

Emotional Intelligence and Social Maturity of Student Teachers at Elementary Level

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Abstract: *The present study examines the relationship between Emotional Intelligence and Social Maturity of student teachers at elementary level. Emotional Intelligence and Social Maturity scale was administered on 100 D.Ed students, and the data obtained was subjected to descriptive, correlation and differential analysis. The results revealed that there is positive definite significant relationship between Emotional Intelligence and Social Maturity. Student teachers from the rural background found to possess higher level of Emotional Intelligence and Social Maturity. Male student teachers are found to possess higher level of Social Maturity when compared to female student teachers.*

Keywords: *Emotional Intelligence, Social Maturity, Student Teachers, Elementary Level.*

I. INTRODUCTION

Man is a social animal who cannot live apart from the society. While living in the society to lead a peaceful and harmonious life s/he has to follow the societal norms and behaviour. This ability to function in an appropriately responsible manner while understanding the social rules and norms in a place, in a given culture and the ability to use that knowledge effectively is known as Social Maturity.

Social Maturity enables individual to contribute for social cohesion, function self sufficiently in an average environment, make decisions, take stress and contribute to his own survival. Social Maturity produces a climate of trust, harmony, active co-operation and peaceful co-existence while social immaturity, on the other hand, produces a climate of fear, discord, confrontation and one war after another.

Social Maturity is the possession of appropriate attitudes by an individual which are essential for functioning effectively in the society. It is a behavioral concept which indicates the extent to which an individual is capable of successfully encountering his social environment in such a way that the individual capable of operating at the optimum level of efficiency and success. It is an index of the growth of the person, socially which gets reflected in her/his interaction with others and situations in the society. The Social Maturity has different dimensions viz., social commitment, social tolerance, openness to change, work orientation, self direction, ability to take stress, communication, enlightened trust and co-operation.

A socially mature teacher becomes self-reliant in the sense that he develops self-direction of effort and learns efficiency to use his time, control his emotions, develops sense to deal with the different people in the society, develop gentle personal relationships, acquire the quality of adjustment, co-operation, sacrifice, independence, etc. which are also the essential qualities of an emotionally intelligent teachers.

Emotional Intelligence, as defined by Bar-On (1997), emotionally intelligent people are those “who are able to recognize and express their emotions, who possess positive self regard, and are able to actualize their potential capacities

and lead fairly happy lives. They are able to understand the way others feel and are capable of making and maintaining mutually satisfying and responsible interpersonal relationships, without becoming dependent on others. These people are generally optimistic, flexible, realistic, and successful in solving problems coping with stress, without losing control”.

Salovey and Mayer’s (1990) ability model described EQ the ability to monitor one's own and others' feelings and emotions, to process emotional information to recognize the meanings of emotions and relationships, and to reason and solve problems. EQ is a subset of social intelligence, a set of mental abilities separate from personality. According to them, the emotionally intelligent person is skilled in four abilities: (1) perception, appraisal, and expression of emotion, (2) emotion’s facilitation of thinking, (3) understanding and analyzing emotions or employing emotional knowledge, and (4) reflective regulation of emotions to promote emotional and intellectual growth.

Suprerna Khanna(2011) has conducted study on Emotional Intelligence in relation to Social Maturity of adolescent children of working and non-working mothers and found that no significant relationship between Social Maturity and Emotional Intelligence of adolescent children of working and non-working mothers. A positive relationship was found between Social Maturity and personality of senior secondary school students (Dinesh Kumar & Ritu, 2013). Jyotsana K Shah, Bhawna Sharma (2012), found that Social Maturity and school adjustment are related significantly. Gupta, R.P (2014) found that all the M.Ed students are socially mature irrespective of their gender and stream of subject they are studying.

II. NEED FOR THE STUDY

The quality of a nation depends upon the quality of its citizens,. The quality of the citizens in turn depends upon the quality of education and ultimately upon the quality of the teachers. The destiny of India is being shaped in its classrooms, in which the teachers play a very significant role

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as per the Kothari commission report on educational policy of nation. The teachers, especially at the elementary level are the creators of the future citizens of the nation play significant role. The teacher should be a repertoire of noble qualities like morality, honesty, integrity which influences the behaviour of the students.

The role of teacher is always been challenging and dynamic in the society. He/she not meant only for transference of knowledge equally concerned with inspiring the students towards achieving the cherished goals in the right way. In this background the institutions of Teacher Education play significant role in developing not only intellectual or emotional maturity but also Social Maturity. These institutions train the future teachers in all aspects related to Social Maturity through various modes to serve for better cause. Social Maturity attained in a natural setting or artificial setting is prompted by the efforts of a well trained teacher working in these institutions. S/he the trained teacher imparts the knowledge about the society, its rules and norms to the students which is helpful for students to solve their social problems. A socially mature teacher becomes self-reliant in the sense that he develops self-direction of effort and learns efficiency to use his time, control his emotions, develops sense to deal with the different people in the society, develop gentle personal relationships, acquire the quality of adjustment, co-operation, sacrifice, independence, etc. which are also the essential qualities of an emotionally intelligent teachers. He develops the ability to make judgments, decisions and take proper actions when faced with a problem and critical issues. Thus, more the socially mature and emotionally intelligence the teacher is more will be the social matured and emotionally intelligent students and ultimately the society and the nation.

In this background the investigator found the study as important and necessary.

III. STATEMENT OF THE PROBLEM

As the student teachers at elementary level are going to handle the young minds that are the stage to mould their personality in a desirable way, it is important to develop such prospective teachers who are socially matured and emotionally intelligent. With this intention the researcher made an attempt to know about the level of Social Maturity and Emotional Intelligence and to measure correlation between Emotional Intelligence and Social Maturity of D.Ed Trainees of Mysore city. The study is entitled as “**Emotional Intelligence in relation to Social Maturity of Student Teachers at Elementary Level**”.

IV. METHODOLOGY

4.1 Objectives of the study.

The study was undertaken with the following objectives.

- To find out the level of Emotional Intelligence and Social Maturity among the prospective teachers.
- To find out whether there is a significant difference in the Emotional Intelligence of prospective teachers with reference to male and female students, students from science and arts subject background.

- To find out whether there is significant difference in the Social Maturity of prospective teachers with reference to male and female students, students from urban and rural locale.
- To find out whether there is a significant correlation between Emotional Intelligence and Social Maturity of prospective teachers.

4.2 Operational definitions of the terms.

The terms used in the research problem for the study are operationally defined as follows.

Emotional Intelligence is the ability to know, manage one's own emotions and recognize them in other and to handle relationships. In the present study the scores obtained on the Emotional Intelligence scale developed and standardized by Dhar, U., Hyde, A and Pethe, S (2002) on 34 items measuring 10 factors of Emotional Intelligence represent the Emotional Intelligence of prospective teachers.

Social Maturity is the level of social skills and awareness an individual has achieved in relation to the particular norms of the society where s/he lives. In the present study the scores obtained on the Social Maturity scale developed and standardized by Nalini Rao (1986) on 90 items under three broad areas.

4.3 Hypotheses of the study.

In order to meet the objectives of the study the hypotheses are formulated in null form and they are;

- There is no significant difference between the following categories of student teachers at elementary level with reference to the Emotional Intelligence.
 - o Male and Female Student teachers.
 - o Student teachers from Urban and rural background.
- There is no significant difference between the following categories of student teachers at elementary level with reference to the Social Maturity.
 - o Male and Female Student teachers.
 - o Student teachers from Urban and rural locale.
- There is no significant correlation between Emotional Intelligence and Social Maturity of student teachers at elementary level.

4.4 Method of the study

The study is descriptive in nature and survey method was used. 100 student teachers studying in different colleges of education in Mysore city were selected randomly as sample of the study. Data was collected administering the Emotional Intelligence scale (Anukool Hyde, Sanjyot Pethe, Upinder Dhar, 2002) and Social Maturity scale (Nalini Rao, 1986). The collected data was analyzed using the statistical techniques t-test and Karl Pearson Product moment correlation test.

5. Data analysis and interpretation

Data analysis is divided into three parts.

Part-1 Percentage analysis

Part-2 't' test

Part-3 Correlation test

5.1 Part-1 Percentage analysis

In this part the level of Emotional Intelligence and Social Maturity was analysed by using percentage analysis technique.

Table1: Levels of Emotional Intelligence and Social Maturity of Prospective Teachers at elementary Level.

Levels	AA (%)	AV(%)	BA(%)
Emotional Intelligence	21	57	22
Social Maturity	26	54	20

(AA-Above Average, AV-Average, BA- Below Average)

The above table shows that most of the 57% and 54% of the student teachers have average level of Emotional Intelligence and Social Maturity respectively. This means that most of the student teachers are at the level of average.

5.2 't'-test.

Table 2: Comparison of Emotional Intelligence and Social Maturity with reference to gender and stream of study.

Variable	Group	N	Mean	SD	df	t-value	Sig
Emotional Intelligence	Male	45	132.31	15.46	98	0.699	NS
	Female	55	130.05	16.54			
	Urban	41	126.02	14.79	98	2.707	S
	Rural	59	134.58	16.03			
Social Maturity	Male	45	270.29	32.92	98	4.331	S
	Female	55	245.36	24.57			
	Urban	41	240.20	21.51	98	4.871	S
	Rural	59	267.97	31.76			

Mean Emotional Intelligence and Social Maturity scores of male and female group of student teachers, student teachers from urban and rural background were compared in the table 2.

Comparison of Emotional Intelligence and Social Maturity of student teachers with respect to their gender.

t-value calculated for male and female student teachers with reference to the Emotional Intelligence was found to be 0.699 which is not significant at both at the 0.01 and 0.05 levels. Therefore the first hypothesis that Emotional Intelligence among the male and female student teachers does not differ significantly is accepted. It means that both male and female student teachers are found to possess more or less similar level of Emotional Intelligence. The finding is in agreement with the findings of Pandit Bansibhari (2004) and Ajaykumar Bhimrao Patil(2006). The findings revealed that the Emotional Intelligence is independent of gender.

t-value calculated for male and female student teachers with reference to the Social Maturity was found to be 4.331 which is significant at both at the 0.01 and 0.05 levels. Therefore the null hypothesis that Social Maturity among the male and female student teachers does not differ significantly is rejected. It means that both male and female student teachers are found to possess different level of Social Maturity.

The male student teachers found to possess higher level of Social Maturity when compared to female student teachers. The probable reason for this may be that the male group has the greater opportunities of exposure to the outer world which makes them to come across the various dimensions of the society which makes them more matured.

Comparison of Emotional Intelligence and Social Maturity of student teachers with respect to locale.

t-value calculated for student teachers from urban and rural background with reference to the Emotional Intelligence and Social Maturity was found to be 2.707 and 4.871 respectively which is significant at both at the 0.01 and 0.05 levels. Hence the null hypothesis that Emotional Intelligence and Social Maturity among the student teachers from urban and rural background does not differ significantly is rejected. It means that the student teachers from urban and rural background found to possess different levels of Emotional Intelligence and Social Maturity. The student teachers from rural background found to possess higher level of Emotional Intelligence and Social Maturity when compared to student teachers from urban background. The probable reason for this may that the rural society still found to possess joint family system where children are able get their elders and parent's affection, love and moral support which makes them emotionally strong and socially matured.

5.3 Correlation test

Table3: Correlation value of Emotional Intelligence and Social Maturity

	N	df	γ-value
Emotional Intelligence and Social Maturity	100	98	0.312

Table 3 shows a positive definite significant relation between Emotional Intelligence and Social Maturity, which is significant at the 0.01 level of significance. This shows that there is a significant relationship between Emotional Intelligence and Social Maturity. It means that if a person is socially matured enough s/he will be assured, firm, calm and act in socially acceptable way i.e., emotionally intelligent.

6. Educational implications

- As the student teachers from the urban background found to possess low level of Emotional Intelligence and Social Maturity, the prospective teachers should be encouraged to enhance their Emotional Intelligence and Social Maturity. In this regard the teacher educators of the colleges of education should play vital role in developing the skills of Emotional Intelligence and Social Maturity through implementing special educational programmes like, life skills training programmes, seminars and special lectures.
- The institution should also take initiatives in creating awareness among the parental community and community in general regarding their role in rearing up their children.
- The teacher educators should adopt issue based teaching learning strategies taking real life situations to make the individuals aware of themselves and others. It is essential to reform the curriculum with ample opportunities for practical knowledge.

Moreover it is the duty of the teacher educators who should be role models possessing high level of Emotional Intelligence and Social Maturity to enhance these factors among the student who in turn can contribute to national development.

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