

The Contribution of Self-Actualization, Problem Solving, Stress Tolerance, and Intrinsic Motivation in Translation Quality

Shakila Yousefi¹, Afsaneh Ghanizadeh^{2*}

1. MA in Translation Studies, Imam Reza International University.

2. Assistant Professor of TEFL, Imam Reza International University.

* Corresponding Author's Email: a.ghanizadeh@imamreza.ac.ir

Abstract – It is generally accepted that translators' awareness of their emotions, managing them, and their motivational engagement in translation process are determining factors of translation quality. The current study was conducted to explore the probable impact of self-actualization, problem solving, stress tolerance, and intrinsic motivation on translation quality among translation studies students. For this aim, a total of 78 English language translation studies students from two universities in Mashhad took part in this study. They were asked to complete four questionnaires: self-actualization, problem solving, stress tolerance, and intrinsic motivation. For measuring the participants' translation quality, they were asked to translate a passage from NAATI. Then their translation was rated by three translators. The findings obtained from the Correlational analysis showed that self-actualization had the highest correlation with self-actualization followed by intrinsic motivation. The results of stepwise regression analysis demonstrated that about 14 percent of variability in translation quality could be predicted by taking self-actualization into account. Finally, the findings were discussed in details and implications were provided.

Keywords: self-actualization, problem solving, stress tolerance, intrinsic motivation, translation quality

1. INTRODUCTION

A body of research demonstrated empirically that emotional intelligence can contribute significantly to issues such as thinking skills (Ghanizadeh & Moafian, 2011), effective teaching (Ghanizadeh & Moafian, 2012), achievement and burnout (Ghanizadeh & Royaei, 2015). Mayer, Caruso, and Salovey (2000, p.267) defined emotional intelligence as "an ability to recognize the meanings of emotions and their relationships and to reason and problem-solve on the basis of them. Emotional intelligence (EI) is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them" (p. 106). EI is considered as an integral component of positive psychology which exerts influence on individuals' performance, sense of happiness, and subjective well-being (Bar-On, 2010).

In the field of translation, as Farahzad (2003) mentioned, emotional factors exert a significant effect on translation quality. Shangarffam and Abolsaba (2009) stated that translators represent their own feelings in their translation. It seems that translators' awareness of their emotions and managing them affect on their translation quality. Another related factor

in translation quality is motivation. Brown (2007) referred to motivation as the most prominent construct of individuals' actions accomplishments. Motivation has widely been demonstrated to be influential in various domains, particularly in educational context. Research in studying motivation identified two main kinds of motivation; academic intrinsic motivation and extrinsic motivation (McGeown, Putwain, Simpson, Boffey, Markhamc, & Vince, 2014). While academic intrinsic motivation pointed to individuals' involvement for their own sake, for instance to engage in learning activities in order to obtain better understanding about an issue, extrinsic motivation refers to individuals' engagement in learning activities because of external factors like receiving a reward. Research exploring the contribution of different kinds of motivation found that intrinsic motivation has a more facilitative role in academic success in comparison with extrinsic motivation (McGeown et al., 2014; Ghanizadeh & Jahedizadeh, 2015).

In the current study, the researchers attempted to investigate the role of a number of emotional facets (self-actualization, problem solving, stress tolerance), and intrinsic motivation in translation quality among Iranian English translation studies students. They assumed that both EQ as well as intrinsic motivation contribute to translation quality based on theoretical assumptions of emotional intelligence and motivation.

2. THEORETICAL FRAMEWORK

2.1. Emotional Intelligence

In 1988 Bar-On, coined the term emotional quotient (EQ) as a counterpart to IQ which consists of two parts. Bar-On (1997, p.14) characterizes emotional intelligence as “an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures”. His model of emotional intelligence consists of five major components which is further classified into 15 subcomponents. Followings are his main subscales:

1. Intrapersonal component refers to individual's self-regard, emotional self-awareness, assertiveness, independence, and self-actualization.
2. Interpersonal factor points to individual's empathy, social responsibility, and interpersonal relationships.
3. Stress management refers to the individual's stress tolerance and impulse control.
4. Adaptability scale refers to individual's reality testing, flexibility, and problem solving)
5. General mood component points to the individual's optimism and happiness (Bar-On, 1997).

In the field of emotional intelligence studies, there are two main models: ability models and mixed models. The former refers to "a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (Mayer & Salovey, 1993, p. 433). Advocates of this viewpoint regard performance tests as the suitable assessment tools of emotional intelligence.

In the latter model of EQ (i.e. the mixed model), EI is regarded as the combination of abilities, personality-like traits, motivation, and skills. Following this model, individuals' emotional competencies are learnt capabilities that must be worked on and developed to obtain significant performance.

2.2. Motivation

The base of individuals' motivation determines whether their behavior is extrinsically or intrinsically motivated. Extrinsic motivation emerges from an external source such as money or approval of others while intrinsic motivation comes from the potential enjoyment and satisfaction from engaging in the activity being carried out.

Vallerand and Losier (1999) argued that the integrated model of intrinsic and extrinsic motivation is a unifying theory of motivation and consists of the concepts of self-confidence, attribution, goal perspective, and self-determination. In the integrated theory, social constructs as well as psychological mediators are viewed as the predictors of motivation. Self-determination and choice are regarded as being on a continuum relative to motivation. Intrinsic motivation can be respected as the most self-determining type of motivation but extrinsic motivation can be viewed as being fully external in nature and as the result it is considered to be low in self-determination. But because intrinsic motivation encompasses the ability to internalize, it induces higher levels of self-determination.

In the field of educational research, Covington (2000) stated that the students' motivational factors (academic objectives, etc.) are one of the best contributors of academic performance. Robbins, Lauver, Le, Davis, Langley, and Carlstrom (2004, as cited in Moreira, Dias, Vaz, & Vaz, 2013) carried out a meta-analysis of 109 studies integrated various components of educational persistence frameworks (contextual and social factors) and motivational theories (motivational factors) in students in higher education. They classified these constructs into 9 parts: a) motivation for performance, b) academic objectives, c) institutional commitment, d) perceived social support, e) social involvement, f) self-efficiency, g) global self-concept, h) academic related skills, and i) contextual influences. Their findings showed that motivation for the performance was the best contributor of students' academic performance (Moreira, et al., 2013).

In the field of language education, Ghanizadeh and Rostami (2015) carried out a comprehensive study on 905 EFL learners. They tested Dörnyei's L2 motivational self-system model in public and private English learning contexts via SEM analysis. The results indicated the facilitative role of motivation in language leaning, in particular in private settings, i.e., language institutes.

2.3. Translation Quality

The interface between translation and psychology contributed to the development of various fields of study. Translation issues can wildly be regarded as a problem-solving process in which the translator faces with problems of various sources and applies a toolbox of strategies and

resources to solve them (Varzande & Jadidi, 2015). Psychological factors exert influence on translators' performance quality (Shangarffam & Abolsaba, 2009). Singureanu (2014, as cited in Varzande & Jadidi, 2015) explored the role of emotional intelligence on translators' profession and realized that emotionally intelligent interpreter has high degree of confidence and it contributes to their professional accomplishments. In this study in order to have a better understanding of the influence of emotional factors, the researchers extended the line of research in this field by investigating the amalgamation of emotional and motivational factors in influencing translation quality.

To our best knowledge, few studies have been done to date to explore the probable relationship between translation and the pattern of motivational strategies. Furthermore, in this study, we explore the best predictor of translation quality among the sub-scales of EQ and motivation. Therefore, the current study aims at answering the following research questions:

1. Is there any relationship between self-actualization and translation quality?
2. Is there any relationship between problem solving and translation quality?
3. Is there any relationship between stress tolerance and translation quality?
4. Is there any relationship between intrinsic motivation and translation quality?

3. METHOD

3.1. Participants

A total of 78 M.A. and B.A translation studies students took part in this research. All of these participants were selected from two universities in Mashhad, a city in the northeastern in Iran. Their age varied from 23 to 49 years old.

3.2. Instruments

3.2.1. Self-actualization

In order to evaluate participants' self-actualization, the self-actualization subscale of Bar-On EQ-i was chosen. This subscale is composed of nine items. Items were rated on a five-point scale ranging from 1 (never) to 5 (always).

3.2.2. Problem-solving

To measure participants' problem-solving, the problem-solving subcomponent of Bar-On EQ-i was selected. This subscale comprises eight items. Items were answered on a five-point scale ranging from 1 (never) to 5 (always).

3.2.3. Stress tolerance

To assess participants' stress tolerance, the Stress tolerance subscale of Bar-On EQ-i was chosen. This subscale includes nine items. Items were rated on a five-point scale ranging from 1 (never) to 5 (always).

3.2.4. Intrinsic motivation

To evaluate the participants' intrinsic motivation, intrinsic motivation subcomponent was taken from MSLQ (*Motivated Strategies for Learning Questionnaire*) designed and validated by Pintrich and DeGroot (1999). This factor consists of four items. Students were instructed to respond to the items on a 7-point Likert scale (1 = not at all true of me to 7 = very true of me).

3.2.5. Translation quality

The participants were given a passage from NAATI to translate. NATTI translation test passages at the Translator level are approximately 250 words in length. Candidates must select two passages and each is accorded 45 points (ten points are reserved for questions on ethics of the profession). Errors of factual accuracy (distortions, omissions and additions) incur more penalty points than the other categories. A tendency to make a number of errors in these categories is viewed seriously. Language quality considerations relate to appropriate register, grammar, idiom, collocations and spelling. Significant and prolonged inappropriacies in these areas incur significant penalties. The Manual advises that -.5 to -2 points may be deducted for errors involving incorrect spelling and punctuation, -1 to -3 points may be deducted for errors involving distortions that do not extend beyond the phrase, clause or sentence level, and -5 or more points may be deducted for more serious distortions that affect meaning in other parts of the text.

3.3 Procedure

The study was carried out at International university of Imam Reza and Tabaran between February 2015 and May 2015. These universities were chosen due to feasibility criteria. They benefited from the voluntary and warm participation and cooperation of the participants and their professors. The participants were asked to take the “MSLQ”, “NAAT” and the “EQ test”. They took the questionnaires and the passage home, answered them and submitted them to the researcher within a week. To receive reliable data, the researcher explained the purpose of completing the questionnaires and assured the participants that their data would be confidential. Then their translations were rated by two qualified translators. In order to analyze the data, the researchers applied SPSS 20 program. To explore whether there were any correlations among three subscales of EQ (self-actualization, problem solving, and stress tolerance) and intrinsic motivation and translation quality, Pearson-product moment correlation was employed. At the end, by applying step-wise regression, the researchers found out which construct of EQ is the best predictor of translation quality and intrinsic motivation.

4. RESULTS

Tables 1, 2, and 3 present the results of calculated statistics for all the required factors of the applied instruments in the current study:

Table 1: Descriptive Statistics of Self-actualization, Problem-solving, Stress tolerance

	N	Minimum	Maximum	Mean	Std. Deviation
Self-actualization	78	18.00	43.00	33.4744	4.82075
Problem solving	78	16.00	40.00	28.8462	5.67765
Stress tolerance	78	15.00	43.00	28.4231	5.50683
Valid N (listwise)	78				

Table 1 reports the number of participants, the minimum, maximum, mean, and standard deviation for emotional intelligence factors. As Table 1 shows, self-actualization has the highest mean (33.47) and the other factors are relatively equal in the case of mean value (28.84, 28.42).

For the second independent variable (intrinsic motivation) in this study, as Table 2 shows, the minimum value is (8.00), the maximum value is (20.00), the mean value is (14.60), and the Std. Deviation is (2.82).

Table 2: Descriptive Statistics of intrinsic Motivation

	N	Minimum	Maximum	Mean	Std. Deviation
Intrinsic motivation	78	8.00	20.00	14.6026	2.82999
Valid N (listwise)	78				

For the dependent variable, translation quality in this study, as Table 3 presents, the minimum value is (2.00), the maximum value is (29.66), the mean value is (16.19), and the Std. Deviation is (7.23).

Table 3: Descriptive Statistics of Translation Quality

	N	Minimum	Maximum	Mean	Std. Deviation
Translation quality	78	2.00	29.66	16.1987	7.23904
Valid N (listwise)	78				

The first three research questions of this study examined whether there was a relationship between emotional intelligence factors and translation quality.

Table 4: The Correlation between EQ and Translation Quality

	1	2	3	4
1. Self-actualization	1.00			
2. Problem solving	.40**	1.00		
3. Stress tolerance	.23**	.40**	1.00	
4. Translation quality	.38**	.26**	.24**	1.00

**Correlation is significant at the 0.05 level(2-tailed).

According to this Table, translation quality has the highest correlation with translation quality ($r = .38, p < .01$). Also, there are weak correlations between problem solving and translation quality ($r = .26, p < .01$) and stress tolerance and translation quality ($r = .24, p < .05$).

The fourth question of this study investigated whether there was a relationship between intrinsic motivation and translation performance. As Table 5 indicates, there is a significant, albeit weak correlation between intrinsic motivation and translation quality.

Table 5: The correlation between Intrinsic Motivation and Translation Quality

Translation quality	
Intrinsic motivation	.25 **

**Correlation is significant at the 0.05 level (2-tailed).

To further analyze the data, the researchers conducted the regression analysis with a Stepwise method to find out the predictor power self-actualization in translation quality Tables 6 and 7 show the result of regression.

Table 6: Variability in Translation Quality due to the Predictor

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	594.439	1	594.439	13.130	.001 ^b
	Residual	3440.648	76	45.272		
	Total	4035.087	77			

a. Dependent Variable: TQ

b. Predictors: (Constant), Self-actualization

Table 6 shows that $F(1,76) = 13.130, p \leq .05$. It can be concluded that there is significant linear relationship between the two variables and this model can be a good one and self-actualization can be a good predictor of translation quality.

Table 7: Model Summary of the R Square of the Correlation Coefficient between Self-actualization and Translation Quality

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.384 ^a	.147	.136	6.72842	1.499

a. Predictors: (Constant), Self-actualization

b. Dependent Variable: Translation quality

As Table 7 shows, in the first model, R equals .384 and R square equals .147. R square can be directly interpreted in terms of percentage of predicted variation. So it can be said that scores on self-actualization can predict about 14% of the variance in translator' translation quality.

5. DISCUSSION

The findings of the current study corroborated our hypothesis attesting to the unique contribution of emotional intelligence in predicting translation quality. Regarding the first three research questions, the findings of the current study via correlational analysis documented that high scores on self-actualization exert influence on translation quality. In other words, translation students who received high scores in self-actualization surpassed in translation performance in comparison with their classmates who received low scores in self-actualization. In Bar-on' model of EQ, self-actualization refers to strive to achieve personal goals and actualize one's potential. From this definition it can be implied that students with high level of self-actualization are expected to put their best efforts into translation functioning. First, they try to understand their abilities and interests, and then to use them in an appropriate way. Such students are assumed to provide the required conditions for achieving their aims.

This finding is in alignment with previous studies corroborating the contribution of emotional factors in academic success (Ghanizadeh & Moafian, 2011; Ghanizadeh & Moafian, 2012; Ghanizadeh & Royaei, 2015). In recent research, Ghanizadeh (2016) as well as Hosseini, Ghonsooly, and Ghanizadeh (2017) demonstrated that the development of self-actualization among university EFL students equip them with attributes required for full functioning in higher education context.

With regard the forth research question, investigating the correlation between intrinsic motivation and translation quality, our findings indicated a significant but weak link between these two variables. In other words, translators who exhibit higher motivation would produce translations with higher qualities. This is in accordance with theoretical and empirical studies in the field of academic motivation. Researchers in the field of motivation argue that its critical role in educational domain instigates from its contribution to achievement and performances. In effect, high academic achievement stems from an intrinsically motivated student who are inspired to learn course materials for mastering the task according to self-set standards or self-improvement (Ghanizadeh & Jahedizadeh, 2015b). The students who are highly motivated try hard to do their best in completing a task. So they are more successful in their academic achievement. One of the major characteristics of highly motivated language learners is maintaining their motivational strength to perform an action over long periods of time. Such students not only initiate but also sustain the necessary and sufficient motivation for doing the intended action through to its completion.

The findings of the current study have implications in the domain of translation studies. The link between EQ factors (self-actualization, problem solving, and stress tolerance), intrinsic motivation, and translation quality is of great importance since research has demonstrated the role of individual factors in achievements. A large body of studies indicated that emotional factors as well as motivational constructs can play significant role on

individuals' performance as much as cognitive and meta-cognitive factors. Particularly, some scholars such as Brown (2007) consider the role motivational factors as the dominant component in educational outcomes.

Taken together, this study documented statistically that EQ correlated with translation performance. It can be expected that if translation students have better understanding of their emotional potential skills, and their strength and their weaknesses, they will act better in their translation tasks, given that these capacities have significant effect on their self-efficacy and self-confidence. With the aid of self-actualization, translation students can set attainable goals for their professional development. As the result, they can have an exact evaluation of their performance. In fact, they observe a process for acquiring an excellent functioning. When they know themselves, they can predict what deter their achievements and what encourage them to continue their profession.

Additional research is needed to better understand the dynamic nature of these associations. The present study is limited in a number of ways. First, the overall participants of the current study were chosen from two universities and the number of participants is limited. So it is suggested that future research in this area can be replicated with a large number of translation studies students selected from different universities to obtain a more thorough picture of the relationship between these constructs.

Second, it is suggested to conduct a longitudinal study in order to identify the nature of these associations. Third, due to the nature of the current study, the researchers examined only aforementioned constructs and did not take other related individual factors such as age and gender into account. So, future research could be carried out regarding these factors in order to broaden the scope and applicability of this study.

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