

'Future Educators' Emotional Intelligence and Social Maturity

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Abstract

The focus of the current study was on the social competence and emotional intelligence of B.Ed. candidates. The major goals of the study were to ascertain the emotional quotient and social competence of B.Ed. students as well as the link between emotional quotient and social competence. Through a random sampling procedure, 125 student teachers from Mangalore's Srinivas University College of Education participated in the study. The Dr. Vinit Kher, M. S. Puja Ahuja, and M. S. Sarbjit Kaur Sevenfold Emotional Intelligence Scale and the Dr. Nalini Rao Social Maturity Scale were both employed in the testing. The association between emotional intelligence and social maturity was examined further using Karl Pearson's product moment, correlation of coefficient, and the 't' test. The findings showed that all students—urban and rural, scientific and artistic—possess an equivalent level of emotional intelligence and social maturity. The analysis also showed that 74% of student teachers had a moderate level of emotional IQ and 70% have a moderate level of social maturity. Additionally, it is discovered that social maturity and emotional intelligence are unrelated. In the study, certain methods to improve B.Ed. trainees' social maturity and emotional intelligence are proposed.

Keywords: Emotional intelligence, social maturity, B.Ed. trainees, relationship

INTRODUCTION

According to Gandhiji, education entails bringing out the best aspects of a person's body, mind, and spirit. Main aim of education is overall development of personality, that means education must make a man physically, socially, morally, intellectually mature. In the process of education teacher has to play different roles like guide, philosopher, trainer, stage setter, councilor etc. Institutions for teacher education play a crucial role in assuring the proper development of the knowledge, skills, and attitudes required for teaching.

A man's life is greatly influenced by society. To lead peaceful and harmonious life he must follow societal norms and rules. The capability to function in a responsible manner by understanding societies norms and rules as well as effectively using this knowledge is called social maturity. It is the possession of right attitude by an individual which are very essential for the effective functioning of the society [1, 2].

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Knowing what to do and aiming for it by adhering to proper social behaviour is what social maturity is all about. You should emulate socially mature persons in order to achieve social maturity. Social development, in the words of Hurlock (1950), is the acquisition of social maturity. It refers to the process of acquiring a sense of unity, intercommunication, and cooperation while learning to uphold group standards, morals, and traditions. Socially mature people contribute to social unity, take the right

decisions and work selflessly for the betterment of society. Trust, harmony, active cooperation, and peaceful coexistence are the results of social maturity.

According to Goleman emotional intelligence as the capacity to reason with emotion in four areas: to perceive emotion, to integrate in thoughts, to understand and to manage it. According to Bar-on (1997) [3, 4], emotional intelligence shows one's ability to handle problems in the everyday environment and helps forecast one's success in life, including professional and personal endeavours. Salovey (1990) [5] defined emotional intelligence as having five characteristics, including self-awareness, or the capacity to understand one's own emotions, the capacity to control one's emotions and impulses, self-motivation, and the capacity to discern others' emotions, as well as social skills, or the capacity to manage other people's emotions. According to Mayer and Cobb (2000) emotional intelligence is the ability to process emotional information, and it includes perception, assimilation, understanding and management of emotions.

Emotional intelligent is a different way of being smart. It helps us to know what are our feelings and helps us to take good decisions in our life and manage stressful situation in an effective manner. Emotional intelligent person can be able to control his impulses. It has been discovered that those with higher emotional intelligence are more social [5–7].

Education is a dynamic process rather than being static. The way that education is delivered has undergone numerous adjustments. It's possible that what was successful in the past isn't as effective today. Changes in education takes place according to the changes in the society and it is very essential to maintain total quality in education [8–10]. The importance of the teacher in education is significant and quite fundamenta. To cope with the changes teachers also must possess essential qualities. Among these qualities emotional intelligence and social maturity is equally important [2].

NEED OF THE STUDY

There are different factors play a very important role in maintaining the total quality in education. For this the teachers should have certain essential characteristics such as being intelligent, empathetic, aware of personal and social responsibility, fair and impartial, friendly democratic, dynamic, etc. As per the above characteristics, it is important that the student teachers also should have emotional intelligence and social maturity. As a result, the researcher decided to focus on this topic in the current study. This study's research made an effort to discover and comprehend the emotional intelligence and social maturity levels of student instructors. So in light of all these, the researchers felt the need of assessing the social maturity and emotional intelligence of student teachers.

The above-mentioned need prompts the following questions;

1. To what extent do student teachers possess social maturity?
2. To what extent do student teachers possess emotional intelligence?
3. Are emotional intelligence and social maturity related in any way?

STATEMENT OF THE PROBLEM

Between childhood and adulthood, adolescence is a period of growth and development. This is the period of establishment of personal values, and self-sufficiency and they wanted to play an independent role in society. To manage these adolescents there is a need of an effective teacher. So it is important to develop such potential teachers who are socially matured and emotionally intelligent. The researcher set out to examine the relationship between emotional intelligence and social maturity in B.Ed. trainees and to learn more about the extent of social maturity and emotional intelligence. A study on the emotional intelligence and social maturity of aspiring teachers was conducted.

METHODOLOGY

Objectives of the Study

1. To assess the emotional intelligence and social maturity of student instructors

2. To investigate whether there are any notable differences in social maturity and emotional intelligence between rural and urban students.
3. To determine whether student teachers of arts and science streams differ in social maturity and emotional intelligence.
4. To research how student teachers' emotional intelligence and social maturity interact.

Hypotheses of the study

1. There is no significant difference between rural and urban students in social maturity and emotional intelligence.
2. There is no significant difference between arts and science student teachers in social maturity and emotional intelligence
3. There is no significant relationship between social maturity and emotional intelligence of student teachers

Method of the Study

Using a survey methodology, the study is descriptive in nature. 125 B.Ed. trainees from Srinivas College of education Mangalore were selected randomly as the sample of the study. For a collection of required data, the investigator prepared a google form and sent the tool through a WhatsApp group to student teachers and asked them to fill the form. Student teachers were asked to select according to their choice on the alternatives provided.

Sample and Sampling

A sample is a portion of the population that has been chosen for observation and study. Sampling involves choosing a sample from a population. The sample for the present study comprised 125 student teachers randomly selected from Srinivas University.

Tools used

The current study is a descriptive survey. The sevenfold emotional intelligence scale developed by Dr. Vinit Kher, Ms. Puja Ahuja, and Ms. Sarbjit Kaur was used to assess emotional intelligence. The social maturity scale developed by Dr. Nalini Rao was also employed.

Delimitations of the Study

1. The study was confined to student teachers of Srinivas University college of education.
2. The sample was restricted to the student teachers pursuing B.Ed. course.
3. The sample size was restricted to 125 student teachers only
4. The study is limited to collect information about independent variables like location of residence and stream of study
5. The study is limited to only studying two dependent variables emotional intelligence and social maturity.

Statistical Techniques used

Keeping in view the objectives of the study, data have been analyzed and interpreted by giving statistical treatment. Karl Pearson's product moment, correlation of coefficient, and other appropriate statistical techniques were utilised for data tabulation and analysis in order to determine the relationship between social maturity and emotional intelligence.

ANALYSIS AND INTERPRETATION OF DATA

The results were presented and their interpretation was done objectively.

Objective one

To assess the emotional intelligence and social maturity of student instructors. The first objective of the study was to assess the emotional intelligence and social maturity of student instructors.

Table 1 reveals that 15% of B.Ed. trainees have high, 74% have moderate and 11% have low level of emotional maturity. In relation to social maturity 14% B.Ed. trainees have high level, 70% have moderate level and 16% have low level of social maturity. According to the findings, the majority of B.Ed. students have a moderate level of intelligence and social maturity.

Table 1. Level of emotional intelligence and social maturity.

Variable	High		Moderate		Low	
	N	%	N	%	N	%
Emotional Intelligence	19	15%	92	74%	14	11%
Social maturity	17	14%	88	70%	20	16%

Objective two

To investigate whether there are any notable differences in social maturity and emotional intelligence between rural and urban students.

The second objective of the study was to find out whether there is any significant difference between Urban and Rural students in social maturity and emotional intelligence. The data was analyzed with the help of t-test and the results are given in Table 2.

It is found from the **Table 2** that mean score of emotional intelligence of urban student teachers is 196.08 with standard deviation 11.40 and mean scores of rural student teachers is 192.74 with standard deviation 13.61. The mean score of social maturity of urban student teachers was 291.83 with a standard deviation of 24.98 and the mean score of rural student teachers is 283.61 with a standard deviation of 24.25. The calculated t-value of Emotional intelligence and social maturity is 1.50 and 1.87 respectively which is less than the table value even at the 0.05 level. Therefore, at the 0.05 level, it is not significant. It shows that there are no appreciable differences in social maturity and emotional intelligence between student teachers from urban and rural areas. This indicates that the emotional intelligence and social maturity levels of teacher candidates in urban and rural settings are roughly comparable. Therefore, the first hypothesis, according to which there are no appreciable differences in social maturity and emotional intelligence between pupils in rural and urban areas, is accepted.

Table 2. Summary of N, Mean, SD, t-value for emotional intelligence and social maturity of with respect to locality.

Variables	Group	N	Mean	SD	t-value	sig
Emotional Intelligence	Urban	60	196.08	11.40	1.50	NS
	Rural	65	192.74	13.61		
Social Maturity	Urban	63	291.83	24.98	1.87	NS
	Rural	62	283.61	24.25		

Objective Three

To determine whether student teachers of arts and science streams differ in social maturity and emotional intelligence.

The third objective was to study whether there is any significant difference between arts and science student teacher's in social maturity and emotional intelligence. The t-test was used to evaluate the data, and the findings are shown in Table 3.

According to **Table 3**, the average emotional intelligence score for science B.Ed. students is 194.58 with a standard deviation of 12.74, compared to 195.45 and 12.65 for arts students. The mean scores of science B.Ed. trainees on social maturity are 292.23 with standard deviation of 24.58 and mean scores of arts B.Ed. trainees are 285.24 with a standard deviation of 23.46. The calculated t-value of Emotional

intelligence is 0.39 and Social Maturity is 1.63 which is less than the table value of 0.05 level. Therefore, at the 0.05 level, it is not significant. It suggests that there are no appreciable differences in emotional intelligence and social maturity between student teachers in the sciences and those in the arts. It means that both science and art teacher trainees possess more or less similar levels of emotional intelligence and social maturity.

Table 3. Summary of N, Mean, SD, t-value for emotional intelligence and social maturity of with respect to stream of study.

Variables	Group	N	Mean	SD	t-value	sig
Emotional Intelligence	Science	60	194.58	12.74	0.39	NS
	Arts	65	195.45	12.65		
Social Maturity	Science	62	292.23	24.58	1.63	NS
	Arts	63	285.24	23.46		

Objective four

To research how student teachers' emotional intelligence and social maturity interact.

The fourth objective of the study was to research how student teachers' emotional intelligence and social maturity interact. The correlation test was used to assess the data.

Table 4 displays the relationship between social maturity and emotional intelligence in B.Ed. trainees was **-0.01802** which is not significant. This means that there does not exist correlation between emotional intelligence and social maturity of B.Ed. trainees. Emotional IQ and social maturity are independent variables, according to the research. Emotional intelligence and social maturity are independent variables, according to the research. It means that persons social maturity does not have any impact on Emotional Intelligence and vice versa.

Table 4. Correlation value of emotional intelligence and social maturity.

Emotional Intelligence and Social Maturity	N	'r' value
	125	-0.01802

EDUCATIONAL IMPLICATIONS

1. Teacher education centers should organize skill based programs to improve Emotional Intelligence and Social Maturity of B.Ed. trainees, like seminars, special lectures, life skills and social skills training programs etc.
2. Teacher educators should adopt constructivist teaching-learning strategies to make the individuals aware of themselves and others.
3. Teacher educators are the role models to student teachers. Because of this, they ought to have strong social and emotional intelligence.

CONCLUSION

Based on the research it is concluded that social maturity and emotional intelligence is very important for every student teacher to become and effective teacher in the future days. Most kids have average levels of social maturity and emotional intelligence. If emotional intelligence and social maturity is lagging among the student teachers, then they find it difficult to cope with the given situation. Therefore, teacher education centers must adopt different teaching technique and constructivist programs for the enhancement of social maturity and emotional intelligence.

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