

Emotional Intelligence in relation to Social Maturity and Personality Traits -A study

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Abstract

This study set to investigate of Emotional Intelligences in relation to social maturity and personality traits of the higher secondary students. This was with a view to ascertain the extent to which variable like gender, community and religion may influence the Emotional Intelligences in relation to social maturity and personality traits of the higher secondary students. Sample of the study was comprised 600 higher secondary students. Correlation analysis was used in this study. It showed that EI was positively correlated with personality traits, negatively correlated with social maturity. Findings concluded that Emotional Intelligences in relation to social maturity and personality traits of the higher secondary students. It is recommended that the learning environment characterized by positive supportive parent-child relationship.

Keywords: Emotional intelligence, personality traits, social maturity, higher secondary students.

Introduction

Emotional intelligence is an intrinsic factor that its appearance, researchers in their research showed that acute intelligence students gain a higher score in terms of emotional intelligence components such as perceptions, acceptance, understanding and control over students with average intelligence. Intelligence and emotion which were considered as separate fields now integrated in the new field Cognition and affect (Mayer, 2001). Gollman believes that emotional intelligence is another aspect of intelligence that plays an important role in achieving people's ability to succeed in different aspects of life, more than cognitive intelligence.

Man is a social animal who cannot live apart from the society. While living in the society to lead a peaceful and harmonious life 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. 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, cooperation, sacrifice, independence, etc. which are also the essential qualities of the emotionally intelligent adolescents. Social maturity is what enables us to function as healthy adults. Social Maturity and school adjustment are related significantly (Jyotsana & Bhawna Sharma, 2012).

Emotional Intelligence is an important factor in determining personal success as a student, teacher, parent, and leader (Goleman, 1998).

The relationship between EI and personality traits are interlinked because as EI is relevant to understanding and control of emotions which are very important in personality construction. Personality is the supreme realization of innate peculiar behavior of a human being, whereas personality traits have strong relationship with EI.

Brackett and Mayer (2003) found that EI is highly significantly correlated with neuroticism, extraversion, agreeableness and conscientiousness, but moderately related to openness to experience. Sala (2002) examined that EI measured by Goleman's Emotional Competence Inventory (1998) was significantly related to extraversion, openness to experience and conscientiousness. Mayer and Salovey (1997) has shown empirically significant correlations with measures of personality. Personality and EI have been essential keys to achieve organizational goals and to succeed in changing environment (Beer & Nohria, 2000).

Need and Significance of the study

In this era of scientific and technology advancement the psychological concept and need of resources affecting all aspects of social and personal life of human beings. Even the field of education did not remain untouched from impact of this change. It has brought lack of harmony between outer life of action and inner life of emotion. Living in harmony with in one's self and one's natural and social environment is a basic human need. A disturbed natural and psycho-social environment often leads to stress in human relations, triggering intolerance and conflict.

UNESCO's historic report of the 'International commission on education in the 21 th century' i.e. Delors Commission report recall the four pillars of Learning i.e. "Learning to know, Learning to do, Learning to be, and Learning to live together as mentioned. The last two pillars clearly indicate the 'Emotions' to be involved and strengthened among students through suitable learning strategies. In the Indian context the schools are right place to introduce emotional skills in children.

The concept of emotional intelligence is new in the field of education and has great scope for researchers to study its relationship

with various aspect such as achievement, intelligence self-concept, personality, school environment etc. Emotional Intelligence (EI) is considered to be the most important determinant of success in professional and personal life among human beings. EI includes components like self-awareness, Empathy, Self-motivation, Emotional stability, Managing relations, Integrity, Self-development, Value orientation, Commitment, Altruistic behaviour such as cooperation and leadership (Goleman, 1998). Findings from this study will assist researchers, professionals, parents, teachers and clients to gain an increased understanding of the new constructs of emotional ability.

Definitions

Emotional Intelligence

Goleman(1995) defined "emotional intelligence as "Capacity for recognizing our own feeling and those of others for motivating ourselves and for managing emotions well in ourselves and our relationship".

Mayer & Salovey (1997) viewed that Emotional Intelligence is "The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth".

Social Maturity

Raj. M (1996) defines "Social maturity as the level of social skills and awareness that an individual has achieved related to particular norms related to age group. It is a measure of the development competence of an individual with regard to interpersonal relations, behaviour appropriateness, problem-solving and judgement.

Social Maturity is the process of developing appropriate attitudes for personal, interpersonal and social adequacies of an individual, which are essential for functioning effectively in the Society.

Personality Traits

Allport (1937) considered personality traits to be predispositions to respond, in the same or a similar manner, to different kind of stimuli. In other words, traits are consistent and enduring ways of reacting to our environment.

He summarized the characteristics of traits as follows (Allport 1937).

Personality traits are typically defined as descriptions of people in terms of relatively stable patterns of behavior, thoughts, and emotions (e.g., McCrae & Costa, 2003). The Five-Factor Model (FFM) is the most researched taxonomy.

Objectives of the study

1. To study the Emotional intelligence of Higher Secondary students.
2. To study the Social Maturity of Higher Secondary students.
3. To study the Personality Traits of Higher Secondary students.
4. If there is any significant difference in the Emotional intelligence of Higher Secondary students with respect to their
 - a. Gender (Male and female)
 - b. Religion (Hindu, Muslim and Christian)
5. If there is any significant difference in the social maturity of Higher Secondary students with respect to their
 - a. Gender (Male and female)
 - b. Religion (Hindu, Muslim and Christian)
6. If there is any significant difference in the personality traits of Higher Secondary students with respect to their
 - a. Gender (Male and female)
 - b. Religion (Hindu, Muslim and Christian)
7. To find out the relationship between Emotional Intelligence and social maturity of Higher secondary students.
8. To find out the significant relationship between Emotional Intelligence and Personality Traits of Higher secondary Students.
9. To find out the significant relationship between personality traits and social maturity of Higher secondary students.

Hypothesis

The following hypotheses were formulated for the study,

1. The Emotional intelligence of Higher secondary students is more managing relationship.
2. The social maturity of higher secondary students is more social adequacy.
3. The Personality Traits of Higher Secondary students is positively correlated with Emotional Intelligence.
4. There is significant difference between Emotional intelligence among the Higher secondary students with respect to their
 - a. Gender (Male and female)
 - b. Religion (Hindu, Muslim and Christian)
5. There is significant difference between social maturity among the Higher secondary students with respect to their
 - a. Gender (Male and female)
 - b. Religion (Hindu, Muslim and Christian)
6. There is significant difference between Personality Traits among the Higher secondary students with respect to their
 - a. Gender (Male and female)
 - b. Religion (Hindu, Muslim and Christian)
7. There is significant relationship between Emotional intelligence and social maturity of Higher secondary students.
8. There is significant relationship between Emotional intelligence and Personality Traits of Higher secondary students.
9. There is significant relationship between Personality Traits and social maturity of Higher secondary students.

Methodology

Normative survey method was adopted in this study.

Sample

As many as 600 higher secondary students studying in 11th and 12th classes in Telangana has been chosen with the help of simple random sampling for the present study.

Tools

1. Emotional intelligence scale constructed by investigator.
2. Social maturity scale constructed and standardized by Dr. Nalini Rao.
3. Personality traits scale constructed and standardized by Prof. K.S.Mishra.

Description of the tools used

Correlation analysis is used to measure the relationship between Emotional Intelligence and Social maturity; Emotional Intelligence and personality traits. The results are presented as follows:

Emotional Intelligence and Social maturity

'Pearson correlation was applied to test the Null hypothesis "there is no significant correlation between students' emotional intelligence and their social maturity". The results are shown in the table-1.

Table-1: Pearson's Correlation matrix on Emotional Intelligence and Social maturity of higher secondary students with respect to different dimensions

S.no	Dimensions	Mean	Std. Deviation	Correlation with Emotional Intelligence	Remarks
1	Interpersonal Adequacy	73.3183	7.66953	-.619**	Significant at 0.01
2	Personal Adequacy	69.3867	10.10135	-.667**	Significant at 0.01
3	Social Adequacy	74.0900	7.77083	-.530**	Significant at 0.01
4	Social maturity	216.7950	22.19303	-.703**	Significant at 0.01

From the table, it is observed that there is a negative significant relationship between emotional intelligence and social maturity of higher secondary students. Further, it can be depicted from the table that emotional intelligence is negatively correlated with social maturity dimensions of interpersonal adequacy, personal adequacy and social adequacy.

Emotional Intelligence and Personality Trait

'Pearson correlation was applied to test the Null hypothesis "there is no significant correlation between students' emotional intelligence and their personality traits". The results are shown in the table-2.

Table-2: Pearson's Correlation matrix on Emotional Intelligence and Personality traits of higher secondary students with respect to different dimensions

S. no	Personality Traits - Dimensions	Mean	SD	Correlation with Emotional Intelligence	Remarks
1	Consciousness	35.3850	5.92215	.477**	Significant at 0.01 level
2	Openness	34.4933	5.21747	.482**	Significant at 0.01 level
3	Neuroticism	33.6017	5.59272	.490**	Significant at 0.01 level
4	Aggreableness	33.5083	6.10208	.470**	Significant at 0.01 level
5	Extraversion	33.7667	5.99712	.463**	Significant at 0.01 level
6	Overall Personality Trait	170.7550	23.53986	.583**	Significant at 0.01 level

From the table-2, it is observed that there is a positive significant relationship exists between

emotional intelligence and personality traits of the higher secondary students. And emotional

intelligence is correlating with the dimensions of personality traits- consciousness, openness, neuroticism, agreeableness and extroversion.

Social Maturity and Personality Trait

‘Pearson correlation was applied to test the Null hypothesis “there is no significant correlation between students’ social maturity and their personality traits”. The results are shown in the table-3.

Table-3: Output-Correlation between Social Maturity and Personality Traits

	Mean	Std. Deviation
Work orientation	27.2317	5.24186
Self-Direction	23.5900	3.71100
Overall Personality Trait	170.7550	23.53986

Ability to take stress	18.5650	3.13776
Communication	29.7467	3.79471
Enlightened Trust	25.2300	3.11608
Cooperation	18.3417	3.23920
Social Commitment	30.1033	3.69352
Social Tolerance	24.1933	3.09277
Openness to change	19.7933	3.32300
Personal Adequacy	69.3867	10.10135
Interpersonal Adequacy	73.3183	7.66953
Social adequacy	74.0900	7.77083
Overall Social maturity	216.7950	22.19303
Consciousness	35.3850	5.92215
Openness	34.4933	5.21747
Neuroticism	33.6017	5.59272
Agreeableness	33.5083	6.10208
Extraversion	33.7667	5.99712

Table-4: Correlation table

	Consciousness	Openness	Neuroticism	Agreeableness	Extraversion	Overall Personality Trait
Work orientation	-.538**	-.505**	-.468**	-.426**	-.405**	-.572**
Self-Direction	-.453**	-.353**	-.395**	-.369**	-.317**	-.462**
Ability to take stress	-.399**	-.363**	-.352**	-.373**	-.358**	-.452**
Communication	-.341**	-.354**	-.312**	-.296**	-.299**	-.391**
Enlightened Trust	-.204**	-.237**	-.250**	-.268**	-.253**	-.297**
Cooperation	-.429**	-.393**	-.334**	-.349**	-.268**	-.433**
Social Commitment	-.330**	-.283**	-.253**	-.248**	-.246**	-.333**
Social Tolerance	-.417**	-.319**	-.310**	-.253**	-.206**	-.368**
Openness to change	-.263**	-.276**	-.269**	-.282**	-.292**	-.339**
Personal Adequacy	-.569**	-.504**	-.497**	-.473**	-.438**	-.607**
Interpersonal Adequacy	-.433**	-.437**	-.397**	-.403**	-.364**	-.497**
Social adequacy	-.435**	-.380**	-.359**	-.339**	-.324**	-.449**
Overall Social maturity	-.561**	-.514**	-.489**	-.473**		

From the table-4, it is observed that there is a negative significant relationship between social maturity and personality traits of higher secondary students.

Further, it can be depicted from the table that personality trait dimensions of consciousness, openness, neuroticism, agreeableness and extroversion is negatively correlated with social maturity dimensions of Work orientation, Self-

direction, Ability to take stress, Communication, Enlightened trust, Cooperation, Social commitment, Social Tolerance, Openness to change, personal adequacy, interpersonal adequacy, and social adequacy.

Findings

- There is a negative correlation between Emotional Intelligence and social maturity of higher secondary students.
- There exists negative correlations with the dimensions of social maturity
- The student personality traits are positively correlated with Emotional intelligence.
- There is a negative correlation between social maturity and personality traits of higher secondary students.
- The dimensions of Social maturity are negatively correlated with both Emotional Intelligence and Personality Traits.

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Conclusions

Emotional intelligence is the ability to control stress and anxiety, motivation, hope and optimism in the face of obstacles on the way to the target. The aim of this study was to investigate the relationship between emotional intelligence and social maturity; emotional intelligence and personality traits; and Social Maturity and Personality Traits. The end of the twentieth century and beginning of the twenty first century have seen on unprecedented upsurge in activities revolving around the teenage adolescence students. Hence the student's Social maturity dimensions are negatively correlated with both Emotional Intelligence and Personality Traits where personality traits are positively correlated with Emotional intelligence.

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