepted.

Discussion

Descriptive statistics – Table 1

From the descriptive statistics of tEQi scale the average scores of Awareness of self & others, Professional orientation, Intrapersonal management, Interpersonal management are 330.305, 174.277, 98.111, 43.625, 846.361. The standard deviation scores are 25.027, 13.789, 6.359, 20.410, 48.056, 11.877 respectively.

- Seeing that respondents in this sample on average scored much higher on the Awareness of self & others (330.305) indicates that most individuals in this sample being aware of one’s own self and others with whom the teacher is interacting. This factor subsumes the art of empathizing, influencing, commitment, appropriate assessment of one’s own capabilities and awareness of the organization where the person is working.
- Respondent in this sample scored average on the professional orientation (174.277) that indicates the EQ of

average teacher educators are his/her orientation towards the profession. In average teacher educators, EQ competencies like optimism towards the profession, service orientation and an innate desire to achieve are the key stones to achieve professional orientation. An average teacher can adapt to changes and bring put positively in a diverse situation.

- The average score on the intrapersonal management (98.111) indicates that average of the teachers feel positive about themselves, are aware of their own feelings and emotions, are assertive, independent and occupy themselves with meaningful tasks and activities in order to achieve their goals.
- The average score on interpersonal management (43.625) indicates that average teacher educators possess skill of managing others where competencies like teamwork capabilities, problem solving, building bonds and initiating a change which are very essential. Average no. of teachers can initiate and manage a change amicably, whether it is during the course of teaching or during group work.
- The average score on total EQ indicates that average of the teachers possess the ability to strike a balance between emotion and reason, being aware of one's own emotions, show empathy and compassion for others and have a high self-esteem by understanding and managing the emotions of self and others.

From table 1, it has been seen that self-actualization of teacher educators is medium (175.208). Therefore,

- The score on self-actualization is medium which indicates that the teacher educators are medium in nature of actualizing their potential abilities in doing well what they each can do best. The teacher educators become more self-sufficient, less dependent on his lower needs, less needful of others and less reactive to their environment.

From the average scores obtained, it appears that all the respondents fell within the normal effective range of functioning with regard to emotional intelligence and self-actualization.

The dimensions of EI, Awareness of self & others, Professional orientation, Intrapersonal management, Interpersonal management and total score of EI of teacher educators is average. However, it is suggested that efforts may be taken to enhance the level of Emotional Intelligence among teacher educators of teacher training college.

Correlation: Table 2

From the correlation table 2,

- There was a moderate positive correlation between the score of one dimension Awareness of self & others of EI and total EQ score of TEII scale. The score of awareness of self & others correlates with total EQ ($r = .7129$), significant at .0001 level. This implies that emotionally intelligent teachers tend to be aware of one's self and others with whom the teacher is interacting.
- There was a strong positive correlation between one dimension Professional orientation of EI and total EQ score of TEII scale. The score of professional orientation correlates with total EQ ($r = .8139$), significant at .0001 level. This implies that emotionally intelligent teachers possess EQ competencies like optimism towards the profession, service orientation and innate desire to achieve.
- Table 2 shows that there was a moderate positive correlation between the score of one dimension Intrapersonal management of EI and EQ score of TEII scale. The score of

intrapersonal management correlates with EQ score ($r = .6505$), significant at .005 level. This implies that emotionally intelligent teachers can assert himself / herself in public independently by exhibiting positive EQ traits of self-confidence and self-control.

- There was a moderate positive correlation between the score of one dimension Interpersonal management and EQ score of TEII scale. The score of interpersonal management correlates with total EQ score ($r = .7363$), significant at .0001 level. This implies that emotionally intelligent teachers possess the skill of managing others, teamwork capabilities, bond builder.
- There was a moderate positive correlation between Awareness of self & others of TEII scale and SEAI scale. The score of awareness of self & others correlates with self-actualization scale (SEAI) ($r = .6505$), significant at .0001 level. This implies that the teacher educator in this sample who are more assertive, independent and feel more self-actualized, also display the ability being aware of one's self and others, awareness of the organization where the person is working.
- There was a positive correlation between Professional orientation of TEII scale and SEAI scale. The score of professional orientation correlates with self-actualization scale (SEAI) ($r = .4855$), significant at .0001 level. This implies that respondents who display high scores on assertiveness and independence and feel more self-actualized, also possess EQ competencies like optimism towards the profession, service orientation and innate desire to achieve.
- There was a positive correlation between Intrapersonal management of TEII scale and SEAI scale. The score of intrapersonal management correlates with self-actualization scale (SEAI) ($r = .2667$), significant at .005 level. This implies that the teacher educator in this sample who are more self-actualized in nature, can assert himself / herself in public independently by exhibiting positive EQ traits of self-confidence and self-control.
- There was a positive correlation between the dimension of EI Interpersonal Management of TEII scale and SEAI scale. The score of interpersonal management correlates with self-actualization scale (SEAI) ($r = .3593$) significant at .0001 level. Indicative of self-reliant teacher who are prone to make their own decisions is their self-actualizing nature, where they take responsibility for developing their own personal abilities, capacities and talents also possess the skill of managing others, teamwork capabilities, bond builder.

There was a positive correlation between total EQ score of TEII scale and SEAI scale. The score of emotional intelligence correlates with self-actualization score (SEAI) ($r = .6372$), significant at .0001 level. This implies that emotionally intelligent teachers tend to actualize his/her potential, for self-fulfilment and becoming more what he/she is. Therefore, Teachers with high emotional intelligence are more capable in controlling their emotions, which motivates them to higher performance. In studies by Virginia (2009), Smith and Wigboldus (2008), Randeria (2008) the hypotheses of the research, high emotional intelligence in life and successful career, are clearly mentioned (15-17). People with high self-control, awareness of self and others can be successful in all fields, and their job performance can be predicted by their scores in emotional and cognitive intelligence. Emotional

intelligent teacher educators are more oriented towards the teaching profession. They are more competent towards the profession, more service oriented. Emotional intelligent teacher educators can exhibit positive EQ traits of self-confidence and self-control. High EQ teacher educators possess immense skill of managing others where competencies like teamwork capabilities, problem solving, building bonds and initiating a change are very essential.

In other words, higher emotional intelligence results in actualizing the potentiality results in better job performance. Results of the current study are confirmed by the results of Khaskar (1385), Dehshiri (1383), and Chi-sum et al (2002) (12-14). Emotional intelligence dimensions awareness of self & others, professional orientation, intrapersonal management and interpersonal management are predictors of job performance.

It is obvious that capable teacher educators have an important role in reaching the college and university goals. According to the findings of this study, it is suggested that teacher educator with higher emotional intelligence would be employed in teacher training college and institutions. Educating teachers by holding classes, providing free or cheap leaflets would be helpful in increasing emotional intelligence and improving performance of teachers. One of the issues I faced in this study was the unwillingness of some teachers to participate, which challenged the data gathering.

Integration of Results

There were 9 statistically significant correlations found. 7 correlations between TEII and SEAI were statistically significant on the 0.01 level and 2 correlations on the 0.05 level. There appear to be strong correlations between professional orientation on TEII and self-actualization as measured by SEAI.

Conclusions of the Study

Followings are the major findings of the present investigation.

- There is a significant relationship between Awareness of self & others and Emotional intelligence
 - There is a significant relationship between Professional Orientation and Emotional intelligence
 - There is a significant relationship between Intrapersonal Management Emotional intelligence
- ☐ There is a significant relationship between Interpersonal Management and Emotional intelligence
 - ☐ There is a significant relationship between Awareness of self& others and self-actualization
 - ☐ There is a significant relationship between Professional Orientation and self-actualization.
 - ☐ There is a significant relationship between Interrelationship Management and self-actualization.
 - ☐ There is a significant relationship between Interrelationship Management and self-actualization.
 - ☐ There is a significant relationship between Emotional intelligence and self-actualization.

Conclusions

In the problem statement, reference is made to Maslow's motivational model, where self-actualization represents the highest level of need satisfaction. The constructs self-actualization and emotional intelligence were conceptualized and its critical factors explored. Furthermore, various factors of self-actualization and emotional intelligence were theoretically integrated. As for the empirical aim of this research, it was determined that a statistical correlation exists between the

various factors of emotional intelligence and self-actualization as measured with the psychometrics of each instrument.

Through the results of the empirical research, positive correlations in most areas of emotional intelligence and self-actualization emerged. Therefore, the strong basis of relationship between the factors of emotional intelligence and self-actualization

Educational Implication

Emotional intelligence is an attempt to extend teachers understanding of intelligence. When teachers have a need to solve problems and make key decisions, EQ comes to aid of IQ and it will keep them miles away from threats like frustration and anxiety.

EQ can be developed even in adulthood and can prove beneficial to one's performance, physical and mental health relationship. As a teacher plays an important role in shaping the pupil's behaviour, an emotionally balanced and strong teacher is the need of the hour. By improving Emotional Intelligence the teachers' ability to think independently is increased and they develop as responsible teachers and complete citizens.

In present study, it was found that there exists positive and significant relationship between four dimensions of Emotional Intelligence and self-actualization as well as total Emotional Intelligence and self-actualization of teachers in Secondary Teachers training institution. A teacher is a mechanism to bring about a positive social and behavioural change in the student by presenting before him a model behaviour and emotional intelligence in his day to day teaching and dealing with the students. The teacher can be the most powerful source in modelling an emotionally intelligent behaviour and teaching how to control anger, resolve conflicts and motivate students. In an era of tremendous work load and severe competition, a teacher needs to profess and act in an emotionally intelligent manner so that the students in turn can imbibe these positive characteristics and can turn out to be productive and dutiful citizens of the nation.

Along with the design and execution of an intelligent curriculum, its effective implementation requires an emotionally intelligent teacher who can sense the slightest changes in the class-room and can manoeuvre the teaching strategies accordingly. An emotionally intelligent teacher is the heart and soul of a successful educational program. In order to identify and develop such characteristics in our teachers, we need to assess the emotional intelligence of a teachers.

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