

STUDY OF THE CORRELATION OF SOCIAL MATURITY AND EMOTIONAL INTELLIGENCE OF D. EL. ED. STUDENTS' TEACHERS

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Abstract

Education is the means of all round development of an individual. Teaching learning process is the example of social interaction, in which teacher and learner are very important. Social maturity and emotional intelligence both are related to proper behavior of an individual. In teacher training course, students' teachers are trained for dealing with behavioral changes of their learners. It is very important to study about social maturity and emotional intelligence levels of teachers and about their correlation.

The present study investigates the correlation of social maturity and emotional intelligence of D.El.Ed. students' teachers. It is a survey, which focuses on the correlation of social maturity and emotional intelligence of D.El.Ed. students' teachers. The findings indicates that, there is significant relationship between social maturity and emotional intelligence of D.El.Ed. students' teachers. So, teacher training institutions should try to enhance students' teachers social maturity and emotional intelligence.

Keywords: Social Maturity, Emotional Intelligence, D.El.Ed. student teachers



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1] INTRODUCTION

Aristotle the legendary Greek philosopher said, 'Man is by nature a social animal; an individual who is unsocial naturally and not accidentally is either beneath our notice or more than human'. It is very true, even in today's situation. In this modern world, due to the expansion of technology and advancement, human can get all things with one click only, but still human can't stay in isolation. Human beings felt need of interacting with each other on a daily basis, having a deep impact on each other's life.

This need is fulfilled by society, it is a most integral part of any human. There are certain rules or norms of any society, when anyone follows these rules properly it shows their mature behaviors. This type of mature behavior is very important for the development of any society or an individual, it can be termed as social maturity. In today's scenario, social maturity is very important.

In a society, various factors are considered while interacting with each other. Others' point of view, their emotions always matter a lot. We have to interact with each other by considering it and equally controlling our own emotions. Proper use of emotions can be termed as emotional intelligence.

Emotional intelligence is most often defined as the ability to perceive, use, understand, manage, and handle emotions. People with high emotional intelligence can recognize their own emotions and those of others, use emotional information to guide thinking and behavior, discern between different feelings and label them appropriately, and adjust emotions to adapt to environments. In today's scenario, emotional intelligence is very important.

Education is the means of all round development of an individual. Teaching learning process is the example of social interaction, in which teacher and learner are very important. Social maturity and emotional intelligence both are related to proper behavior of an individual. In teacher training course, students' teachers are trained for dealing with behavioral changes of their learners, so that in future they should be able to handle them. Hence it is very important to study about social maturity and emotional intelligence levels of teachers and about their correlation. The present study was regarding the study of the correlation of social maturity and emotional intelligence of D. El. Ed. students' teachers.

2] REVIEW OF RELATED LITERATURE

A) Theoretical review

1. Social maturity

Porvaznik, Jan and Misun, Juraj (2013), stated that, 'social maturity becomes currently more and more important, because egoism, pursuit of wealth, shoddy and unscrupulous people are today dominating.'

Social maturity is conscious or unconscious observance of basic principles of human behavior, enabling them to maintain holistic of his personality. (www.study.com)

Social maturity is very much essential for effective functioning of any society. Social Maturity is the concept, related to the appropriate attitudes for personal, interpersonal, and social adequacies of an individual.

2. Emotional intelligence

Daniel Goleman popularized the term 'Emotional intelligence', he defined emotional intelligence as the array of skills and characteristics that drive leadership performance.

Peter Salovey and John Mayer, (2004), as 'emotional intelligence is the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior.'

Emotional intelligence is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. (www.verywellmind.com)

Theoretical reviews helped researcher to understand the meaning and various factors of social maturity and emotional intelligence.

B) Research review

1. Social maturity

A.S. Arul Lawrence and Rev. Dr. I. Jesudoss (2011) studied on relationship between Social Maturity and Academic Achievement of Higher Secondary School Students and found that girls are found to have more Social Maturity and Academic Achievement than boys, it was proved that girls attain maturity faster than the boys.

Dinsh kumar, Ritu, (2013), studied on social maturity of senior secondary school students in relation to their personality and found that, there is a positive relationship between social maturity and personality of senior secondary school students.

2. Emotional intelligence

Suprerna Khanna, (2011), studied on emotional intelligence in relation to social maturity of adolescent children of working and non-working mothers and found that, there exists no significant relationship between social maturity and emotional intelligence of adolescent children of working and non-working mothers.

Michel, E. (2016), studied on the impact of emotional intelligence on students' academic performance in Malaysia and found that, only empathy and motivation has strong influence on students' academic performance.

Research reviews helped researcher to finalized the methodology and data analysis of the present study.

3] NEED AND SIGNIFICANCE OF THE STUDY

Social maturity is very important for everyone with respect to social acceptance. Also, emotional intelligence is very important for completing day to day task effectively. Students spend their 13 to 14 years in education at school level, their personality is developed there. Most of the time student learn from their teachers, teacher has great influence on students' development. It is expected that, teacher should be, socially mature and should use emotional

intelligence effectively. During teacher training, various skills and competencies are imparted to the students' teachers it influences the social maturity and emotional intelligence of the students' teachers. So, the study of the relationship of between social maturity and emotional intelligence of D.El.Ed. students' teachers is very much needed and for that purpose this research was conducted.

4] STATEMENT OF THE PROBLEM

To study the correlation of social maturity and emotional intelligence of D.El.Ed. students' teachers.

5] CONCEPTUAL AND OPERATIONAL DEFINITIONS

a) Social Maturity

Raj, M. (2001), defines social maturity is a level of social skills and awareness that an individual has achieved relative to particular norms related to an age group.

In the present study social maturity refers to the score of D.El.Ed. students obtained by using social maturity scale by Dr. Nalini Rao.

b) Emotional intelligence

John D. Mayer, Peter Salovey & David Caruso (2004), defines emotional intelligence as the individual's ability to process emotional information and use it to navigate the social environment.

In the present study emotional intelligence refers to the score of D.El.Ed. students obtained by using emotional intelligence inventory by Dr. S.K. Mangal & Mrs. Shubra Mangal

c) D.El.Ed. students' teacher

Students' teachers studying in IInd year of D.El.Ed. course.

6] OBJECTIVES OF THE STUDY

1. To identify the level of the social maturity of D.El.Ed. students' teachers.
2. To identify the level of the emotional intelligence of D.El.Ed. students' teachers.
3. To study the relationship between social maturity and emotional intelligence of D.El.Ed. students' teachers.

7] HYPOTHESIS OF THE STUDY

H0 - There is no significant relationship between social maturity and emotional intelligence of D.El.Ed. students' teachers.

H1 - There is significant relationship between social maturity and emotional intelligence of D.El.Ed. students' teachers.

8] POPULATION OF THE STUDY

All the D.El.Ed. students' teachers, studying in II year of D.El.Ed. course from Pune city was the population of the study.

9] SAMPLE AND SAMPLING

The study was conducted on a sample of 70 D.El.Ed. students' teachers, studying in II year of M.C.E. society's Junior College of Education, Pune. The sample consisted of males (3) and females (67). The sample was selected by Purposive Sampling by lottery method.

10] SCOPE, DELIMITATION AND LIMITATIONS

a) Scope of the study

The study focuses on the correlation of social maturity and emotional intelligence of D.El.Ed. students' teachers.

b) Delimitations of the study

1. This study was delimited to M.C.E. society's Junior College of Education, Pune city only.
2. This study was delimited to social maturity and emotional intelligence of D.El.Ed. students' teachers only.
3. This study was delimited to correlation of social maturity and emotional intelligence of D.El.Ed. students' teachers only.
4. This study was delimited for the English medium, D.El.Ed. teacher training institution only.
5. This study was delimited for the 70 D.El.Ed. students' teachers only.

c) Limitations of the study

The emotions, mental setup, attitude, interest and motivation of the respondents are beyond the control of the researcher.

11] METHOD AND PROCEDURE OF THE STUDY

The study was a descriptive study. The survey methodology using quantitative data analysis was used by the researcher for the study of relationship of between social maturity and emotional intelligence of D.El.Ed. students' teachers.

Social maturity scale was used to identify the social maturity of D.El.Ed. students' teachers, Emotional intelligence inventory was used to identify the level of the emotional intelligence of D.El.Ed. students' teachers and Pearson's coefficient of correlation was used to study the relationship of between social maturity and emotional intelligence of D.El.Ed. students'

teachers. The data for the present study was collected by researcher, data analysis was done after collecting the data.

12] TOOLS AND TECHNIQUES

The researcher used the following tools and techniques for the study:

a) DATA COLLECTION TOOL:

Researcher has used following standardized tools for data collection,

Social Maturity Scale – Dr. Nalini Rao

Emotional intelligence inventory – Dr. S.K. Mangal & Mrs. Shubhra Mangal

b) STATISTICAL TOOL:

Percentage, r – Pearson’s coefficient of correlation

13] DATA ANALYSIS

1) Social maturity level

Table no. 1: Social maturity level of D.El.Ed. students’ teachers

Sr. No.	Code	Social Maturity Level	No. of students’ teachers	Percentage (%)
1	A	Very High Level Maturity	0	0
2	B	High Level Maturity	0	0
3	C	Above Average Level Maturity	6	9.00
4	D	Average Level Maturity	56	80.00
5	E	Below Average Level Maturity	5	7.00
6	F	Low Level Maturity	3	4.00
7	G	Very Low Level Maturity	0	0
Total			70	100.00

Observation

From Table No.1 it is observed that, majority of the responses are at the average level maturity. This means that, 80% students’ teachers were having average level of social maturity.

Interpretation

Toal 91% students’ teachers were lies under average level of social maturity.

2) Emotional intelligence level

Table no. 1: Social maturity level of D.El.Ed. students' teachers

Sr. No.	Code	Emotional Intelligence Level	No. of students' teachers	Percentage (%)
1	A	Very Good	2	3.00
2	B	Good	10	14.00
3	C	Average	21	30.00
4	D	Poor	35	50.00
5	E	Very Poor	2	3.00
Total			70	100.00

From Table No. 2 it is observed that, majority of the responses are at the poor level. This means that, 50% students' teachers were having poor level of emotional intelligence.

Interpretation

Total 83 % students' teachers were lies under poor level of emotional intelligence.

3) Co-efficient of correlation

Table no. 3: Coefficient of correlation between social maturity and emotional intelligence of D.El.Ed. students' teachers

Variables	N	Df	r	Level of significance
Social Maturity	70	69	0.253**	P > 0.05
Emotional intelligence				

****df/69 table value 0.05 = 0.232 and at 0.01 = 0.302**

Observation

From Table No. 3 it is observed that, the correlation value of social maturity and emotional intelligence is 0.253, which is greater than the table value at df/69 which is 0.05 = 0.232 and at 0.01 = 0.302.

Interpretation

Calculated correlation value of social maturity and emotional intelligence is greater than the table value therefore, the null hypothesis is rejected and research hypothesis 'There is significant relationship between social maturity and emotional intelligence of D.El.Ed. students' teachers' is accepted.

14] MAJOR FINDINGS

- a) Social maturity level of D.El.Ed. students' teachers is average.
- b) Emotional intelligence of D.El.Ed. students' teachers is average.

- c) There is significant relationship between social maturity and emotional intelligence of D.El.Ed. students' teachers.

15] CONCLUSION

The present study shows that, there is significant relationship between social maturity and emotional intelligence of D.El.Ed. students' teachers. Emotional intelligence and social maturity both are positively related to each other. As emotional intelligence and social maturity are very helpful for students' teachers in their future professional life. So teacher training institutions should try to enhance students' teachers social maturity and emotional intelligence.

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